

Interactive Learning Guide

WM503

URBAN MISSION AND MINISTRY

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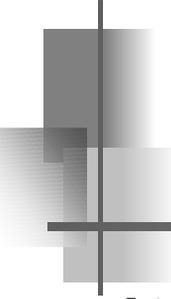
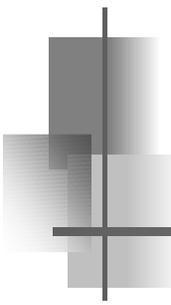


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Introduction

Welcome! Thanks for choosing The Institute of Theological Studies for your independent study. We at ITS count it a privilege to share in your learning journey, and we trust you will find this course both academically challenging and spiritually uplifting.

This Interactive Learning Guide is designed with you in mind. In it you will find the following items: your syllabus (the most essential part of the course!), a learning schedule, and twenty-four lessons that supplement the lectures. Each lesson provides an overview, learning objectives, the lecture outline, a note-taking page, and corresponding reflection questions. We believe these components will help you to master course content.

A word about independent studies . . .

While there are many benefits to the flexibility that independent studies offer, extra consideration and motivation are necessary to complete the course effectively. With this in mind, we offer these insights to guide your learning.

- **Start early!** Like any course, it's easy to put things off until the last minute. With no "classes" to attend, the time can slip away without notice. Don't let this happen to you!
- **Chart your course.** Utilizing the Learning Schedule will help prevent last minute "cram sessions." Have a plan and stick to it.
- **Communicate with your proctor often.** Regular feedback is an essential element in the learning process. Submit assignments on a regular basis. Don't be afraid to contact your proctor with questions or feedback.
- **Study in "chunks."** Set aside time to complete a whole lesson in one sitting. Doing a lesson in small segments prevents learning continuity and adds distraction. You learn best when you study from beginning to end.

With these things in mind, you are ready to embark on your learning journey. God bless
you as you study to serve Him!

Syllabus

The Institute of Theological Studies provides the following syllabus as the standard for this course. You will be responsible for all assignments ***unless your school changes the requirements.***

COLLABORATIVE LEARNING

Whether you sit in a traditional classroom or study from a distance, you will benefit from interaction, collaboration, and spiritual formation (ATS schools, note Standards 3.2.1.3; 10.3.3.3; 10.3.4.3). In order to meet this need in distance theological education, ITS is developing structures and resources to encourage spiritual formation and community interaction in our courses. In this course, we have included three collaborative learning features:

1. ITS Online Interactivity Forum (see course requirements) - fosters peer-to-peer interaction in a global, threaded discussion (required for all students)
2. Spiritual Formation Project (see course requirements) - fosters mentor-to-learner interaction in a mentor-guided reflection, discussion and application (required for all students)
3. Learning Community Assignments (see end of ILG) - fosters peer-to-peer collaboration in a group approach to assignments (optional but recommended where possible)

Go to www.ITScourses.org/interactivity/ for the most up-to-date ITS resources.

URBAN MISSION AND MINISTRY

DR. ROGER GREENWAY, TH.D.

Course Rationale

As the cities go, the world goes – politically, intellectually, economically, socially, and religiously. Historically, the Church has tiptoed around the City, seeing it as the playground of Satan. Not wanting to get too close to the fire, the Church has typically focused on her rural heritage. She has tried to keep the City of God away from the City of Man.

Recent trends in urbanization, however, present a new challenge for missions: if we want to reach the people, we must reach the cities. People are flocking to the cities like never before. Thus, major cities are the new frontier of Christian vocation and ministry. It is the purpose of this course, therefore, to help learners discover and explore the many aspects of urban mission and ministry in light of the increasingly urban world in which we live.

Course Overview

This course focuses on Christian mission and ministry in the world's growing cities. A Biblical basis for urban ministry is presented and case studies of effective urban strategies worldwide are examined. The course provides key logistics, strategies, models, and insights from one of the day's leading experts in urban missions. Throughout the lessons the instructor emphasizes *holistic* ministry, i.e., meeting the social, civil, and political needs as well as the spiritual.

Course Objectives

Given active participation, upon completion of this course you will be able to:

- Articulate the biblical and theological framework for urban ministry.
- Evaluate contemporary urban ministries in light of biblical principles.
- Recognize various models of effective urban church planting/ministry.
- Synthesize course content into a workable urban ministry paradigm.
- Assess your giftedness and calling in light of God's call to evangelize and minister to urban populations.

Course Texts

1. Required Reading: The learner will read the following articles and chapters that are included in the course materials:

Claerbaut, David. "The Urban Church and the Urban Minister." In *Urban Ministry*. Grand Rapids: Zondervan (1983), 189-210.

Greenway, Roger. "Jeremiah: How to be a City Saint." In *Apostle to the City: Biblical Strategies for Urban Missions*. Grand Rapids: Baker (1979), 29-42.

_____. "Don't Be an Urban Missionary Unless . . ." *Evangelical Missions Quarterly* 19:2 (April 1983): p. 86-94.

_____. *Guidelines for Urban Planting*. Grand Rapids: Baker, 1976. Chapters 1, 2, and 8.

Reeder, Harry L. "Revitalizing a Dying Church." In *The Pastor-Evangelist: Preacher, Model, and Mobilizer for Church Growth*, ed. Roger S. Greenway, 162-181. Philadelphia: Presbyterian and Reformed Publishing, 1987.

2. Collateral Reading: The learner will read 1,000 pages from the course bibliography. At least one book must be read in its entirety. The reading will be assessed by an annotated bibliography. (See below.)

Course Learning Activities

Learning Activity #1 – Lectures

The learner is expected to listen carefully to each of the twenty-four lectures, utilizing the lecture outline as a guide and the note-taking page for recording thoughts. The learner should find a quiet environment that limits unnecessary distractions.

Objective: to accumulate course content through active and careful listening.

Learning Activity #2 – Required reading/reports

See "course texts" above. The reading will be assessed as follows:

Annotated Bibliography – **all** reading completed by the learner will be stipulated and summarized in an annotated bibliography to be turned in upon completion of the course. For each reading, the student will list the number of pages and a one paragraph annotation. Remember, at least one complete book must be read.

Objective: to acquire a deeper, broader knowledge of course content and to demonstrate that knowledge through brief written assignments.

Learning Activity #3 – Study Questions

The learner is strongly encouraged to participate in the reflection questions provided after each lecture. While the questions are not factored into the grading system, the final exam will be composed exclusively of select questions from the Interactive Learning Guide. To the extent learners can answer these questions, they will perform well on the exam.

Objective: to foster immediate and cognitive interaction with the lecture content and to force evaluation of where the learner stands in relation to that content.

Learning Activity #4 – Research Abstract

Learners will develop a **4-5 page** research paper wherein they “update” the status of *their own country* in regard to ethnic breakdown and urban patterns. The paper should include the following: ethnic composition, current urban migration patterns, and religious breakdown as seen in her largest cities. The paper should be detailed by current statistics, trends, and reasons. Students will also include a reflective/theoretical section that will briefly outline practical suggestions for today’s urban focus in light of the findings.

Objective: to provide learners with a supplemental update on the state of cities in their country, making them more aware of what’s happening in the world around them.

Learning Activity #5 – Strategy Paper

Learners will compose a **12-15 page** paper wherein they incorporate the principles learned in this course into a strategic mission plan. Learners will use the nearest 100,000 population city (or a city within the land they desire to serve) as their “target.” Key aspects of the course should be utilized in organizing this paper, including research, evaluation, strategy, consideration of models, and a plan for implementation. Learners will pay attention to the history, demographics, and the social/ethical/religious concerns of the city. Based on the research, specific strategies and goals will then be outlined. It is important that students be concerned with “holistic” ministry.

Objective: to force the learner to engage in many crucial levels of learning, including *knowledge, comprehension, application, and synthesis*.

Learning Activity #6 – ITS Online Interactivity Forum

Participate with other students worldwide in an ongoing asynchronous threaded discussion of two major course topics. Go to www.ITScourses.org/interactivity/ to register for and enter the ITS On-Line Forum. In order to get the fullest benefit from the Forum, complete the assignment *after* you have listened to *all* the lectures. Be sure to return to the forum after finishing the course to see how others respond. Follow these steps to complete the assignment:

1. Post an original answer to each question for your course (75 word min.).
2. Post your response to any previous answer given to each question (75 word min.).
3. Submit a document to your proctor that contains the original questions, your postings, and the postings to which you responded.

NOTE: Please read the "Assignment Instructions" in the Forum.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

Learning Activity #7 – Spiritual Formation Project

***RATIONALE:** Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. **With this in mind,** ITS includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).*

Write a **five-to-six page reflective essay and interview a mentor**, discussing the spiritual impact of this course on your life. *Identify your mentor early in the course*, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

1. **Personal Reflection and Evaluation: *Reflect on the course*** – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.
 - a. **Follow these steps in your reflection:**
 - Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
 - Step 2: What portion(s) of the course brought this theme/principle/concept to light?
 - Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

Step 4: How should this affect your thoughts and actions, and what *specific steps* should you take to *concretely* apply what you have learned?

- b. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: **approximately three pages**)
- c. Give a copy of this reflection to your mentor (see #2).

2. Community Reflection and Interaction: *Interview a mentor* –

Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- a. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is not your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.
 6. Someone who has experience using the content of the course in ministry.

NOTE: *Identify your mentor early in the course*, and give him/her the page entitled “Guidelines for Mentors” (see end of syllabus).

- b. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - ♦ What feedback can your mentor give in response to your essay?
 - ♦ In light of the course content, are the conclusions you made appropriate? Why or why not?
 - ♦ What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

- 3. Synthesis and Application: *Draw your final conclusions* –** Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- a. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- b. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - ♦ What were the mentor's comments regarding your essay?
 - ♦ What advice did he/she give?
 - ♦ How did his/her comments expand or correct your application of the course?
 - ♦ Include the person's name, occupation, and the length of the interview.
- c. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - ♦ If your mentor corrected any thoughts in your "Personal Reflection and Evaluation", how do you feel about these corrections? Do you agree or disagree? Why?
 - ♦ Synthesizing your thoughts from section one and your mentor's insight in section two, what final conclusions have you reached? How is this different from section one?
 - ♦ In light of the interview and further reflection, what additional, *specific* changes need to occur in your life and what *concrete* steps will you take to implement them?

NOTE TO STUDENTS: *Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.*

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: *to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.*

Revised 10/05

Learning Activity #8 – Final Exam

At the end of the course, learners will participate in a final exam. The exam will incorporate questions taken directly from the Interactive Learning Guide. Objective: to reinforce and assess knowledge of lecture content.

Course Grading

Reading (as assessed by annotated bibliography)	10%
Research Paper	10%
Strategy Paper	40%
ITS Online Interactivity Forum	5%
Spiritual Formation Project	15%
Final Exam	<u>20%</u>
	100%

Course Bibliography

- Bakke, Ray and Jim Hart. *The Urban Christian : Effective Ministry in Today's Urban World*. Illinois: Intersity Press, 1987.
- Claerbaut, David. "The Urban Church and the Urban Minister." In *Urban Ministry*. Grand Rapids: Zondervan (1983), 189-210.
- Conn, Harvey, ed. *Planting and Growing Urban Churches: From Dream to Reality*. Grand Rapids: Baker, 1997.
- _____ and Manuel Ortiz. *Urban Ministry: The Kingdom, the City, and the People of God*. Downer's Grove: Intersity Press, 2001.
- Fuder, John, ed. *A Heart for the City: Effective Ministries to the Urban Community*. Chicago: Moody, 2000.
- Greenway, Roger S., ed. *Discipling the City: A Comprehensive Approach to Urban Mission*. Grand Rapids: Baker, 1992. (**Available for purchase.**)
- _____. "Jeremiah: How to be a City Saint." In *Apostle to the City: Biblical Strategies for Urban Missions*. Grand Rapids: Baker (1979), 29-42.
- _____. "Don't Be an Urban Missionary Unless . . ." *Evangelical Missions Quarterly* 19:2 (April 1983): p. 86-94.
- _____. *Guidelines for Urban Planting*. Grand Rapids: Baker, 1976. Chapters 1, 2, and 8.
- _____ and Timothy M. Monsma. *Cities: Missions' New Frontier*. Second edition. Grand Rapids: Baker, 2000.
- Harper, Nile, ed. *Urban Churches, Vital Signs: Beyond Charity Toward Justice*. Grand Rapids: Eerdmans, 1998.
- Hiebert, Paul G. and Eloise Hiebert Meneses. *Incarnational Ministry : Planting Churches in Band, Tribal, Peasant, and Urban Societies*. Grand Rapids: Baker, 1996.
- Meyers, Eleanor Scott, ed. *Envisioning a New City: A Reader on Urban Ministry*. Louisville: Westminster John Knox Press, 1992.
- Reeder, Harry L. "Revitalizing a Dying Church." In *The Pastor-Evangelist: Preacher, Model, and Mobilizer for Church Growth*, ed. Roger S. Greenway, 162-181. Philadelphia: Presbyterian and Reformed Publishing, 1987.
- White, Randy. *Journey to the Center of the City: Making a Difference in an Urban Neighborhood*. Illinois: Intersity Press, 1997.

Student Name: _____ Course: _____ Interview
Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's ITS coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking ITS courses are required to complete a final assignment called the "*Spiritual Formation Project*." This assignment involves two parts: an **essay** and an **interview**:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the **one** theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. **The goal of this interview is to facilitate the student's growth through interaction with a mature believer.**

NOTES ON THE INTERVIEW:

- You do **not** need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life - *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.

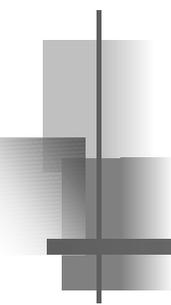
Learning Schedule

A journey of a thousand miles begins with a single step.

This Learning Schedule can benefit you in a number of ways. First, it provides you with a course overview at a glance. Second, it gives you the opportunity to plan your work at the beginning so that you don't fall behind at the end and sacrifice learning for "cramming." Third, it allows both you and your proctor a way to measure your progress at any given point in the academic term. Used effectively, this chart will allow you to maximize learning and minimize stress!

