



## **Julie C. Ma and Wonsuk Ma – Mission in the Spirit**

### **College and University Class Resource**

This resource is designed to help your classroom discussion. It has specific application questions appropriate to local church ministry contexts. Questions are organized in themes. They are ideal for paired discussions, group-forum style discussions, and personal reflective responses. Consider using a discussion method most suitable to your classroom setting. Select questions most appropriate to your group. Consider isolating particular themes.

### **Materials**

1. Video: Julie C. Ma and Wonsuk Ma, 60 minutes.
2. Theme: Mission in the Spirit.
3. Scripture reference: Acts 2

### **Preliminary discussion**

1. What were the major themes in Julie and Wonsuk Ma's responses?
2. How do Julie and Wonsuk Ma describe mission in the Spirit?
3. Discuss the difficulties of the content. What was difficult to understand? Was there anything you would like to clarify with the group?
4. Theological method: How is the Ma's theology informed and shaped by their practical ministry? What approaches do they take in understanding God in the context of their day-to-day experiences and discipling?

### **Explore and apply**

Consider isolating a particular theme of interest for your classroom discussion. You might allocate topics for questions to particular groups or pairs. Or, raise particular questions in a forum style for group responses. Apply the answers to these questions in your own setting.

1. The church and its mission are naturally renewalist/charismatic. The church is "charismatic if left with little theological 'assistance.'" The church birthed in Jerusalem was highly charismatic, indigenous churches are highly charismatic, and the Chinese churches are another example of this. How do Wonsuk and Julie Ma explain these ideas?

2. The church and its mission are dependent on the Spirit, who creates, fills, and empowers it. What do we learn from Majority World churches about Spirit-empowered mission?
3. What are the missional characteristics of these Majority World renewalist churches?
4. In “Mission in the Spirit,” Julie and Wonsuk Ma assert that a theology of empowerment, creation, and the “last or end times” characterize Majority World Spirit-empowered mission. Discuss what these characteristics mean.
5. How do Spirit-empowered charismatic and Pentecostal practices accompany Majority World Spirit-empowered mission (healing, miracles, tongues, prophecy, etc.)? What do these look like? How do they enable mission?
6. How do Majority World renewalists democratize ministry—the whole community participating in mission and ministry?
7. How is their missional zeal and commitment palpable—passion for mission is a primary characteristic of many of these churches?
8. Are there unique ways in which Majority World renewalists engage in Gospel proclamation, power evangelism, indigenous leadership, and church reproduction?
9. Why do they expect Holy Spirit manifestations to go with their preaching? (divine healing, speaking in tongues, miracles and wonders, prophecy, and power encounters with angels and demons).
10. Why and how does Majority World renewalist mission focus on spiritual warfare and deliverance from evil?
11. How does Spirit-empowered mission engage with other religious, spiritual, and secular worldviews? (In Asia, this is especially Animism, Buddhism, Confucianism, Hinduism, Islam, and secular perspectives).
12. Does it address the plight of women and girls in the Majority World? (Since many of these women face degeneration, violence, rape-cultures, and poor educational opportunities).
13. In a book chapter on “Theological Education in Pentecostal Churches in Asia”, Julie and Wonsuk Ma study how theological education has grown in Pentecostal and charismatic churches in Asia. They claim that Pentecostal and charismatic theological education is missional, pneumatological, democratized, mobilized, educational, networked, and adaptational. Discuss what these features might mean for such education?
14. How does Majority World Spirit-empowered mission integrate Spirit-empowered mission into ministry training and theological curriculum? Is this integration central to theological and ministry education in Majority World renewalist churches?
15. How can congregations today use the *spiritual gifts as missional gifts*?
16. How do we recognize the presence of the Spirit beyond the walls of the church? (E.g. in popular spirituality, contemporary spiritual quests, consumer culture, film and media, and sports and recreation). How do we join with what the Spirit is already doing in those places?
17. How can Western Christians increase their spiritual expectation, and foster openness to “the invasion of the Spirit” and to encounter with God?
18. What other things can Majority World renewalist mission and churches teach the West churches today?
19. What other thoughts do Julie and Wonsuk Ma have about how Majority World renewalist/charismatic/Pentecostal Christians are reshaping the face of the global church today?

## Classroom ministry

Facilitate an opportunity for students to respond to the video in light of the classroom discussion. Consider inviting students to write their responses to the following questions.

1. What is God encouraging our class and me, to do?
2. In response to the issues raised in the video, what are areas I want to ask God for forgiveness in? How do I need to change? What does God want me to stand up for?
3. How do I need God to minister to me and my community, for us to better engage with the contextual issues of our community?
4. How can I gain a better understanding of mission in the Spirit? What do we ask that God would do in our hearts?

## Prayer

Spend time in prayer over what you've learnt. You may encourage your class to pray for one another. Or, in light of your discussion, you may choose to pray over your class.

## Links

**Website:** [www.theglobalchurchproject.com](http://www.theglobalchurchproject.com)

**Book:** Graham Hill, *GlobalChurch: Reshaping Our Conversations, Renewing Our Mission, Revitalizing Our Churches* (IVP Academic, 2016)