

**WORLDVIEW AND DEVELOPMENT**

Date: 11/02 (rev 2/2011)

(1 HOUR)

- OBJECTIVES:**
1. Participants will understand the relationship between worldview and development.
  2. Participants will be able to incorporate worldview principles in their CHE programs

**OVERVIEW FOR TRAINERS:** This is the fourth in a series of lessons to be used in a Vision Seminar to lay a theological foundation for the CHE strategy.

METHOD	TIME	KNOWLEDGE
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**Introduction:** Show the *Ideas have Consequences* picture with the words covered. Ask:

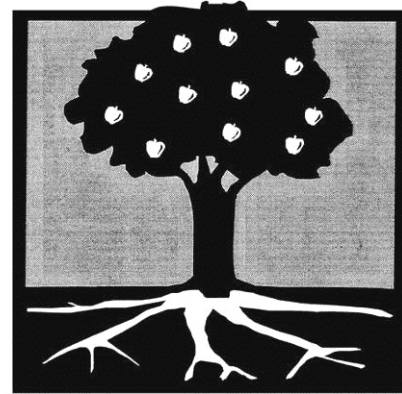
10"

1. What do you see?
2. What is the role of each part of the tree:
  - Roots?
  - Trunk?
  - Branches?
  - Fruit?

Have a volunteer attach each of the four labels (beliefs, values, behavior, consequences) to the part of the tree they think best corresponds (roots, trunk, limbs, leaves). Invite the group to make corrections.

At the end of the exercise, show Darrow Miller's arrangement and explain that beliefs are the foundation of a people's values, actions, and ultimately the quality of their lives.

**Ideas Have Consequences**



<b>FRUIT</b>	<b>Consequences</b>
<b>BRANCHES</b>	<b>Behavior</b>
<b>TRUNK</b>	<b>Values</b>
<b>ROOTS</b>	<b>Beliefs</b>

- I. Show the *Growing Healthy Cultures* picture.

5"

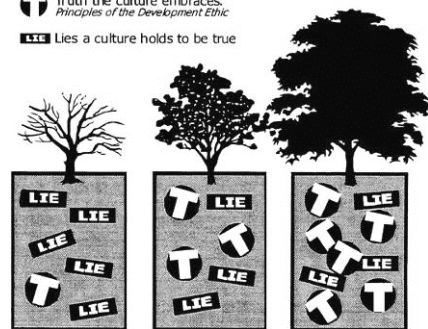
- I. *Growing Health Cultures* Picture

**----SH questions----**

S = What do you See?  
H = What is Happening?

**Growing Healthy Cultures**

Truth the culture embraces.  
*Principles of the Development Ethic*  
**LIE** Lies a culture holds to be true



- A. What can we learn from the pictures of the trees and the soils they are in?

- A. What we can learn from the trees:
  1. Trees fertilized with lies are barren and/or dead.
  2. Trees fertilized with some truth show some life and vigor.
  3. The more truth fertilizing the

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<p>B. What can we learn from both pictures?</p>		<p>trees, the stronger the tree.</p> <p>B. What we can learn from both pictures:</p> <ol style="list-style-type: none"> <li>1. Truth is the foundation of community development.</li> <li>2. Lies are the foundations for community destruction.</li> <li>3. Truth and lies are held by both individuals and corporately by cultures.</li> </ol>
<p>II. Read each of the following verses out loud and ask the following question: "According to these verses, what is Satan's strategy for destroying people and nations?"</p> <ol style="list-style-type: none"> <li>A. Revelation 20:3, 7-8</li> <li>B. II Corinthians 4:4</li> <li>C. I Timothy 4:1</li> </ol>	<p>5"</p>	<p>II. <u>Satan's Strategy for the Destruction of People and Nations.</u></p> <ol style="list-style-type: none"> <li>A. Deceiving nations</li> <li>B. Blinding minds</li> <li>C. False teaching</li> </ol>
<p>III. In the epistles, Paul speaks about what Satan uses to take us captive. In the large group, read Colossians 2:8. Ask: What does Paul say that Satan uses to take people captive?</p> <p>Read the quote from the knowledge column:</p>	<p>5"</p>	<p>III. <u>What Satan Uses to Take us Captive</u></p> <ol style="list-style-type: none"> <li>A. Hollow and deceptive philosophy</li> <li>B. Human traditions</li> <li>C. Basic principles of the world</li> </ol> <p>Satan lies to nations through the philosophies and traditions of its culture. The spiritual powers impact the physical world through culture".</p>