<i>Lesson Assignment</i>	<i>Target</i>	<i>Completed</i>
<i>Identify a mentor for the Spiritual Formation Project right away.</i>		
Lesson One		
Lesson Two		
Lesson Three		
Lesson Four		
Lesson Five		
Mini Research Paper (rough draft)		
Mini Research Paper (final draft)		
Lesson Six		
Lesson Seven		
Lesson Eight		
Lesson Nine		
Lesson Ten		
Lesson Eleven		
Lesson Twelve		

<i>Lesson Assignment</i>	<i>Target</i>	<i>Completed</i>
Lesson Thirteen		
Lesson Fourteen		
Lesson Fifteen		
Lesson Sixteen		
Lesson Seventeen		
Lesson Eighteen		
Lesson Nineteen		
Lesson Twenty		
Lesson Twenty-One		
Lesson Twenty-Two		
Lesson Twenty-Three		
Lesson Twenty-Four		
Collateral Reading/Annotated Report		
Strategy Paper (research completed)		
Strategy Paper (rough draft)		
Strategy Paper (final draft)		
ITS Online Interactivity Forum		
Spiritual Formation Project		
Final Exam		



Lesson One

Why All the Fuss About
Cities?

Prepare to Discover

Lesson Overview

Modern urbanization is one of God's greatest gifts to Christian missions. As the cities go, the world goes – politically, intellectually, economically, and religiously. Therefore, major cities are the gateways to evangelism and the unreached corners of the world. In this lesson, Dr. Greenway inaugurates the discussion on urban mission and ministry. He traces the causes of urbanization, presents common barriers to city work, and provides the vision for overcoming the challenges that cities present.

If we fail to win the cities, we will have failed to win the world.

(Roger Greenway)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ RECOGNIZE the need for urban missions.
- ◆ IDENTIFY key factors that cause urbanization.
- ◆ UNDERSTAND the challenges the Church faces when attempting to reach the cities.
- ◆ CONSIDER your personal commitment to the challenges that cities present.
- ◆ APPLY city focus to your own ministry.

Plan to Listen

Lecture Outline

1. Worldwide Urbanization and Its Challenge to the Church
 - A. The greatest migration in history
 - B. The factors behind the rural-urban movement
 - C. The universal urban problem of poverty
 - D. The receptivity of urban newcomers
 - E. The internationalization of urban newcomers

2. The Urban Dilemma of the Church
 - A. Historical factors
 - B. Negative image of the city
 - C. Social problems associated with cities
 - D. Economic barriers: high cost of city ministry
 - E. Psychological factors
 - F. Personal preferences of church leaders
 - G. Rural focus of "Unreached People" emphasis

3. The Challenge of the Cities
 - A. Vision
 - B. Faith
 - C. Motivation

Put it in Writing . . .

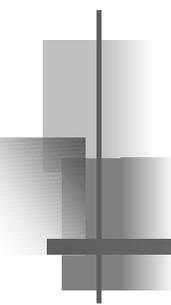
Lecture Notes



Pause to Reflect

Study Questions

1. What five factors lead to urbanization?
2. Cite reasons why the Church and its leaders have neglected the cities even though the world is becoming increasingly urban.
3. Develop the need for the Church to evangelize large cities. Why now? What are the consequences if we neglect this?
4. Ponder your commitment. Are you willing to attempt, by God's grace, to overcome the challenge of urbanization in your ministry?
5. What does the mission strategy look like where you minister? List three practical changes you could suggest so as to better reach out to urban environments.



Lesson Two

A Biblical Basis for Urban Mission and Ministry

Prepare to Discover

Lesson Overview

It is important to establish a biblical basis for urban missions. In this lesson, Dr. Greenway outlines biblical foundations for urban missions by examining the place of cities in the plan of God. Dr. Greenway draws on Scripture to provide key insights that will guide us in shaping urban strategy and accepting our roles in an increasingly urban world.

Mission is built on theology.

(Roger Greenway)

Learning Outcomes

By the end of the lesson, you will be able to:

1. PROVIDE a biblical basis for urban missions.
2. UNDERSTAND the importance of cities in relation to creation, fall, and redemption.
3. ARTICULATE the Cultural Mandate and its relevance for today.
4. RECOGNIZE your own role in the Cultural Mandate.
5. VALUE the importance of being a servant of Jerusalem in its ongoing battle with Babylon.

Plan to Listen

Lecture Outline

1. Cities in Biblical Perspective
 - A. Cities that might have been
 - B. Cities that are
 - C. The City that will be

2. God's Image Bearers in the City
 - A. Human talents and creativity
 - B. Earth's resources

3. Insights for Urban Leaders
 - A. Be realistic about the city.
 - B. Be perceptive about the religious warfare that is taking place in the cities.
 - C. Be positive about the Christian's responsibility in and for the city.
 - D. Be in prayer for cities and the spiritual power encountered in the urban milieu.
 - E. Become a prophet of action on behalf of the city.
 - F. Become involved in evangelism and church planting in cities.

Put it in Writing . . .

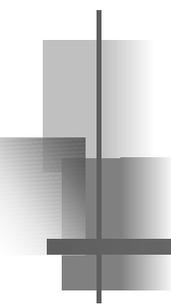
Lecture Notes



Pause to Reflect

Study Questions

1. Why is it important to establish a biblical basis for urban mission and ministry? What happens if we don't have one?
2. Distinguish between the cities that are, the cities that might have been, and the City that will be. What are the chief characteristics of each, and how do they relate to each other in God's plan?
3. In light of this discussion, Dr. Greenway provided six insights for urban workers. List four of the six.
4. Some say, "Christians working in cities is like sailors polishing the brass on a sinking ship." Is this how you feel? If our current cities are ultimately doomed, why should you bother to get involved in urban missions?
5. Dr. Greenway made reference to the Cultural Mandate in Genesis and its ongoing relevance for today. In light of this, what are practical ways that you could better nurture the Garden wherein you live? List three.



Lesson Three

New Testament Urban Mission and Ministry

Prepare to Discover

Lesson Overview

The New Testament provides both the mandate to minister to urban populations and the necessary models to carry out that mandate. In this lesson, Dr. Greenway looks at the New Testament as prescriptive for city ministry. He develops the *Four C's* of transformational urban mission and ministry and explains how the Church is an integral part of God's universal redemptive plan.

Now get up and go into the city, and you will be told what you must do.

(Acts 9:6)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ INDICATE the New Testament focus on urban mission and ministry.
- ◆ DIFFERENTIATE between the various ways people respond to the need for change in the cities.
- ◆ IDENTIFY four key areas in God's redemptive plan and explain how they relate to each other.
- ◆ EVALUATE your own ministry as God's redemptive agent.
- ◆ APPRECIATE the universal scope of God's redemptive love and program.

Plan to Listen

Lecture Outline

The Four "C's" of Transformational Urban Mission and Ministry

- I. Converts to Christ
 - A. Baptize Converts
 - B. Make disciples

- II. Churches Established
 - A. Often neglected subject
 - B. Vital churches easily accessible to every city dweller
 - C. Leadership training

- III. Communities Impacted
 - A. Urban social unrest
 - B. Categories of people concerned about the city
 - 1. The Establishment
 - 2. The Gradualists
 - 3. The Radicals

- IV. Cosmic Dimensions of Urban Life
 - A. The whole creation shares the bondage of sin.
 - B. The mission of God's people is cosmic in scope.

Put it in Writing . . .

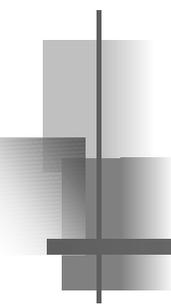
Lecture Notes



Pause to Reflect

Study Questions

1. How does the New Testament provide us with a model of urban mission?
2. Some deny the legitimacy of using the New Testament as a guide for city focus and ministry. They say that “things were different then.” How could you respond to such assertions? What presuppositions are at stake?
3. Explain the following approaches of enacting change in the city: *establishment*, *gradualist*, and *radical*. Which methodology is appropriate for the Church?
4. List the *Four C's* of urban mission and explain how they build on each other. How could you diagram this?
5. Pinpoint where you are in the diagram. Do you care about the community as well as the cosmos? Where do you “C” yourself?
6. As a Christian, you are one of God’s redemptive agents. Your mission, should you choose to accept it, is to participate in each area of God’s redemptive program. Detail one way you can extend your ministry in each area.



Lesson Four

Theological Affirmations for Urban Mission (Part One)

Prepare to Discover

Lesson Overview

Theology gives birth to ministry. We must establish foundational beliefs about urban mission before we depart for the city. In this lesson, Dr. Greenway develops twelve Biblical touchstones for successful urban strategy and ministry. These theological affirmations for urban mission will guide us in our “practice and promotion of Shalom” in the city.

For [Abraham] was looking forward to the city with foundations, whose architect and builder is God.

(Hebrews 11:10)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ SUMMARIZE basic Biblical presuppositions regarding urban mission and ministry.
- ◆ RECOGNIZE the various ways Christians should minister in the city.
- ◆ DEMONSTRATE that Christ is the Lord of the city as well as the countryside.
- ◆ IDENTIFY and articulate your struggles as a resident of Two Cities.
- ◆ ACKNOWLEDGE the city as a ready harvest for Christ’s ministry of reconciliation.

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Urban Mission and Ministry ◆ Interactive Learning Guide

Plan to Listen

Lecture Outline

- I. Christ is the Lord of the city as well as of the countryside.
- II. Cities are part of God's design from the beginning.
- III. The "dominion" God gave man includes cities as well as natural creation.
- IV. Cities provide the opportunity for human sinfulness to show its worst, and for God's grace, power and glory to be visible as nowhere else.
- V. Cities are the breeding grounds for culture and technology, which can be used for evil or good.
- VI. The city is not only a collection of individuals, but it is a corporate entity that is more than the sum of its parts.
- VII. There is a role for God's people in the city: a righteous remnant, agents of Shalom, and active witnesses.
- VIII. The believer is like Abraham, the "Expectant Sojourner," looking for the city whose builder and maker is God as he travels the cities of the world.
- IX. The believer has citizenship in the "Celestial City," and is a member of the New City Community. Nevertheless, he abides temporarily in the cities of man. He feels the tension between the "City of God" and the "City of Man."
- X. In both urban and rural settings, the heart of the mission of God in Christ is to reconcile men and women to himself through Christ's sacrifice on the cross.
- XI. Christ directed his ministry to both city and rural citizens, and he upbraided the cities corporately for their unbelief.
- XII. Evangelism in the city involves presence, proclamation, church planting, and the practice and promotion of Shalom.

Put it in Writing . . .

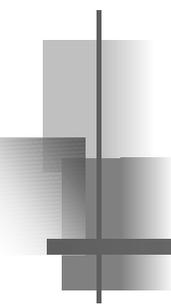
Lecture Notes



Pause to Reflect

Study Questions

1. Dr. Greenway described a parallel between us and the “Expectant Wanderer” of the Old Testament. Discuss the similarities between Abraham and today’s believer in relation to the city and city life.
2. The axiom “the sum of the whole is greater than the sum of its parts” is true for the city also, according to Greenway. What evidences from Scripture help us understand God’s corporate concern for cities in contrast to their individual members?
3. Indicate the various roles of Christians in the city as outlined in this lecture.
4. Explain why the city is central to the heart of God’s mission.
5. Describe the tensions you feel in your own life as a member of the City of Man as well as the City of God. Are you sacrificing one for the other?
6. Formulate two additional theological affirmations that *you* consider useful for urban mission. Be sure to provide Biblical support.



Lesson Five

Theological Affirmations for Urban Mission (Part Two)

Prepare to Discover

Lesson Overview

Cities are comprised of **all types** of people with **all kinds** of needs in **all areas** of life. Therefore, urban ministry requires a holistic and inclusive approach. Using the Church at Antioch as an instructional model, Dr. Greenway shares with us four theological truths about evangelism and church growth in light of city dynamics.

There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.

(Galatians 3:28)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ CHARACTERIZE the various needs of city dwellers and explain the challenges those needs present to urban mission.
- ◆ UNDERSTAND why church planting is a vital part of city evangelism.
- ◆ IDENTIFY the various aspects of holistic church growth.
- ◆ SKETCH a model for urban ministry by observing the Church at Antioch.
- ◆ APPRECIATE the wonderfully complex way God designed you.

Plan to Listen

Lecture Outline

- I. The needs of urban people - religious, physical, psychological, social and political challenge the church to holistic mission as exemplified by Christ.
- II. An immediate goal of evangelism in the city should be the formation of local churches that become leavening forces by restraining sin and promoting truth and justice like “showcases” of the Kingdom of God.
- III. Evangelism in the city must be inclusive of culture, social class, race, and gender.
- IV. The Holistic Church Growth we seek in urban churches includes many kinds of growth.
 - A. Numerical growth
 - B. Spiritual growth
 - C. Organizational growth
 - D. Incarnational growth
 - E. Missionary growth
- V. Illustration: *The Church at Antioch* (Acts 11:19-30; 13:1-3)
 - A. Cross-cultural evangelism, numerical growth (Acts 11:20, 21, 24)
 - B. Spiritual growth through teaching; called “Christians” (Acts 11:25, 26)
 - C. Diaconal ministry (Acts 11:29, 30)
 - D. Organized body with leaders (Acts 13:1-3)
 - E. Missionary outreach (Acts 13:1)

Put it in Writing . . .

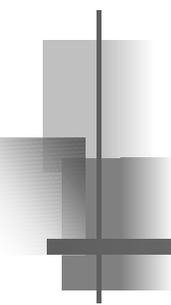
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Pause to Reflect

Study Questions

1. Describe how Paul avoided the problem of his churches being too dependent on him. How can we apply this to current church planting strategy?
2. Dr. Greenway said that an immediate goal of urban evangelism should be planting churches. Justify his assertion.
3. Explain the term “incarnational growth” as it relates to holistic church growth.
4. Imagine that your home church suddenly disappeared, building and all. How would this affect your local community? Would they notice? Would it be “business as usual,” or would they feel the loss?
5. You just spent a few weeks with the Apostle Paul as he visited the Church at Antioch. Identify four practical lessons you learned during your time there that you could apply to your own ministry.



