

Broken Family Diagrams: Contextualization for Mainland Chinese Students

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These instructions for contextualization refer to the "Broken" diagrams script in the I-DIG and posted on the I-DIG website.

Frame #1: add "and with creation." to sentence 1 of step 1.

Frame #3:

Step 1: They betrayed and dishonored God. And relationship with Him was broken.

Step 4:

When the relationship with God was lost, the man and woman also lost the honor they had received from God; they realized they were naked and hid from God, feeling shame, guilt and fear. The face to face relationship they had enjoyed with God was gone.

Step 5: Write the words Shame/Guilt/ Fear underneath the figures

Frame #4

Step 3:

Jesus, God the Son, became human in order to seek after human beings and reunite them with God the Father. **In dying on the cross, Jesus took on shame, guilt and fear and honored the Father with his perfect obedience. Jesus came to bring reconciliation between God and people and harmony to all broken relationships, including the relationship with creation.**

Step 4:

Draw the cross over the jagged line separating God and the 2 figures and the line separating the 2 figures from each other; Write the words "Reconciliation" and "Peace" beneath the words Shame/Guilt/Fear.

**he2 jie3 = reconciliation*

Frame #5

Step 4: **When we choose to follow Jesus, his obedience is credited to us and our sin is forgiven. Jesus offers life, forgiveness, and honor to everyone who will follow him and return to God's family.** When we choose to follow him, Jesus sends the Holy Spirit to live inside of us to help us honor God and others. **Because of Jesus' resurrection, shame, guilt, fear, sin and death are conquered. We can experience *freedom* from all of these because of his death and resurrection.**

Step 5: Draw the cross underneath the crown and the 2 figures under the cross.

Step 6: Write the words "Honor/ Forgiveness" underneath the 2 figures and the word "Freedom" under those words.

**zi4 you2 = freedom*

*For the tonal markings for these words in the pinyin transliterations of the Chinese, see accompanying photo.

Beth and her husband David taught English in southern China for five years with English Language Institute China. She recently field-tested the contextualization of the "Broken" diagrams shared above with a group of scholars from China and got very positive feedback.