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<p>IV. Counterfeit Building Blocks</p> <p>A. Share the examples of counterfeit building blocks or lies planted in the soil of culture from the right column.</p> <p>B. Break into groups of four to six by national or ethnic group if possible. Ask each group to identify a lie that has been planted in their culture, discuss the following as a small group, and then report back to the large group.</p> <ol style="list-style-type: none"> <li>1. Where did the lie come from? What is its history?</li> <li>2. How is the lie passed on generation to generation?</li> <li>3. What are the consequences for society?</li> </ol> <p>V. Conclude by distributing the hand out titled "Counterfeit building Blocks." Explain that this hand out could be used with church groups, but requires more time than we could give to it in this session.</p>	<p>20"</p>	<p>IV. <u>Examples of Counterfeit Building Blocks</u></p> <p><b>Hinduism:</b> Life is in endless cycles  <b>Machismo:</b> Men are better than women  <b>Hedonism:</b> My pleasure is the ultimate good  <b>Secularism:</b> the physical world is all there is</p>

**ATTITUDE:** Facilitator understands how worldviews affect how we view others and the world around us.

**SKILL:** Participants will understand the relationship between worldview and development and they will be able to incorporate worldview principles in their CHE programs.

**EVALUATION:** Facilitators will know participants have learned the content of this lesson when their worldviews are opened to others around them and they understand the relationship between worldview and development enough to implement it into their CHE project.

**MATERIALS:**

- Newsprint
- Masking tape
- Marking pens
- Ideas Have Consequences* picture
- Growing Healthy Cultures* picture
- Counterfeit Building Blocks* handout

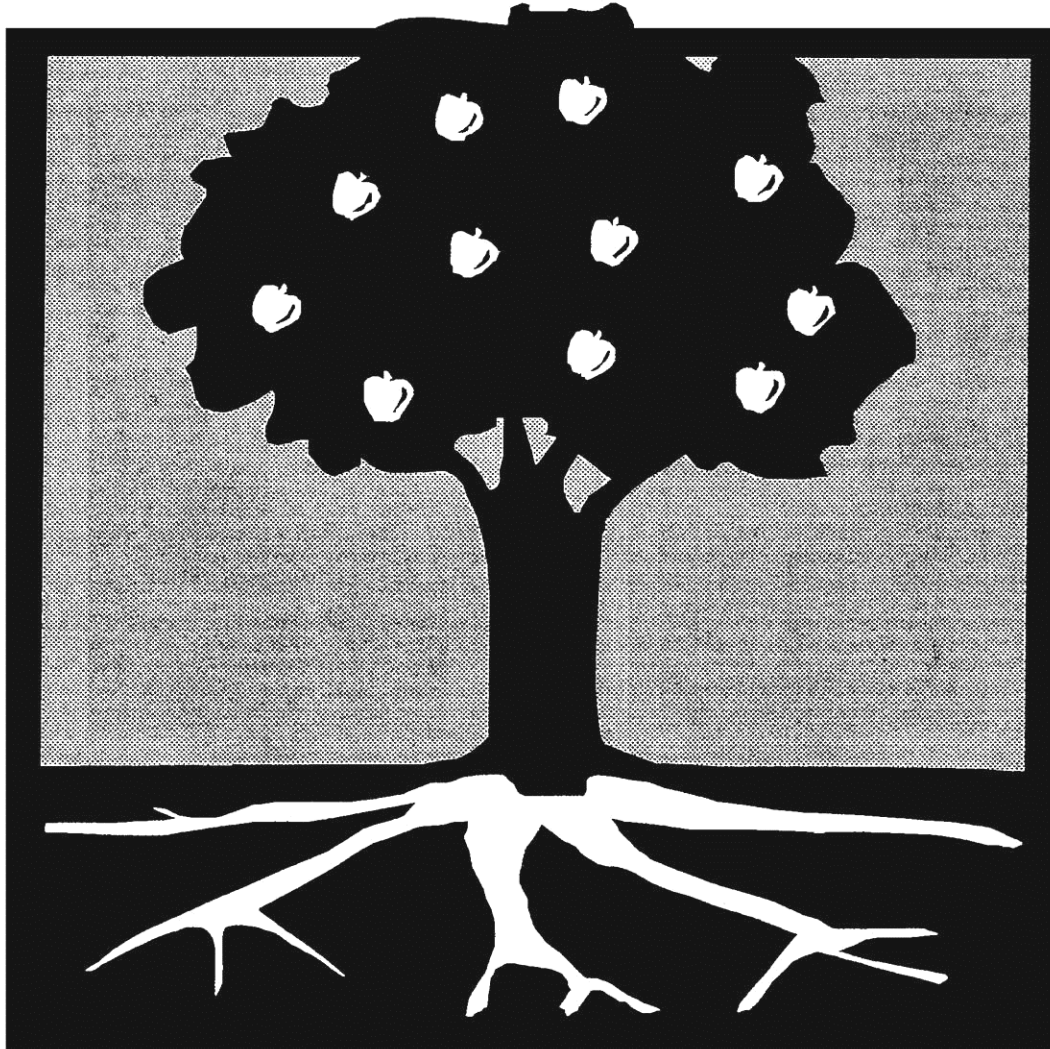
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# Ideas Have Consequences