Lesson Six

The Roles of Deacons in Today's Cities

Prepare to Discover

Lesson Overview

To minister in the cities is to interact with poverty. As we seek to become holistic servants, we are forced to see and respond to the desperate needs of the poor. Holistic diaconal ministry cannot ignore the social plight of cities; it must address the soul *and* the body, the eternal *and* the temporal, the sin *and* the suffering. In this lesson, the lecturer presents some causes of urban poverty and then offers important principles of diaconal ministry in light of poverty and injustice.

Whoever heard me spoke well of me . . . because I rescued the poor who cried for help, and the fatherless who had none to assist him . . . I was eyes to the blind and feet to the lame. I was a father to the needy; I took up the case of the stranger .

(Job 29:11-16)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ INDICATE the causes and characteristics of poverty in the city.
- ◆ EVALUATE the agenda of the Social Gospel and articulate its strengths and weaknesses in light of Biblical mandates.
- ◆ UNDERSTAND the immediate, long-term, and ultimate goals of urban diaconal ministry.
- ◆ RECALL your own response to poverty and social injustice.
- ◆ AFFIRM the importance of meeting both the physical and spiritual needs of the disenfranchised.

Plan to Listen

Lecture Outline

- I. Prevalence of poverty in large cities and its causes
 - A. Sin and evil, individual and corporate
 - B. Lack of employment opportunities
 - C. Scarcity of decent and affordable housing
 - D. Abandoned children in the streets
 - E. Gravitation of elderly to the cities
 - F. Breakdown of family structures
 - G. Corruption at all levels of government and society
 - H. Inadequate public services
 - I. Abnegation of responsibility on the part of many churches
 - J. Secularization of many churches
- II. History of Social Gospel and the narrowing of the evangelical agenda
 - A. The Social Gospel took an inadequate and unbiblical theology and applied it to the glaring urban social needs of its day.
 - B. Evangelical Protestantism, in rejecting the Social Gospel, turned its back on the cities' enormous problems.
 - C. To be true to the Word of God, the church must recapture the biblical diaconate with word and deed ministry.
- III. Principles and values of urban diaconal ministry
 - A. The *ultimate* goal of diaconal ministry is to glorify God by extending the Kingdom of Jesus Christ.
 - B. The *long term* goal of diaconal ministry is to free the poor from conditions of suffering, ignorance, and helplessness to a position of economic independence and dignity.
 - C. The *immediate* goal of diaconal ministry is to meet the urgent needs of suffering people in Jesus' name, thereby witnessing to God's love and the new life there is in Christ.
 - D. In a very basic sense, all Christians are deacons in that we are priests-in-Christ and anointed through baptism to represent Him and reveal His mercy. Hence, urban diaconal ministry includes roles for all Christians, and is not limited to church-deacons.

Plan to Listen

Lecture Outline (cont'd)

- E. Scripture teaches that Christians should be given priority in our help (Gal. 6:10), but our responsibility extends to anyone in need within our reach. (Parable of the Good Samaritan, Luke 10:25).
- F. The urban diaconate must not only be an instrument of compassion but also of justice, because unjust situations produce human suffering and the God to whom we bear witness is just as well as merciful.
- G. The diaconate functions best when it enables the poor to achieve and maintain economic self-sufficiency without long-term dependence.

Put it in Writing . . .

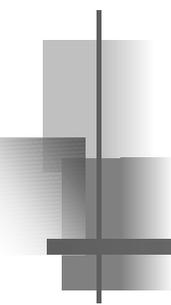
Lecture Notes



Pause to Reflect

Study Questions

1. What are some causes of poverty in the city? List at least five.
2. Briefly evaluate the Social Gospel. What was right about it? What was wrong? How did American fundamental churches respond? Why was this a huge mistake?
3. Identify the immediate, long-term, and ultimate goal of diaconal ministry.
4. How do you feel when you hear of a natural disaster occurring in a Third World country or another evil regime committing unspeakable atrocities against its citizens? Are you deeply moved? Do you quickly turn the channel? How do you respond to the beggar on the corner?
5. Ponder the following list of real conditions found in the city. Outline ways that deacons can respond to three of these specific needs.
 - Malnutrition and high infant mortality
 - Unemployment and lack of marketable skills
 - Illiteracy
 - Insecurity; fear of violence
 - Lack of decent, affordable housing
 - Loneliness, especially among the elderly and singles
 - Street people (homeless, mentally challenged)
 - Racial, ethnic, tribal conflicts
 - Prisoners, ex-convicts, families
 - “Public sinners” (prostitutes, drug pushers/users, etc.)



Lesson Seven

Evangelizing Ethnics in American Cities (Part One)

Prepare to Discover

Lesson Overview

The shift to urban and ethnic missions is the most important development in home mission activity today. This lesson makes the case for American churches to minister to the growing number of ethnics in urban communities. In addition, Dr. Greenway also identifies the concomitant challenges and obstacles that can hinder ethnic ministry.

Go therefore and make disciples of all the nations.

(Matthew 28:19)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ ARTICULATE the need for Christian workers to experience city life firsthand.
- ◆ UNDERSTAND the effects of “white flight” on the community and the Church.
- ◆ INDICATE four obstacles to successful ethnic evangelism.
- ◆ EVALUATE your commitment to the Great Commission.
- ◆ VALUE the image of God in all people and the need to minister to all cultures.

Plan to Listen

Lecture Outline

- I. Introduction
 - A. Compassionate and informed Christians and churches in cities
 - B. Importance of such study for seminary and Bible school students
 - C. Why personal experience is important for Christian leaders
- II. The Ethnic Mosaic in North American Cities
 - A. The American mosaic is composed of over 200 ethnic groups and 495 American Indian tribes.
 - B. It is estimated that there are twenty-three million Hispanics, over three million Asian and Pacific Islanders, more than one million Native Americans in the United States.
 - C. Hispanics make up 62.5 percent of the population of El Paso and 53.7 percent of the population of San Antonio.
 - D. The United States is the fifth largest Spanish-speaking country in the world.
 - E. Chicago is the second largest Polish city in the world. (Warsaw is first.)
 - F. Los Angeles has a Hispanic population larger than any country in Central America.
 - G. Los Angeles is the Vietnamese capital of America. It is the second largest Korean city in the world.
 - H. Daily newspapers are printed in more than forty-five different languages in America.
 - I. In the Los Angeles public school system, eighty-six different languages are spoken.

Plan to Listen

Lecture Outline (cont'd)

- III. The Challenge to Missionary Strategy
 - A. The difference between growth or decline for many churches and denominations
 - B. Distinction between home and foreign missions
 - C. Commitment to evangelizing all peoples
 - D. New opportunities for church planting in North America
 - E. New challenges to theological education
 - F. Religious pluralism
- IV. The obstacles to overcome
 - A. Ambivalence toward new immigrants
 - B. "White flight"
 - C. Anti-urban bias
 - D. Traditional image or "missions"
 - E. Cultural inflexibility

(* Please note that statistics in this lecture reflect the year the course was produced (1989). If you are taking the course for credit, you will participate in a research assignment that updates these figures. If you are taking the course for enrichment only, you are encouraged to spend time investigating the current status of your country's ethnic and religious breakdown. You should track urban migration patterns as well.

Put it in Writing . . .

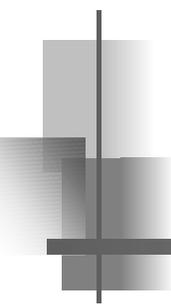
Lecture Notes



Pause to Reflect

Study Questions

1. Why is it crucial that seminary students and Christian leaders experience city life for themselves?
2. Consider the phenomenon of “white flight.” What are the effects of such migration on communities, churches, and missions?
3. Explain four obstacles to urban/ethnic missions.
4. Consider *your* faith and commitment to the biblical mandate of missions. Are they big enough to go through these necessary adaptations? What is one sacrifice that you will make?
5. Develop three changes that need to take place in your church in order to adapt to cultural pluralism.



Lesson Eight

Evangelizing Ethnics in American Cities (Part Two)

Prepare to Discover

Lesson Overview

The lecture begins with a case study of the Hmong people in Philadelphia. As the story unfolds, put yourself in the narrative. If you were an urban pastor in that community, how would you respond to the events that were taking place? Think of strategies you could develop to help prevent an unfortunate ending like the one that occurred in Philadelphia.

In his name the nations will put their hope.

(Matthew 12:21)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ TRACE the history and treatment of the Hmong people in Philadelphia.
- ◆ RECALL specific objectives for successful urban ethnic missions.
- ◆ FORMULATE a church plan for dealing with specific intercultural issues that may arise.
- ◆ DISCERN your effectiveness in helping to ease racial tension in your community.
- ◆ APPRECIATE the need for the Church to be involved in racial and social reconciliation.

Plan to Listen

Lecture Outline

- V. Objectives to be pursued in Urban Ethnic Missions
 - A. Evangelization of all the ethnic people in our cities.
 - B. Complete, up-to-date information on all existing and emerging ethnic groups and the agencies working with them.
 - C. Development of strategies designed to reach specific ethnic groups in the cities.
 - 1. Research
 - 2. Outreach evangelism
 - 3. Planning
 - a. Assistance
 - b. Outreach evangelism
 - c. Recruitment and training
 - d. Expertise from churches overseas, ex-missionaries
 - e. Trained missionaries for overseas ministries
 - 4. Relief and development ministries
 - 5. Expansion of theological education
 - a. Trains leaders to minister widely
 - b. Adapts to the needs of ethnic congregations.

Put it in Writing . . .

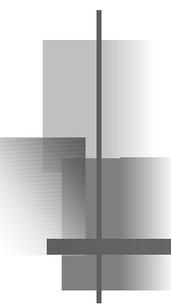
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Pause to Reflect

Study Questions

1. In light of the events and Dr. Greenway's suggestions, outline five steps you would take as an urban pastor in Philadelphia to resolve the Hmong crisis.
2. Evaluate your history of involvement in dealing with racial animosity within your community. Do you care about intercultural tensions? If you are one of God's holistic redemptive agents, are you concerned about the social plights of ethnic groups? Explain how this shows in your life.
3. What are ways that you could minister God's grace by helping alleviate ethnic tension in your community? List three.



Lesson Nine

The Urban Church Builder's "Tool Kit" (Part One)

Prepare to Discover

Lesson Overview

God has given a clear blueprint for urban mission and ministry, but Christian workers need the right tools to implement this design successfully. In this lesson, Dr. Greenway begins by reflecting on the need for the urban worker to equip themselves properly for ministry. He then moves into a discussion on the essential “tools” that Christian leaders should aspire to have in their ministerial toolbag.

By the grace God has given me, I laid a foundation as an expert builder, and someone else is building on it. But each one should be careful how he builds.

(1 Corinthians 3:10)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ IDENTIFY possible outcomes of ministry when urban workers are not properly prepared.
- ◆ ARTICULATE why having the right tools does not guarantee success.
- ◆ LIST four basic tools that are essential for successful urban ministry.
- ◆ CHARACTERIZE your preparedness for Christian service.
- ◆ THANK God for providing everything you need to minister His grace effectively.

Plan to Listen

Lecture Outline

- I. Reflections on the Importance of the Tools
 - A. To help prevent burnout
 - B. To be applied both at home and abroad
 - C. For use in pastoral work or missionary service
 - D. The tools alone do not guarantee success
 - E. No one person has all the tools
- II. Basic Tools Relating to His/Her Personal Qualifications
 - A. Strong prayer life in the fellowship of the Holy Spirit
 - B. Love for people; relational skills; a pastor's heart for people
 - C. A basic and growing theology for missions and the ability to communicate it
 - D. Goals for mission and strategies based on the goals and theology on which they rest

Put it in Writing . . .

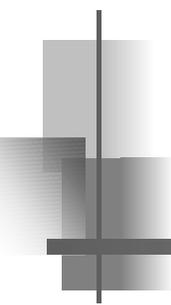
Lecture Notes



Pause to Reflect

Study Questions

1. Like using a screwdriver to hammer a nail, not having the proper tools can impede progress in urban mission and ministry. Identify four results Christian workers might experience if they are not adequately prepared.
2. Explain why having the right tools is no guarantee of successful ministry. What "tool" is paramount?
3. Dr. Greenway claimed that many missionaries erect a lot of molehills over the course of their ministry, but not many mountains. Diagnose that problem. What basic tools would prevent such mediocrity?
4. Examine your own tool bag. Are there any essential tools that are glaringly absent? How is your prayer life? Do you love people? Do you have a working theology of mission?
5. Indicate one tool that is absent in your tool bag and detail three ways in which you can help acquire it.



Lesson Ten

The Urban Church Builder's "Tool Kit" (Part Two)

Prepare to Discover

Lesson Overview

An essential tool for the Christian worker is training. The urban worker, pastor, or missionary should have experience in many facets of ministry before setting out for full-time service. In this lesson, Dr. Greenway presents the areas of training and the cross-cultural skills required for effective urban service. He also challenges us to examine our giftedness and motivation for that service.

It was he who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, to prepare God's people for works of service . . .

(Ephesians 4:11-13)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ RECOGNIZE important fields of training that the urban worker should experience before setting out.
- ◆ INDICATE necessary cross-cultural skills and why they are crucial to urban mission.
- ◆ CLASSIFY four leadership qualities and how those qualities appear in the church.
- ◆ GAUGE your own training and where you need improvement for urban ministry.
- ◆ APPRECIATE the methods and training institutions that God provides for his workers.

Plan to Listen

Lecture Outline

(II. Basic tools relating to his/her personal qualifications – continued)

- E. Training and experience in the following areas:
 - 1. Personal evangelism
 - 2. Planned evangelism
 - 3. Counseling
 - 4. Small group Bible studies
 - 5. Church organization and ministry
 - 6. Understanding the community
 - 7. Leadership development
- F. Cross-cultural skills in:
 - 1. Living happily in a multicultural environment
 - 2. Evangelism
 - 3. Counseling
 - 4. Leadership development “culturally appropriate”
 - 5. Relationship building and maintenance
- G. Ability to use a second language
- H. A spouse who is committed to the work
- I. Leadership qualities
 - 1. Initiator
 - 2. Organizer
 - 3. Maintainer
 - 4. Revitalizer
- J. Adventurousome spirit

Put it in Writing . . .

