

## Learning goals tied into the oral story “Pokali and the hammock of God’s Word”

Identification #: pages in TH <sup>1</sup>	Learning goals – as referred to in the MA capstone Project (TH)	See Oral Story on page #
(I-#1:3+FB <sup>2</sup> )	The indigenous people's self-esteem and awareness is often low.	51-53, 62, 66, 73, 75
(I-#2:7)	In Brazil, both types of animism complexes exist side by side.	4
(I-#3:8)	His (indigenous peoples) actions and thoughts in everyday life are completely influenced by the spiritual.	5, 14, 19, 20, 24, 28-30, 39, 41, 58, 62, 68
(I-#4:8)	Through the Enlightenment theology even missionaries sometimes have this attitude.	For Bibleschools, missionaries
(I-#5:8)	To provide a biblical guide, the animistic concepts of harmony and sin must be understood, in order to clearly communicate a relevant content.	4, 17-20, 57
(I-#6:8+FB)	Fear or anxiety regarding spirits and powers must be converted into the fear of God (I- # 6) (+ FB).	4, 20. 25. 18, 20, 24, 30, 33-34, 39, 41, 43, 46, 58, 62, 64
(I-#7:9+FB)	Complete control of Satan and complete liberation in Christ must be described in a biblical guide.	4-5, 10, 14-15, 17-20, 23-24, 26-30, 39, 40-43, 46-48, 55, 58, 62, 64
(I-#8:10 +FB)	Health care is a reason to leave villages and settle in a city.	48,70,72,74,78, 80
(I-#9:10)	The topic of infanticide must also be addressed in a biblical guide, also at Bible schools.	47, 55, 59, 78
(I-#10:13)	Promiscuity and abortions can lead to a feeling of the meaninglessness of life (suicide).	48, 51, 62, 64, 71-72, 78
(I-#11:13)	(marked as “* =”) New characteristics gained through literacy.	49, 55, 64, 69, 71-74, 76, 78-80
(I-#12:14 +FB)	The “unique and special” of their indigenous ethnicity loses all meaning and value in their eyes.	5, 9, 12, 17, 62, 66, 71-72
(I-#13:14)	Dealing with money is mostly foreign to indigenous people.	5, 9, 48, 69, 75
(I-#14:14 +FB)	The consequences of the urban tendency include: culture change, drug use, impoverishment, dissatisfaction, deterioration of the indigenous reputation, change of the indigenous settlement structure.	9, 14, 63, 66, 75-75, 79
(I-#15:15 +FB)	Discrimination also in relation to the mother tongue language affects the self-esteem of the indigenous people.	48, 54, 73
(I-#16:15 +FB)	An unaddressed identity crisis can lead to an increased suicide rate in some ethnic groups.	5, 9, 11, 51, 58, 62-63, 66, 72, 75, 79
(I-#17:16 +FB)	Accountability is a process that must be meaningfully accompanied if the development is to be positive.	48, 69,75
(I-#18:16 +FB)	A biblical guide is intended to teach the indigenous people the basics of the Bible, so that they can recognize unbiblical teachings.	15, 27
(I-#19:17+FB)	Promote the study of anthropology at Bible schools.	For Bible schools, missionaries
I-#20:13	The importance of Bible-translation.	12, 18, 24, 27, 44, 48, 51-52. 55. 61. 71. 73. 76, 81
I-#21:13	The importance of literacy.	27,30, 48, 54, 61, 68, 70, 74, 79, 80
I-#22:13	The importance of bilingual education.	48, 68, 75
I-#23:14	The introduction of technical developments.	49, 68-69, 76, 78-79, 82

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Source MA Culture and Theology, Friedrich (Fritz) and Anneke (story) Lauffenburger, 2018;

information: AWM (Akademie für Weltmission – [www.awm-korntal.eu/en/index](http://www.awm-korntal.eu/en/index). Pokali homepage: [www.pokali.ch](http://www.pokali.ch)

1 TH = Thematische Hausarbeit oder Thematisches Abschlussprojekt MA, MA (Culture and Theology), Capstone Project (Development of a Bible guide or biblical orientation points for indigenous people).

2 FB = (Fragebogen) Questionnaires to people and Bible schools serving indigenous people.