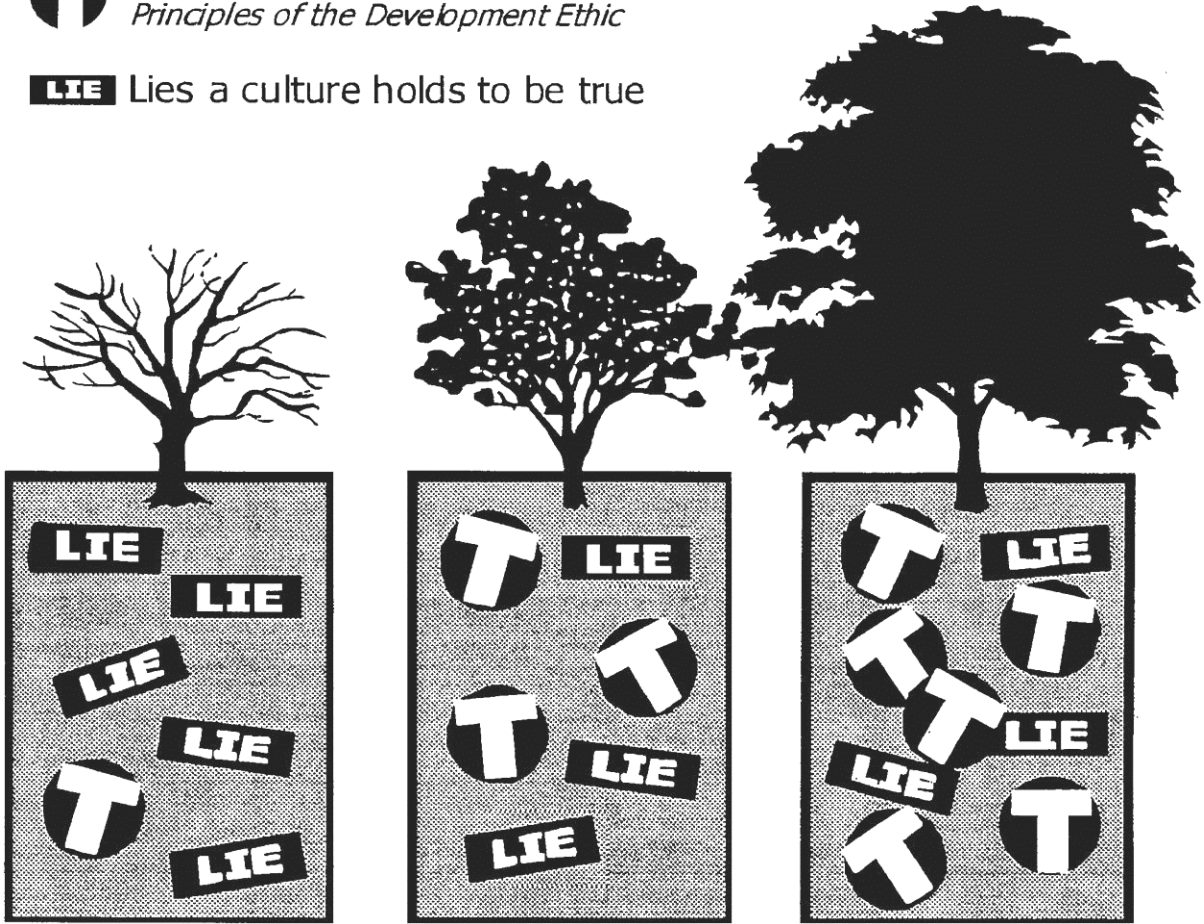
**FRUIT**  
**BRANCHES**  
**TRUNK**  
**ROOTS**

**Consequences**  
**Behavior**  
**Values**  
**Beliefs**

# Growing Healthy Cultures

**T** Truth the culture embraces.  
*Principles of the Development Ethic*

**LIE** Lies a culture holds to be true



## **Counterfeit Building Blocks**

*An Exercise following "ABC's of Culture"*

1. Break up into groups of 4-6 people, by national or ethnic group if possible. Have each group pick ONE of the counterfeit building blocks that is prevalent in their culture.
2. Discuss the following questions for 30-45 minutes in small groups. Please pace yourself. Have one person assigned to report to the larger group.
  - a. What is the ONE counterfeit building block that we want to examine from our culture? (5 minutes)
  - b. What are the historical ROOTS of this idea in our culture? Where did this idea come from? (10-20 minutes)
  - c. How is this idea expressed in words and phrases, stories, songs, jokes, laws, behavior, etc.? (5-10 minutes)
  - d. What are the FRUIT of this idea in our culture: physically, socially, spiritually, intellectually, etc.? (5-10 minutes)
    - The individual
    - The family
    - The church
    - The nation
3. Debrief with the larger group.
4. Make a list of actions that our churches could take to begin healing this brokenness in our society. What is the one you will begin with?
5. Time permitting report back to the larger group.
6. Pray in small groups for the healing of our nation.