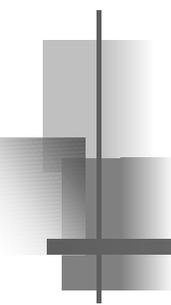
Lecture Notes



Pause to Reflect

Study Questions

1. Indicate five areas in which the aspiring urban worker should have prior training.
2. Characterize the following leadership qualities: *Initiator*, *Organizer*, *Maintainer*, and *Revitalizer*. In what church roles do they typically manifest themselves? Classify your own qualities.
3. Cross-cultural skills are vital to urban work. Identify three of those skills and explain why they are so crucial.
4. Reflect on your training and experience up to this point. Of the seven fields of experience, are there any that you lack? Which ones need developing?
5. You have been asked to develop a curriculum for your church that will help its members better minister cross-culturally. What are three things you will incorporate?



Lesson Eleven

Steps *Toward* Strategizing
for Urban Church Planting
and Growth
(Part One)

Prepare to Discover

Lesson Overview

In successful city work, strategy comes before activity, and research before strategy. Urban workers must plan before beginning their ministry to the cities. This lesson is first in a three-part series that outlines the steps *toward* strategizing for urban church planting and growth. Dr. Greenway provides specific suggestions that can guide any urban missionary in preparing for successful city ministry.

Plans fail for lack of counsel, but with many advisers they succeed.

(Proverbs 15:22)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ UNDERSTAND the importance of strategizing in successful urban missions.
- ◆ ARTICULATE a Biblical relationship between the Holy Spirit's ministry and the missionary's responsibilities.
- ◆ OUTLINE the power structure as seen in cities.
- ◆ INDICATE five aspects of a neighborhood that must be researched when planning for urban ministry.
- ◆ VALUE the "felt needs" as well as the real needs of those to whom you minister.

Plan to Listen

Lecture Outline

- I. Introduction
 - A. Importance - "Christian missionaries should be strategists, expanding their strength where populations teem and rivers of world-wide influence have their rise."
 - B. Meaning - the overall approach or plan of operation
 - C. Difficulty – no experts and little experience in the field
- II. Studying the history of the city and its growth patterns
- III. Understanding the sections or zones of the city
- IV. Studying the neighborhoods
 - A. Ethnic composition
 - B. Social composition
 - C. Economic composition
 - D. Religious affiliation
 - E. Occupational patterns
- V. Determine the power centers in the city:
 - A. Politicians
 - B. Police
 - C. "Priests"
 - D. Press, media
- VI. Analyze the felt needs of people groups:
 - A. Personal Illness
 - B. Loneliness
 - C. Physical hardships
 - D. Housing, property rights
 - E. Other

Put it in Writing . . .

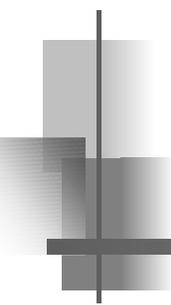
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Pause to Reflect

Study Questions

1. What does Dr. Greenway mean by the term *strategy*? Define.
2. Man has long wrestled with the compatibility of God's sovereignty with our responsibility. Missionary work can be another arena for that battle. Describe this tension as it applies to strategizing for urban missions and provide a brief, but biblical rationale for resolving that tension.
3. Every city has a basic power structure. List the four *P's* that represent that structure.
4. Explain why analyzing people's felt needs is important for mission work.
5. Appraise your knowledge of the area in which you live. Are you cognizant of the history and demographics of your town? Name two specific needs that exist in your own neighborhood.
6. You have been sent by your church to be missionary to your city. Before you strategize, you must research. You must know your city inside and out. Indicate five resources you could use and how they would prove beneficial.



Lesson Twelve

Steps *Toward* Strategizing
for Urban Church Planting
and Growth
(Part Two)

Prepare to Discover

Lesson Overview

Dr. Greenway continues his discussion on those essential steps for proper research and planning. He stresses the need to analyze the kinds of churches found in the city, the historical responses to church planting in the city, and the types of church growth that are taking place.

The city is a vast mosaic of all kinds of folk who need all kinds of churches.

(Roger Greenway)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ DESCRIBE the various ways information is spread within cities.
- ◆ IDENTIFY five types of city churches and who would attend them.
- ◆ DIFFERENTIATE between the various kinds of church growth and indicate which is the best kind.
- ◆ RECALL the types of information mediums you use in your ministry.
- ◆ AFFIRM the importance of communicating relevantly when presenting the gospel.

Plan to Listen

Lecture Outline

- VII. Examine the traffic flow of the city.
- VIII. Seek to discover how news and opinion spread in the city.
- IX. Examine the relationship between city-dwellers and the rural, small town communities outside the city:
 - A. Web relationships
 - B. Immigration patterns
- X. Locate the churches in the city.
- XI. Analyze the various types of existing churches:
 - A. "Old First"
 - B. Cathedral church
 - C. People's church
 - D. Store-front churches
 - E. Special purpose churches
 - F. Others
- XII. Find out the growth patterns of the churches.
 - A. Transfer growth
 - B. Conversion growth
 - C. Biological growth
- XIII. Inquire about church planting in the past several years:
 - A. Who has tried church planting?
 - B. Who has planted churches?
 - C. Why and where did they succeed?

Put it in Writing . . .

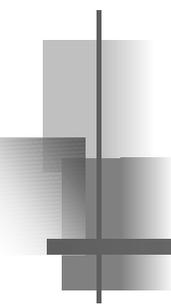
Lecture Notes



Pause to Reflect

Study Questions

1. Briefly compare and contrast the information mediums found in typical white suburbia to those within intercultural cities. What are some of the assumptions we are making by the design of our traditional church services?
2. List five types of churches that exist in cities.
3. Identify three types of church growth as mentioned in the lecture. Which do you think is best? Why?
4. Evaluate the Sunday services in your own church. Are there any assumptions that are being made about those in attendance? What about your ministry? Are there areas in which you might be unintentionally keeping someone from receiving the gospel?
5. After evaluating your church, you may find that it is isolating itself by the way it conveys information to its members. Describe three new mediums for the gospel would you integrate into your church services.



Lesson Thirteen

Steps *Toward* Strategizing
for Urban Church Planting
and Growth
(Part Three)

Prepare to Discover

Lesson Overview

This lesson concludes Dr. Greenway's series on steps towards strategizing. He asserts that city workers operate on a "need to know" basis. Urban church planters need to know what other churches have tried, what programs they initiated, how successful they were, and how those methods might fit into their own goals. They also need to know the prominent Christians and parachurch organizations that can enhance their ministry. Proper research and preparation again prove indispensable to successful urban work.

For I am with you, and no one is going to attack and harm you, because I have many people in this city.

(Acts 18:10)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ RECOGNIZE the advantages of knowing what other churches have tried.
- ◆ IDENTIFY what positions of influence in the city Christians might occupy.
- ◆ INDICATE parachurch organizations that could benefit the urban worker's ministry.
- ◆ APPRAISE your willingness to help missionaries.
- ◆ VALUE goal-setting in your ministry.

Plan to Listen

Lecture Outline

- XIV. Who is planning to start new churches? Where are they planning to start, and among which people groups?
- XV. Strategy: what has been tried in the past, what has failed, what has succeeded.
- XVI. Christians and non-Christians: where are they located?
- XVII. Identify Christians in positions of influence in the city.
- XVIII. List the parachurch ministries in the city. How can they and the churches work together?
- XIX. Personal resource inventory. Missionary = facilitator.
- XX. Evaluate the community agencies that help to meet particular needs.
 - A. Private
 - B. Religious
 - C. Civic

Put it in Writing . . .

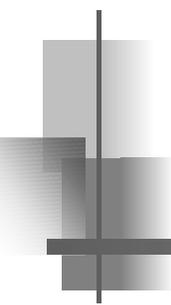
Lecture Notes



Pause to Reflect

Study Questions

1. List advantages of knowing what programs other churches have planned in your city.
2. Identify positions of influence in the city that might be occupied by Christians.
3. What parachurch organizations might exist in a large city? Explain how they can assist the urban missionary.
4. Cite the main criterion for analyzing different methods of church planting. What question should you ask when deciding whether you should use a certain method?
5. Chronicle your educational experience. Did you ever take time to "get your hands dirty" by helping other ministries? How have you done this?
6. In addition to those listed by Dr. Greenway, suggest two additional steps that you could take when preparing for urban mission strategy.



Lesson Fourteen

Models of Urban Ministry (Part One)

Prepare to Discover

Lesson Overview

Too many church planters are sent out unprepared. Understanding that the Spirit uses the instruction, wisdom, and experience of those who have gone before, Dr. Greenway begins a series on church planting models. In this lesson he sketches the "Building First" approach as well as the "Seven-Step" method. Begin to think of how these models might work in your own neighborhood.

Among the skills of Christian ministry, church planting is probably the least understood.

(Roger Greenway)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ SPECIFY the three ways in which a church should be accessible.
- ◆ DESCRIBE and critique the "Building First" model of church planting.
- ◆ DIAGRAM and assess the "Seven-Step" model of church planting.
- ◆ EVALUATE your current definition of *church*.
- ◆ APPRECIATE the wisdom and experience of those who have gone before you in ministry.

Plan to Listen

Lecture Outline

- I. Building First Model
 - A. Centered around a building
 - B. An old method
 - C. Often a failure
 - D. Still used successfully in highly receptive places (e.g., East Africa)

- II. Seven-Step Model
 - A. Contacts
 - B. Classes
 - C. Commitments/Conversions
 - D. Congregation
 - E. Church
 - F. Communication
 - G. Community Service

Put it in Writing . . .

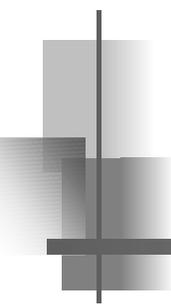
Lecture Notes



Pause to Reflect

Study Questions

1. What are three ways that a church should be accessible?
2. Critique the "Building First" model. What do you like or not like? What are some reasons that this model fails?
3. Describe the Seven-Step Model.
4. In the Seven-Step model, at what step do many missionaries struggle? Explain why this happens.
5. It is important to stipulate a definition of *church* that is accepted by the sending body as well as the receiving culture. At this point, how would you define a church? What things would you require for a body to be an "official" church?
6. Think through steps 1-3 of the Seven-Step model. Give one example of each step that could be used in your own church.



Lesson Fifteen

Models of Urban Ministry (Part Two)

Prepare to Discover

Lesson Overview

To revive an old, traditional, mono-cultural church requires a combination of spiritual vitality, vision, determination, and congregational willingness. All of these models of church planting are examples of those kinds of qualities. The professor presents three additional models that have proven successful in various contexts.

The church exists by missions like fire exists by burning.

(Emil Brunner)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ KNOW what types of people respond to the “Fellowship Model” of church planting.
- ◆ SPECIFY four ways in which a Bible school can accomplish church planting.
- ◆ ARTICULATE the biblical rationale for the “Mother-Daughter” model.
- ◆ PINPOINT which model of church planting would work best in your neighborhood.
- ◆ ACKNOWLEDGE the Holy Spirit’s role in church planting.

Plan to Listen

Lecture Outline

- III. Fellowship Center Model
 - A. Neutral location
 - B. Non-threatening
 - C. Non-denominational
 - D. Usually charismatic
 - E. Rapid growth
 - F. Known for excellent music, teaching
 - G. Sometimes denominationally linked, but not emphasized
 - H. Broad appeal
- IV. Mother-Daughter Model
 - A. Healthy reproduction/Spiritual fertility
 - B. Sacrificial giving in order to multiply
 - C. Never detrimental, always dynamic
- V. School Model
 - A. Visitation
 - B. Literature distribution
 - C. Home Bible studies
 - D. Church planting
- V. Boston Incubator Model– to facilitate the starting of new churches in the city by providing place/multiple services/advice/resources, for a limited time.

Put it in Writing . . .

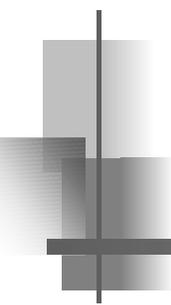
Lecture Notes



Pause to Reflect

Study Questions

1. What types of people respond well to the “Fellowship Model” of church planting?
2. Describe the advantages of assembling at a “fellowship center” rather than a typical church building. What are the three ‘N’s?
3. Consider the School Model. In what ways could seminaries or Bible schools accomplish church planting? Name four.
4. Analyze the Mother-Daughter model. Discuss why this model is perhaps the “healthiest” of all.
5. Of all the models mentioned so far, which would work best in your community?
6. In what ways could you use your spiritual gifts to assist your church or school in planting urban churches?



Lesson Sixteen

Models of Urban Ministry (Part Three)

Prepare to Discover

Lesson Overview

This lesson concludes Dr. Greenway's series on church planting models. In this lecture he outlines more strategies, including the *Boston Incubator*, *Rosario*, *Telemarketing*, and *Blitz* models. As always, consider how the Holy Spirit might use one of these models in your ministry and how you can participate.

***The light that shines farthest shines brightest
nearest home.***

(Oswald Smith)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ DIAGRAM the *Boston Incubator Model* of planting churches.
- ◆ DESCRIBE the *Rosario Model*.
- ◆ UNDERSTAND the *Blitz Model* and how it works.
- ◆ EVALUATE the *Telemarketing Model* in light of the Holy Spirit's ministry, and support your opinion.
- ◆ AFFIRM the need for prayer when attempting any model of planting churches.

Plan to Listen

Lecture Outline

- VII. "Rosario" Model – plant new churches, using the citywide crusade as a part of the strategy (see diagram)
- VIII. Telemarketing Model (see diagram)
 - A. Select a geographic area.
 - B. Make 20,000 phone calls to that area and offer information about the new church in the community.
 - C. 2000 mailings and follow-up calls are made over a period of nine weeks.
 - D. Result: 200 will be in church on the first Sunday when services begin.
- IX. Blitz Model
 - A. Select location and arrive with an evangelism team of preachers, music, and promotion.
 - B. Location may be storefront, auditorium, tent, or open space.
 - C. Nightly evangelistic services, nonstop until a satisfactory nucleus of believers is formed
 - D. Lots of promotion, posters, handbills, music
 - E. Average time in most places is two or three months
 - F. Team moves on to next location as soon as a core group of believers is formed
 - G. A pastor or leader is left to disciple and pastor the converts
 - H. Some of the new groups die out after a while, but a good percentage survive and grow

Put it in Writing . . .

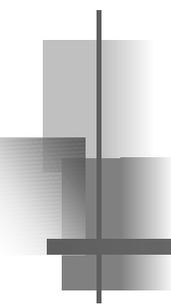
Lecture Notes



Pause to Reflect

Study Questions

1. Sketch a possible diagram of the *Boston Incubator Model*.
2. In the *Rosario Model*, outline the steps that are taken before the actual crusade occurs.
3. Detail the average statistics for the *Telemarketing Model*. How many people are called? How many welcome mailings? How many will attend the first service? How many will be repeat attendees?
4. Describe the *Blitz Model* of planting churches. How does it work?
5. What two things did Dr. Greenway say are required for these models to work?
6. Contemplate the *Telemarketing Model* in light of the work of the Holy Spirit. Is the role of marketing usurping the role of the Holy Spirit? Support your answer.



Lesson Seventeen

The Team Method

Prepare to Discover

Lesson Overview

In one sense, we have had mission teams for many years. Jesus and the disciples were themselves the first “team.” Yet today’s mission teams are often just a group of soloists. Such a dynamic prevents holistic ministry to the target community and frequently leads to frustration within the team. This lesson gives concrete instruction on how to develop a successful Team Method of church planting – a team that is focused, informed, and diverse.

Follow me, and I will make you fishers of men.

(Matthew 4:19)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ DETAIL the preparatory steps of the Team Method.
- ◆ DESCRIBE an ideal team and what the members “look like.”
- ◆ SPECIFY how setting goals factors into the Team Method.
- ◆ DISCERN what your spiritual gifts are and how you are utilizing them in ministry.
- ◆ APPRECIATE your giftedness and the unique way you can “team” with the Body of Christ.

Plan to Listen

Lecture Outline

- I. Before the team arrives
 - A. Target population identified
 - B. Needs of that population analyzed
 - C. Goals stated
 - D. Strategy outlined
- II. Principles of Team Approach
 - A. Various gifts
 - B. Missionaries as teachers/trainers
 - C. Importance of church organization
 - D. Contextualization of the message and ministry
 - E. Leadership training
 - F. Multiple approaches to ministry
 - G. Team as a microcosm of the church
- III. Acapulco Case Study

Put it in Writing . . .

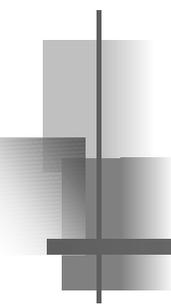
Lecture Notes



Pause to Reflect

Study Questions

1. What preparatory steps are taken before the Team arrives?
2. Cite five principles of the Team Method philosophy.
3. What seven positions did Greenway say would make an "ideal" missions team? List and describe.
4. What two things did Dr. Greenway say are required for all these models to work?
5. Catalogue your spiritual gifts. How can your gifts be used in mission ministry? Are you utilizing those gifts? Which could you more actively develop?
6. You are in charge of organizing a team to plant churches in the low-income Spanish segment of your city. You will take five team members, including yourself. Describe the team members you would choose, and how each would contribute to the team goals.



Lesson Eighteen

Revitalizing Older Churches

Prepare to Discover

Lesson Overview

Sometimes the best way to “plant churches” is to get a dying church back on her feet. God is concerned about every one of his congregations, not just the new or vibrant ones. Drawing on the resource of Harry L. Reeder, Dr. Greenway discusses the biblical basis for attempting to revitalize a stagnant or declining church. He then pinpoints the common symptoms, diagnoses the problem, and prescribes theoretical and practical remedies.

And I tell you that you are Peter, and on this rock I will build my church, and the gates of Hades will not overcome it.

(Matthew 16:18)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ ARTICULATE a biblical basis for revitalizing declining churches.
- ◆ INDICATE the ultimate challenge a pastor faces when trying to revitalize a church.
- ◆ OUTLINE the relationship of statistical, functional, and spiritual growth.
- ◆ RECALL symptoms of a stagnant or dying church that you have experienced.
- ◆ BELIEVE that no church is beyond the Holy Spirit’s ability to renew it.

Plan to Listen

Lecture Outline

- I. Biblical Basis for Revitalizing Older Churches
- II. Dynamics That Help a Sick or Dying Church Become Alive and Well
 - A. Leadership insight of symptoms
 - B. Congregational willingness of treatment
- III. Symptoms of a Dying Church
 - A. Negative image: "on the decline"
 - B. Members nostalgic about earlier days
 - C. Traditions no longer valuable
 - D. Resignation evident; defeat and failure imminent
 - E. External disrepair of the building
 - F. Internally, programs are not well managed
 - G. Unrealistic expectations
- IV. Prescribed Treatment
 - A. Do not be so proud of the past that you cannot change.
 - B. Praise God for the churches that are flourishing in your neighborhood and city.
 - C. Build together on a commitment to Jesus Christ. On that commitment, you will find your homogeneity.

Put it in Writing . . .

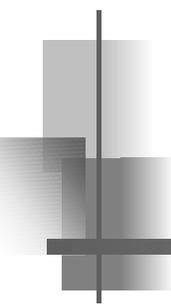
Lecture Notes



Pause to Reflect

Study Questions

1. Identify a biblical basis for revitalizing dying churches.
2. What did Greenway say is the ultimate challenge for a pastor in a dying church?
3. What are the seven signs of a dying church that Greenway pinpointed?
4. Describe and sketch the relation of the following three concepts: functional growth, statistical growth, and spiritual growth.
5. Using your experience as a reference, name two additional indicators of a church in decline.
6. Imagine that the Lord has called you to a small church in your city. This church manifests all the typical symptoms of stagnation. As the new pastor, what are the first three things you will do to confront this problem?



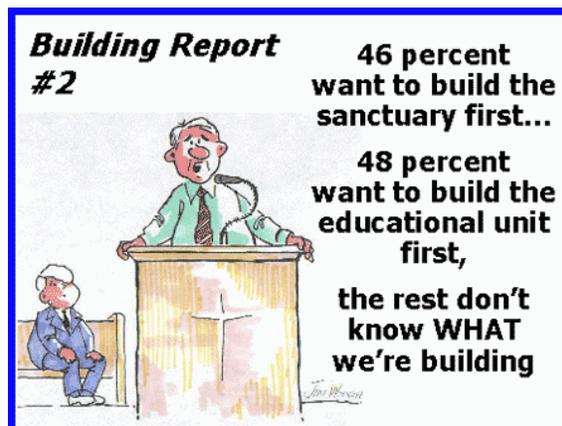
Lesson Nineteen

The Purpose and Value of
Church Buildings in the City

Prepare to Discover

Lesson Overview

Do urban realities force us to re-examine the longstanding practice of erecting and maintaining church buildings? The Church's dependency on physical buildings has become a heated issue. This lesson examines the pros and cons of city church buildings and suggests guidelines for deciding whether, and what kind, to build.



Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ ENUMERATE the advantages of owning a church building.
- ◆ IDENTIFY the drawbacks of owning a church building.
- ◆ LIST governing principles when deciding whether to build.
- ◆ REFLECT on your experience in the church and contemplate the necessity of a church building.
- ◆ VALUE people more than buildings.

Plan to Listen

Lecture Outline

- I. Factors to Consider
 - A. Long tradition
 - B. Obvious advantages
 - C. High cost
 - D. Changing neighborhoods
 - E. Enormous needs
- II. Principles to Guide Us
 - A. People before property
 - B. Pastors' needs before property
 - C. Location and design reflect goals
 - D. Principles of selling acknowledged
 - 1. Not fleeing populations for social reasons
 - 2. Not selling for profit only
 - 3. Ministry is paramount
 - E. Subsidy of building
 - F. Building acquisition: no fixed item in mission strategy
 - G. Alternatives to buildings

Put it in Writing . . .

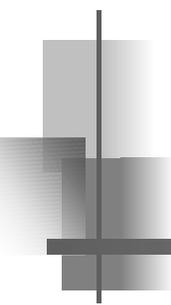
Lecture Notes



Pause to Reflect

Study Questions

1. Dr. Greenway said that many church buildings are like “white elephants.” Explain what he means by that statement.
2. Is there wisdom behind the tradition of church buildings? List the advantages of the “brick and mortar” approach.
3. What’s all the fuss about? Identify five drawbacks of committing to a church building.
4. Name five principles that should guide us in making decisions about church buildings.
5. Reflect on your church-going experience. Could you have been ministered to just as well without a building? What are the alternatives to being building dependent?
6. Using your experience and this lesson as references, identify your feelings about church buildings. Overall, are they helpful or hindering? Support your answer.



Lesson Twenty

The Kingdom of Jesus Christ
and the Systems of the City

Prepare to Discover

Lesson Overview

To be an effective urban worker is to be salt and light in an unsavory and dark world. Yet implementing these mandates is not easy. Cities sometimes appear impenetrable to the cause of Christ. A strategic way to advance the kingdom of God in cities is to permeate her systems. Both sin and redemption affect the systems of the city. In this lesson, Dr. Greenway discusses the significance of reaching the city systems and gives practical suggestions on how to be an agent of shalom in the various networks of the city.

You are the salt of the earth . . . You are the light of the world.

(Matthew 5:13-14)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ IDENTIFY three approaches to urban ministry.
- ◆ DISTINGUISH seven systems that are at work in a city.
- ◆ UNDERSTAND the biblical meaning of *shalom*.
- ◆ EVALUATE your ministry as an agent of shalom in the city.
- ◆ THANK God for allowing you to be a messenger of grace.

Plan to Listen

Lecture Outline

- I. Three Approaches to Ministry in the City
 - A. Geographical approach
 - B. Demographic approach
 - C. Systems approach
- II. Kingdom Perspective Thesis of City Systems
 - A. Be actively involved in understanding how systems of the city work.
 - B. Pray for the systems of the city and the people who work in them.
 - C. Seek to influence the systems of the city for truth and righteousness pursuing "Shalom."
 - 1. Christ's disciples will be leaven, salt and light in the systems bearing witness to the Lordship of Christ.
 - 2. Christ's disciples will prayerfully work obediently within the systems, improving the city neighborhoods.
- III. The Systems of the City
 - A. The Political System
 - B. The Economic System
 - C. The Educational System
 - D. The Communications System
 - E. The Housing and Real Estate System
 - F. The Transportation System
 - G. The Health-Care System

Put it in Writing . . .

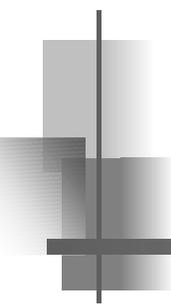
Lecture Notes



Pause to Reflect

Study Questions

1. Define three approaches to urban ministry as mentioned by the lecturer.
2. List seven systems at work in the city.
3. Explain the Reformers' view of the role of daily vocations in relation to Kingdom-living.
4. What does *shalom* mean?
5. Evaluate your effectiveness as an "Agent of Shalom" in your community. Name a strength and an area of weakness.
6. Select two city systems and detail specific ways in which you can be involved in administering shalom.



Lesson Twenty-One

The Pastor's Role in Urban Mission and Ministry

Prepare to Discover

Lesson Overview

Pastors are vital agents in mobilizing churches to grow and multiply in Third World cities. In fact, the success of urban mission depends to a great extent on the vision and quality of city pastors. Therefore, urban church growth leaders should focus on pastors – both those in training, and those already occupying urban pastorates – by helping them fulfill their ministry and lead their congregations in evangelism. This lesson considers the roles and responsibilities of urban pastors in evangelizing the city.

Pastoral work is inherently evangelistic.

(Roger Greenway)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ IDENTIFY the ways churches commonly perceive a pastor's role in evangelism.
- ◆ SUPPORT a biblical view of a pastor's responsibility to evangelize.
- ◆ LIST specific ways in which a pastor engages in evangelism.
- ◆ APPRAISE your ministry as a promoter of evangelism.
- ◆ TREASURE the lost sheep outside the fold.

Plan to Listen

Lecture Outline

- I. Concepts Which Pastors Hold Concerning Their Office
 - A. A common separation
 - B. The Biblical data
 - C. Results of the conflicting concepts
- II. Area in Which the Pastor Engages in Evangelism
 - A. Praying
 - B. Preaching
 - C. Teaching
 - D. Visiting
 - E. Caring for needs
 - F. Counseling
 - G. Special ministries
- III. Ways in Which the Pastor Promotes Evangelism in and Through the Congregation
 - A. Defining the Church's mission
 - B. Setting goals
 - C. Organizing members
 - D. Mobilizing youth
- IV. Steps to Revitalize Urban Pastoral Ministry
 - A. Promote conferences, seminars, courses, books and articles.
 - B. Learn from growing churches in the Third World.
 - C. Insist that those training future Third World pastors equip them for urban evangelistic ministry.

Put it in Writing . . .

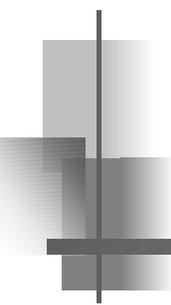
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Pause to Reflect

Study Questions

1. Describe the various ways churches perceive the pastor's role in evangelism, as mentioned in the lecture.
2. Identify two natural consequences of these conflicting perceptions.
3. Provide three biblical texts that link pastors with evangelism.
4. Name six ways in which pastors engage in evangelism.
5. Consider your own ministry. What are you doing to foster an enthusiasm for reaching the lost?
6. You just became the senior pastor of a church that is historically non-evangelizing. It's your responsibility to promote a new spirit of evangelism within the congregation. What three definitive things you will do to encourage your members to evangelize?



Lesson Twenty-Two

Biblical Themes for Urban Pulpits

Prepare to Discover

Lesson Overview

The pulpit is the centerpiece of urban ministry. Both rural and urban areas need the positive message of the gospel as well as the reinforcement of Biblical themes. In this lesson, Dr. Greenway shows how preaching is paramount in the ministry of the city worker. He focuses on the centrality of the gospel, then outlines other biblical messages that are pertinent for city dwellers.

How, then, can they call on the one they have not believed in? And how can they believe in the one of whom they have not heard? And how can they hear without someone preaching to them? And how can they preach unless they are sent? As it is written, "How beautiful are the feet of those who bring good news!"

(Romans 10:14-15)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ ARTICULATE why preaching is crucial to urban ministry.
- ◆ RECALL Biblical themes that should be proclaimed from city pulpits.
- ◆ RECOGNIZE why scholarship needs to be relevant and understandable.
- ◆ ANALYZE the pulpit's role in your own ministry.
- ◆ VALUE the ministry of the spoken Word.

Plan to Listen

Lecture Outline

- I. Introduction
 - A. The power and importance of a city pulpit
 - B. The only theology worth knowing is a theology that is both Biblical and preachable.
 - C. The pulpit is the place where scholarship and study are translated into proclamation, exhortation and Christian agendas.
 - D. The salvation message is for *all* pulpits, both rural and urban.
- II. Themes for Urban Pulpits
 - A. The knowledge and service of God, Isaiah 58:1-12
 - B. The human community, Jeremiah 29:7
 - C. Justice for the poor, Job 29:7-17
 - D. Mercy and compassion, Micah 6:8
 - E. Hope for the city, Revelation 18 and 21
 - F. Unity for the human race in sin and redemption, Romans 1-3; Galatians 3:26-29; Acts 17:29
 - G. The Lordship of Jesus Christ in the city, Psalm 2, 24, and 127
 - H. Unfulfilled expectations in urban life, Hebrews 11:18-10; 13:14

Put it in Writing . . .

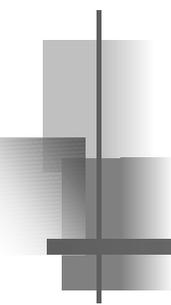
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Pause to Reflect

Study Questions

1. Explain why the pulpit ministry is crucial to effective urban ministry. Provide Biblical support.
2. Describe three themes (with Biblical references) that should be preached in city churches.
3. One of the themes for urban pulpits is *unity of the human race in sin and redemption*. Indicate two ways in which urban workers struggle in ministering to the diversity that exists in the city.
5. Contemplate the role of the Bible in your own ministry. In what ways do regularly proclaim the truth of God's Word?
6. Biblical theology and sound doctrine should be the staples of any pulpit ministry. Yet theology that cannot be understood becomes useless. Given the characteristics of many inner-city churches, provide three practical ways you would attempt to make your preaching relevant to city dwellers.



Lesson Twenty-Three

Urban Spirituality

Prepare to Discover

Lesson Overview

Traditionally, we have associated rural areas with spiritual vitality. Yet increasingly Christians live in cities, and what they need is urban spirituality. Urban workers especially require this spirituality as they seek to minister for Christ. Dr. Greenway discusses how to develop and maintain urban spirituality.

There was no privileged place on earth where he lived, but everywhere is the place where God is found, and you can find Him anywhere.

(Carlos Carretto)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ DESCRIBE a Trinitarian view of urban spirituality.
- ◆ COMMUNICATE the meaning and significance of "creating deserts in the city."
- ◆ PROVIDE practical ways to develop urban spirituality in churches.
- ◆ REVIEW your own use of deserts in your relationship with God.
- ◆ APPRECIATE quiet times with God.

Plan to Listen

Lecture Outline

- I. Introduction: Carlos Carretto's *The Desert in the City*
- II. What is needed
 - A. A Biblical view of spiritual life
 - B. "Deserts" in the city
 - C. Times of escape, disengagement, and contemplation
- III. Suggestions for urban spirituality
 - A. Urban devotional vocabulary
 - B. Urban prayer life
 - C. Spiritual power
 - D. Intercession as big and broad as the city
 - E. Urban Christian art
- IV. Spirituality as big as the Kingdom of God

Put it in Writing . . .

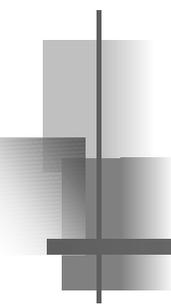
Lecture Notes



Pause to Reflect

Study Questions

1. Recall Dr. Greenway's recount of Caretto's visit to Hong Kong. What was the big surprise to him, considering the culture? What lesson can we learn from this?
2. Diagram a "Trinitarian" understanding of urban spirituality.
3. We are told to create "deserts in the city." Explain what that means. What are we to accomplish in these "deserts"?
4. Dr. Greenway suggested five ways to develop urban spirituality. Describe three.
5. Where are the deserts in your life? How (or where) do *you* "shut the door" on outside distractions in order to spend time with God?
6. If you were the music pastor at your urban church, what songs might you discontinue using because of their irrelevance to city life? Name three.



Lesson Twenty-Four

Suggested Strategies for
Tomorrow

Prepare to Discover

Lesson Overview

This lesson concludes Dr. Greenway's lectures on urban mission and ministry. He presents fifteen strategic suggestions to consider in light of future trends. As you listen one last time, consider whether God has called you to urban ministry. The city is daunting. Babylon often seems impenetrable to the cause of Christ. Yet God is there, and so are his people! By the grace of God and the gifts of his Spirit, you can be true salt and light, a true agent of redemption in the city. God bless you in this endeavor.

Now get up and go into the city, and you will be told what you must do.

(Acts 9:6)

Learning Outcomes

By the end of the lesson, you will be able to:

- ◆ IDENTIFY ten strategies for urban mission and ministry that should be implemented in this generation.
- ◆ DEFEND "networking" among city churches in light of hyper-individualism.
- ◆ ARTICULATE the importance of reaching today's youth.
- ◆ EVALUATE your commitment to urban mission and ministry.
- ◆ ASK for God's grace to help you overcome those obstacles that hinder effective ministry in your own life.

Plan to Listen

Lecture Outline

- I. Coordinate "Mass Media" Evangelism with Church Planting.
- II. Focus Heavily on the Family.
- III. Focus on "Unreached" Peoples without Neglecting the "Receptive."
- VI. Target Youth and Children.
- V. Keep Word and Deed Together.
- VI. Multiply Cells and House Churches.
- VII. Encourage and Assist Established Church to "Give Birth" to Daughter Churches.
- VIII. Promote Networks in Cities and Between Cities; Draw Together the Total Christian Community.
- IX. Experiment with New and Different Methods, Places of Evangelistic Encounter, Building Arrangements, etc.
- X. Utilize Unpaid Lay Persons with a Wide Range of Gifts and Professional Skills.
- XI. Target the Urban Masses, the New Immigrants in Cities.
- XII. Encourage and Cooperate with the new wave of Third World Mission Organizations.
- XIII. Assist, but Don't Try to Control, the New "Grass Roots" Churches.
- XIV. Invest in and Utilize Urban and Demographic Research.
- XV. Keep Growing in Theological Understanding of the City in Ways Which Strengthen City Pulpits, Awaken City Churches, and Send Multitudes of Motivated Workers to the Streets Knowing What To Do, and Why.

Put it in Writing . . .

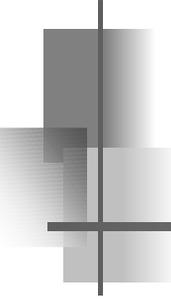
Lecture Notes



Pause to Reflect

Study Questions

1. Given the times in which we live, name five urban strategies that we should consider implementing.
2. Describe some “mass media” methods of evangelism and church planting.
3. What does it mean to “keep word and deed together”?
4. How does “hyper-individualism and separatism” hinder effective urban ministry? Give an example of this. What should we be doing to remedy this problem?
5. You have now listened to twenty-four lectures on urban mission and ministry. Are you up to the challenge that has been presented? Evaluate and state your commitment to reaching cities for Christ.
6. Pinpoint three things in your own life that are hindering your ministry. What specific steps can you take in each area to overcome those obstacles?



Appendix

Ten Models of Urban Church Planting

1. Building First Model (Lesson 14)
2. Seven-Step Model (Lesson 14)
3. Fellowship Center Model (Lesson 15)
4. Mother-Daughter Model (Lesson 15)
5. School Model (Lesson 15)
6. Boston Incubator Model (Lessons 15-16)
7. "Rosario" Model (Lesson 16)
8. Telemarketing Model (Lesson 16)
9. Blitz Model (Lesson 16)
10. Team Method (Lesson 17)

Diagram 1: Building First Model

(Lesson 14)

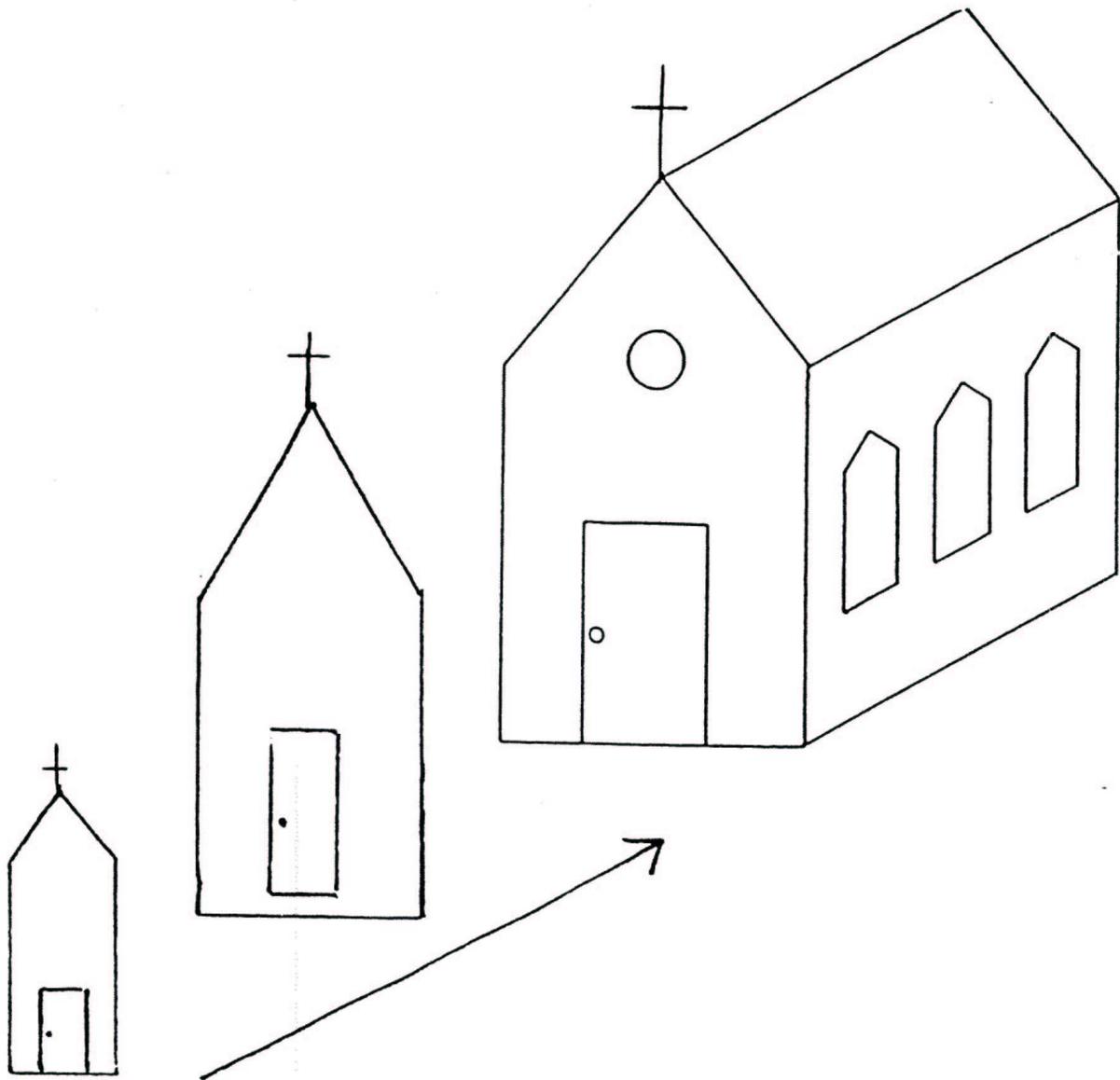


Diagram 2: Seven-Step Model (Lesson 14)

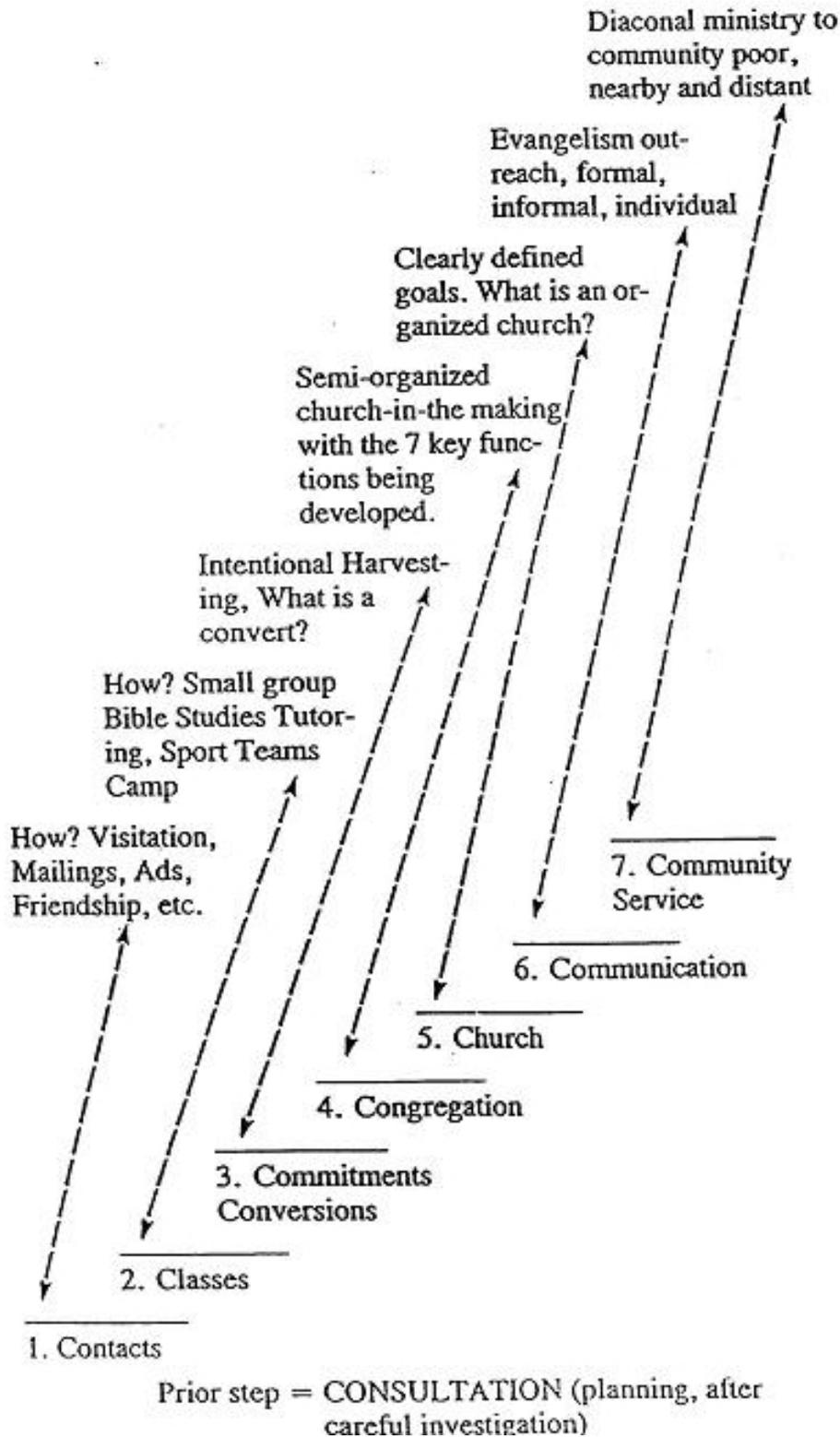


Diagram 3: Fellowship Center Model

(Lesson 15)

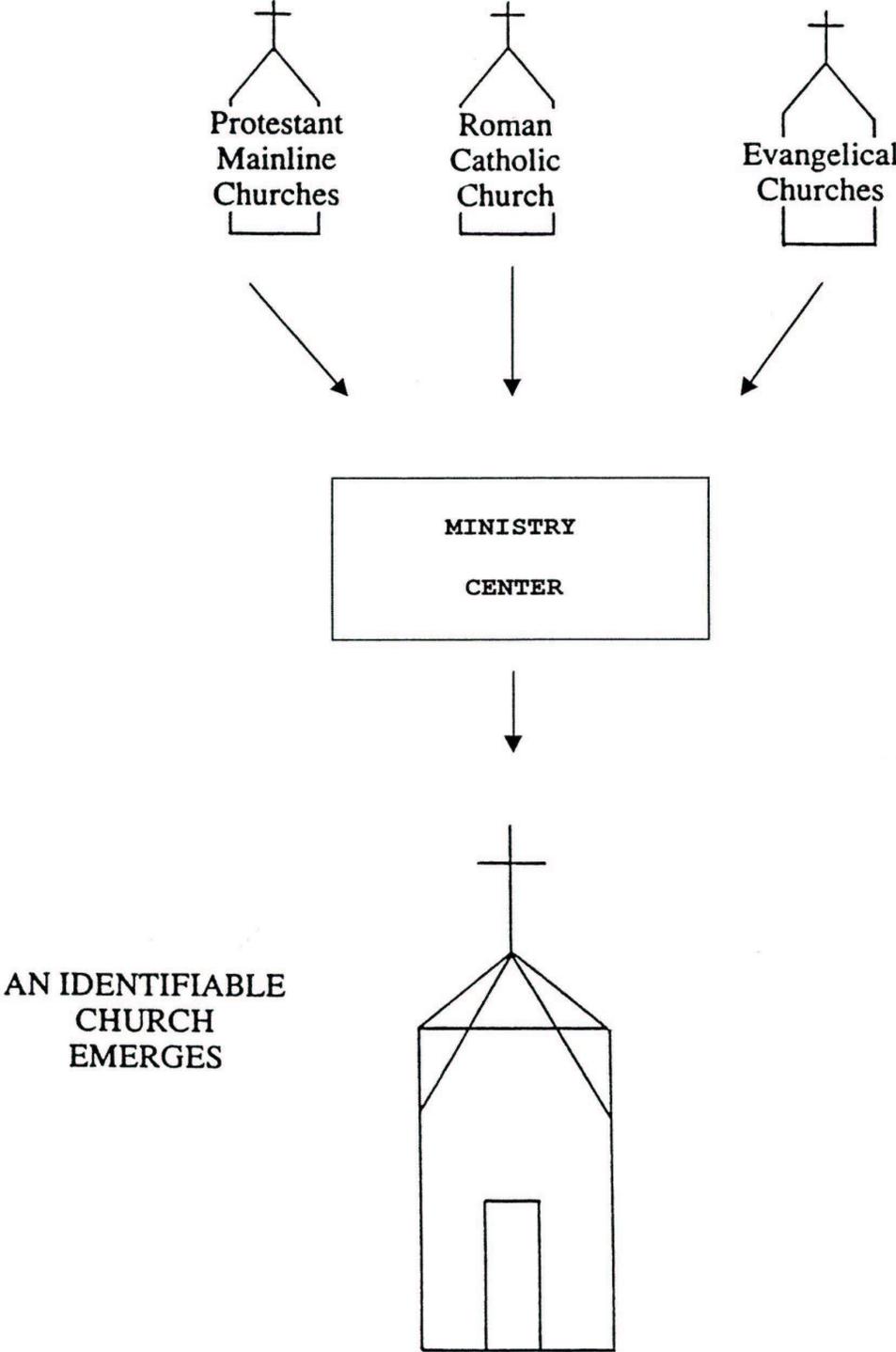


Diagram 4: Mother-Daughter Model
(Lesson 15)

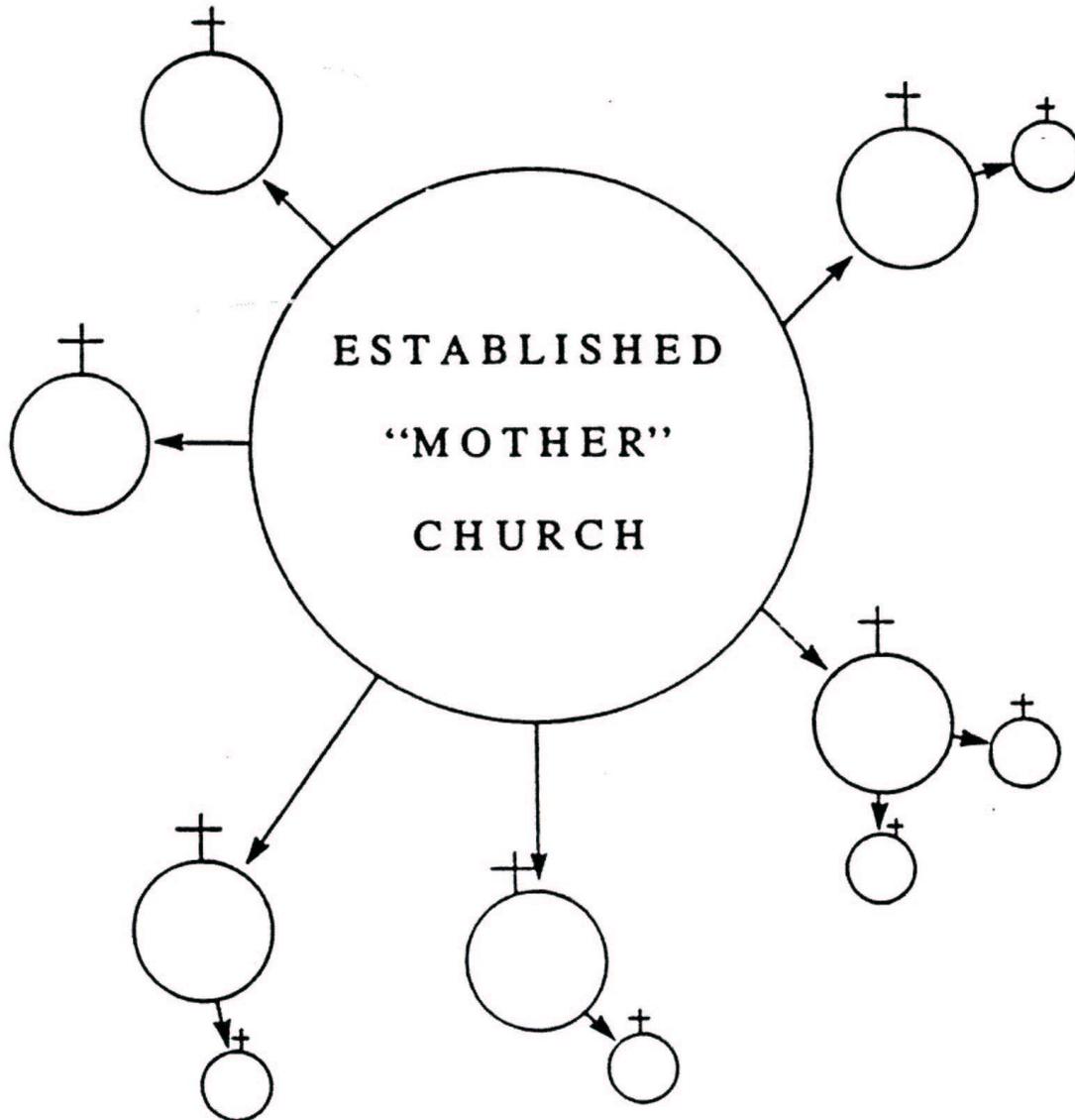


Diagram 5: School Model

(Lesson 15)

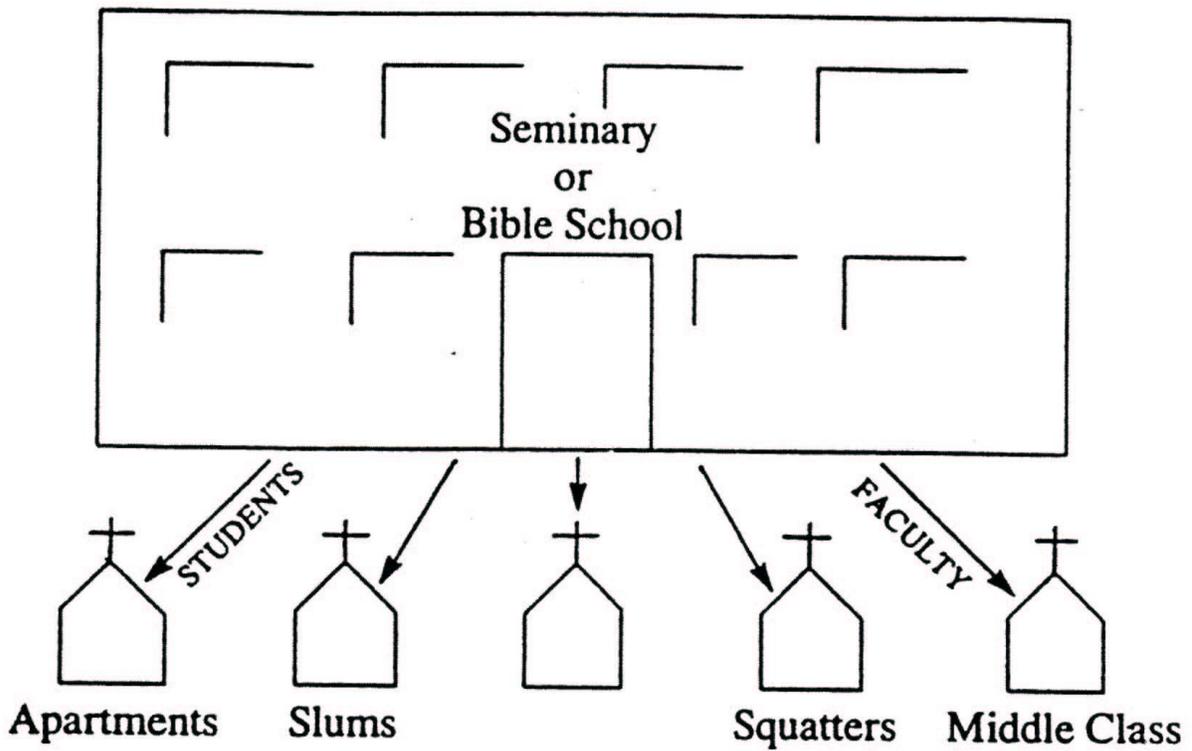


Diagram 6: Boston Incubator Model (Lesson 15-16)

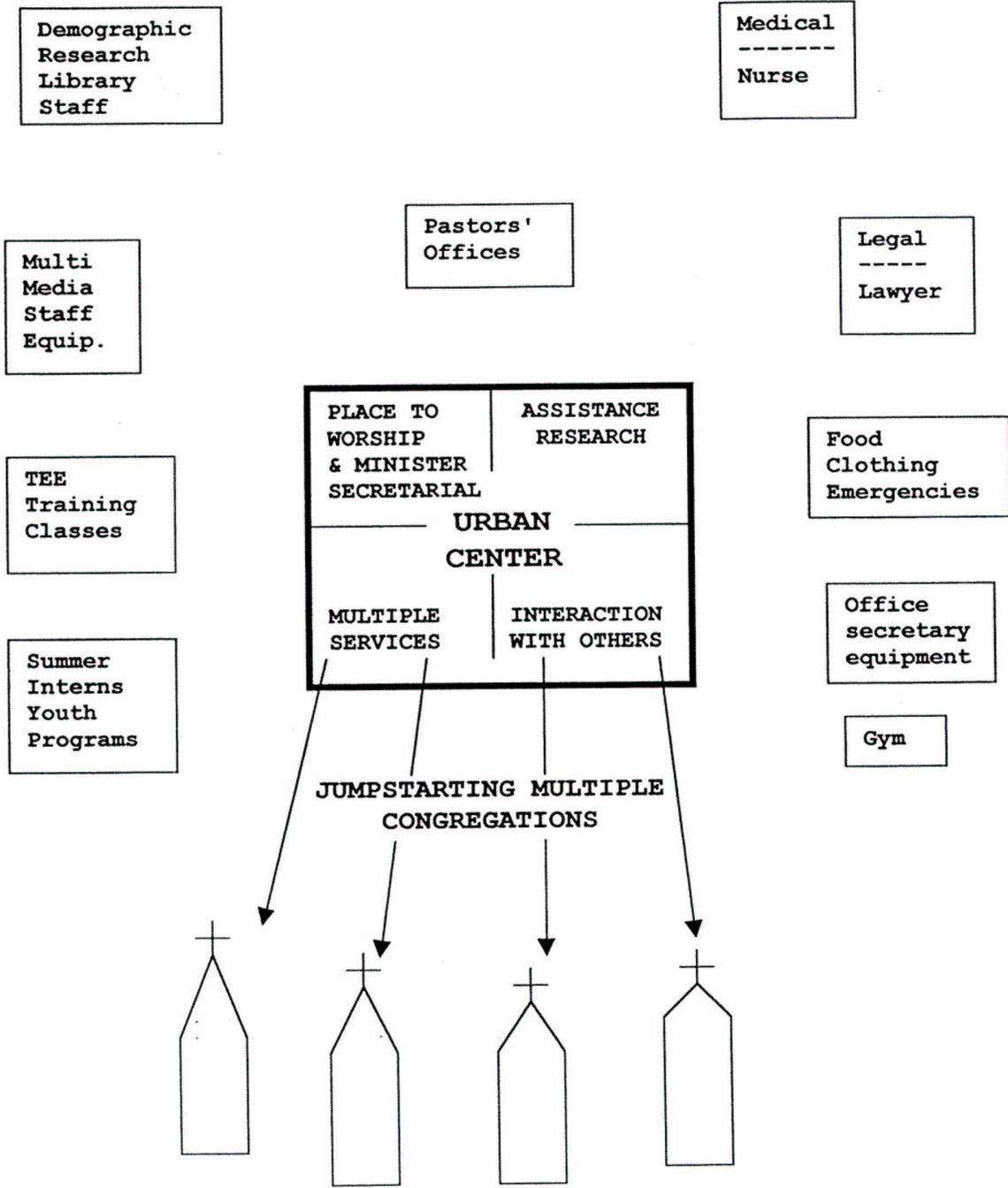


Diagram 7: "Rosario" Model

(Lesson 16)

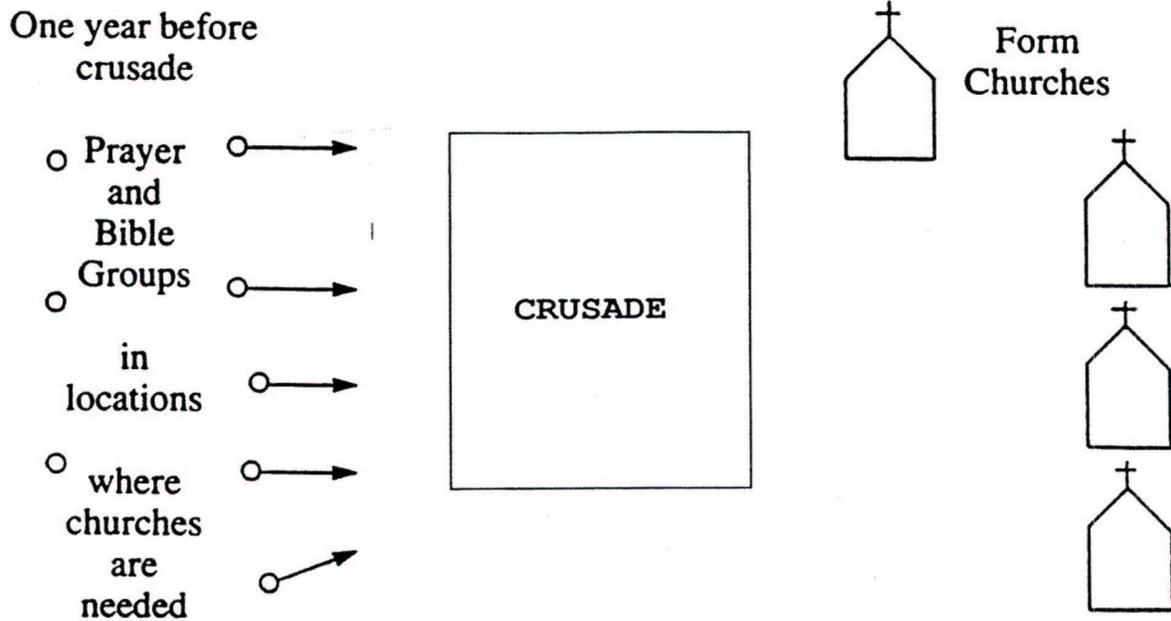


Diagram 8: Telemarketing Model (Lesson 16)

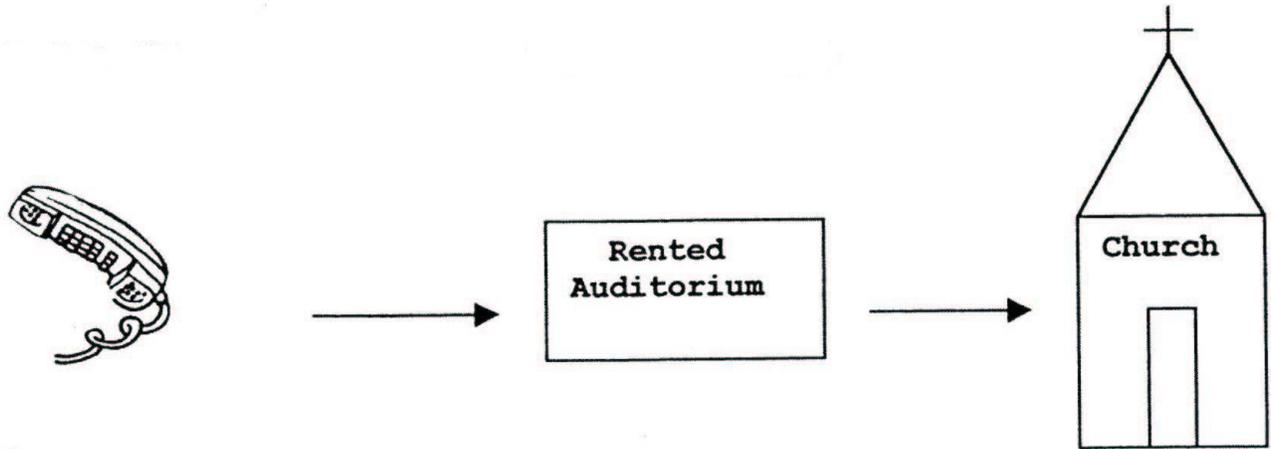


Diagram 9: Blitz Model
(Lesson 16)

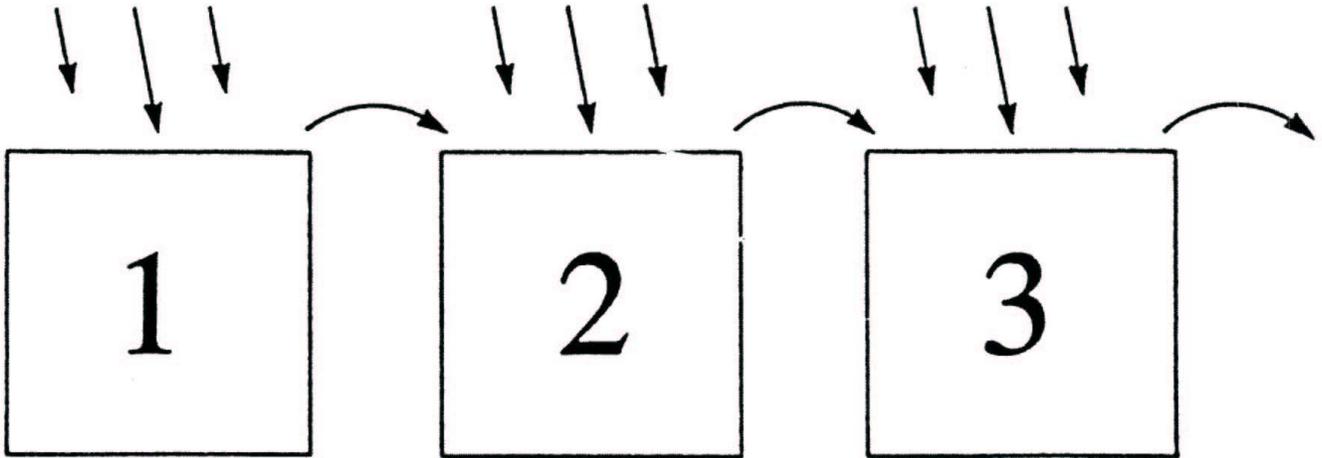
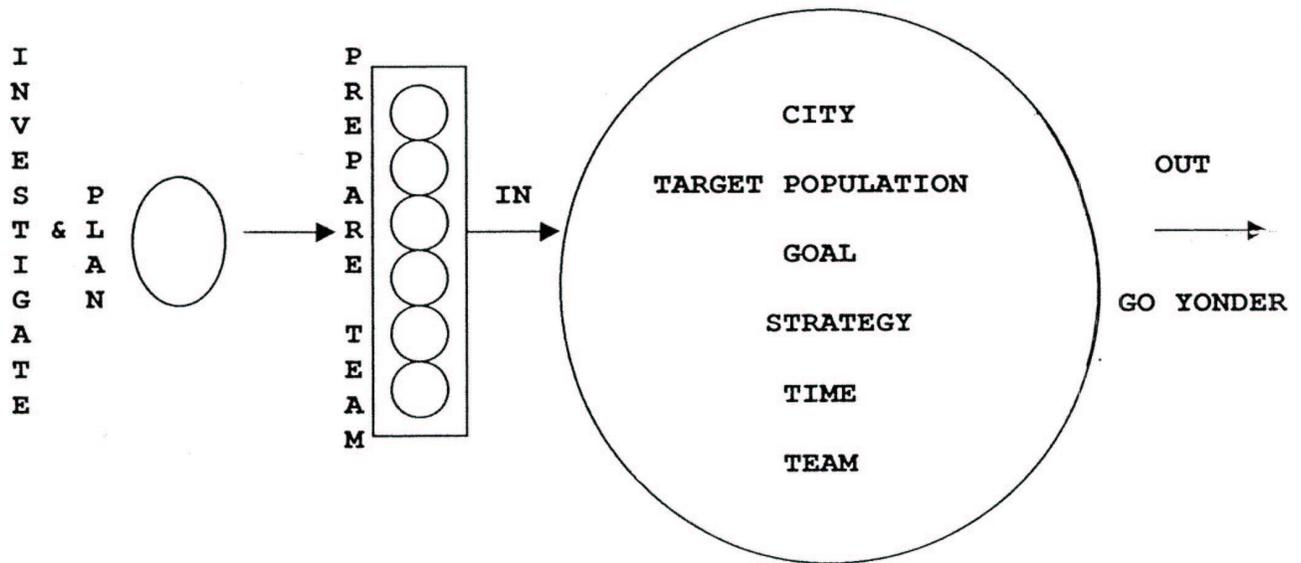


Diagram 10: Team Method

(Lesson 17)



Team Strategy for Urban Church Planting

What An Urban Church Planting Team Looks Like

Missionary Team Members	Gifts Required	Tasks to Perform
1. Church Planter	<ul style="list-style-type: none"> -Knowledge of Church -Experience in Planting Evangelistic Bible Study (Cross-cultural Skills) -Teaching Skills -People Management Gifts 	<ul style="list-style-type: none"> -Team Leader (usually) -Teach lay church planters basic ecclesiology & evangelism -Organize & conduct evangelistic Bible Studies
2. T.E.E. Teacher/Trainer	<ul style="list-style-type: none"> -Teaching Skills -Model of Character -Cross-cultural sensitivity -Able to contextualize teaching and leadership modes -Develop an ethnopedagogy, ethnoandragogy 	<ul style="list-style-type: none"> -Training, teaching and discipling the emerging local leaders
3. Christian Education Teacher	<ul style="list-style-type: none"> -Teaching Skills -Cross-cultural sensitivity -Able to contextualize teaching and leadership modes -Develop an ethnopedagogy, ethnoandragogy 	<ul style="list-style-type: none"> -Teach and train the local teachers
4. Music/Audio Visual Worker	<ul style="list-style-type: none"> -Abilities to operate equipment, do repairs -Acquaintance with teaching materials for entire team -Working toward an ethnomusicology -Musical talent; organizational skills -Teaching skills 	<ul style="list-style-type: none"> -Provide, organize, develop music for the team and its work. -Have available AV equipment for the team. -Teach nationals gifted in music and AV.
5. Counselor	<ul style="list-style-type: none"> -Pastoral counseling gifts and training -Experience in counseling -Training and experience in marriage counseling 	<ul style="list-style-type: none"> -Works out of the Center -Counsels missionaries and national works as needed -Counsels new church members in Christian living, family life, etc. -Trains national counselors
6. Diaconal Worker	<ul style="list-style-type: none"> -Gifts and training in organizing, teaching and applying relief appropriate to the needs and the ministry envisioned 	<ul style="list-style-type: none"> -Identify needs and organize/apply appropriate relief -Christ-honoring and church related -Trains local deacons
7. Secretary and General Assistant	<ul style="list-style-type: none"> -Servant attitude -Organizational skills -Office, stenographic skills 	<ul style="list-style-type: none"> -Be in charge of the Center's office and daily operation, correspondence, coordination -Trains nationals to do similar work