



**BASIC  
TRAINING  
MANUAL War  
On The Cities**

**Developed by World  
Christian Training  
Center**

**Revised by Vicki Emerick**

Following is the training material used at the World Christian Training Center. It can train one, two, a small group, a church or a community. Everything is here to change your personal witness, your block, your church, your community.

## INTRODUCTION TO BASIC TRAINING MANUAL

Essentially there are two principles at work in this curriculum.

The first is that these materials are written **holistically**; that means, there is a learning objective for the mental, the emotional and will aspects of a person. Since people learn holistically--that is, know a fact, process the meaning emotionally and then choose to take action--these lessons have been constructed to accommodate the learning process. This serves to build "thought-out" conviction. The Bible passage has been learned, talked about and its meaning processed with others and then application is built in. Obedience then becomes a personal conviction, not just outward performance.

Secondly, these materials have been written to involve the learner. People learn best and retain more if they can be **active participants** and not just **passive receptacles** of the learning process. Therefore, this curriculum provides references to pairing up, completing charts and graphs, discussion, agree/disagree and so forth. **As a teacher, follow through on these activities as they are there by design to involve the person and train the leader to teach.**

### THE BENEFITS OF THE BASIC TRAINING MANUAL

Adults learn best when they are actively involved in the teaching/learning process. According to studies on learning, students who merely "sit and listen" retain significantly less content than those who are personally involved in well-planned learning activities. Students retain 90 percent, after three days, of what they **hear, see** and **do**. Conversely, they retain only 10 percent of what they hear. The point is clear, the more a student is involved the more he/she will learn. Meaningless "fun and games," activity for activity's sake, or a group "pooling of ignorance" is not the idea. The object is to select learning activities that directly contribute to the accomplishment of specific learning objectives.

Learning indicates that the purpose of the activity is to promote change in the learners. Learning is a change, a change in knowledge (facts, information), attitudes (feeling, opinion), and/or behavior (skill, ability). Our task as teachers is to help our adult students change and become more like Jesus Christ. Therefore, a learning curriculum's activities should facilitate learning that leads toward this change process.

Learning activities should be centered in the BIBLE. God's Word is our standard for both faith and practice. Consequently, a Bible learning activity is a task or method that is centered in helping our students to gain God's perspective as revealed in the Bible.

One important premise is, don't tell a student something that he can discover for himself. The method in which this training has been developed assists the student (adult, teen, child), to do this very thing. As a result, while simple telling may pass on information, planned involvement leads not only to information but to superior and lasting learning in the largest sense of the idea.

## Tips for Guiding Group/Individual Involvement

Proper use of Bible learning activities is very important. Here are some useful tips that have proven to be valuable:

1. **Clear instructions:** Whether you are teaching one person or a group of 30 learners, the necessity of clear, simple instructions cannot be overstressed. **Verbal instructions should always be accompanied by some type of written instructions.** Writing the instructions on the chalkboard, a poster, the overhead, on small index cards, or any other method will help assure that your learners understand what you are asking them to do. Making instructions clear and to the point will make the task easier and more productive for the learners.
2. **Leader and recorder:** When using learning activities that call for several groups (3 to 7 persons), make sure the groups appoint a leader and a recorder. The leader serves to keep the group on track while the recorder takes notes or in some other manner records the group's results. You may need to provide some direction by stating, for example, "The person wearing the most blue will be your leader, and the person who lives the farthest away should be your recorder."
3. **Time limits:** Always state the amount of time the group (s) will have to complete the task. Group members will be more motivated to work if they know there is a time limit. Once or twice during the activity tell them how much time they have left. Learners will often do as much work in the last three minutes of a ten-minute project as they did in the first seven minutes. Remember, time limits are flexible; feel free to add or subtract time as the abilities and interests of your class may necessitate.
4. **Encourage students:** Assure your students that you have confidence in their ability to accomplish the learning activity. By being alert to your students' "comfort level" and selecting activities which you are fairly certain they can handle, your encouragement will be well-founded. Telling them you are available for questions and further explanation will also serve to encourage their efforts.
5. **Let them do it!** You may know all the answers and may know the best way to complete the task you have assigned, but let your class members find the answers for themselves and do the project with their own minds and **hands**. Guide them, encourage them, assist them, but let them do it.
6. **Needed resources:** Make certain that you have on hand an ample supply of those materials necessary to complete the activity. Nothing can be more frustrating for your students than not having what they need to finish the task.
7. **Reporting results:** How will you have the individuals or groups report the results of their efforts? Students enjoy hearing or seeing what others have done. In large groups you may ask for a few volunteers to share, or have each group share one idea each before opening it up to further suggestions or comments. Art projects can be affixed to the wall or placed on a bulletin board. Creative songs that apply biblical truth can be sung. The principle is to allow students to benefit from mutual sharing of ideas and results.

8. **Be appreciative:** Thank students for their effort whether they complete their project or not. Every word of appreciation and affirmation is an investment in the future of your class as an involvement-oriented learning experience.

### Asking the Right Questions

Fortunately, the creative teacher does not have to be skilled in all the arts of group dynamics in order to use Bible learning activities successfully. But learning how to use questions as a teaching tool can be of tremendous value to a teacher. Well-thought-out questions will help learners to identify and evaluate information, to interpret it, and to assess how that information affects their values and decision making. This means you must choose your questions with care, Here are six suggestions that will help you in choosing good questions:

1. Questions should require the learner to think. Avoid asking questions which may be answered with only yes or no.
2. Keep the questions brief and simple, restricting each question to only one main thought. Often we confuse our students by actually asking several questions within one question. Make certain your questions are clearly focused.
3. Distinguish between a question asking for facts and one seeking feelings or opinions.
4. Avoid asking questions which the group cannot answer because of a lack of information or background. Also, stay away from highly personal questions as discussion starters. Many a group discussion has failed to get off the ground because a well-meaning teacher began with a question that learners were afraid to answer,
5. The questions should be a natural part of the class session, not something artificially tacked on at the end to fill some time.
6. The tone and manner of your questions should encourage the learners to express themselves. A friendly, pleasant and sincere tone of voice will encourage confidence and understanding. Remember, while every contribution may not be worthwhile, every contributor is!

Keeping in mind these basic suggestions for good questioning, let's examine three different types of questions that you can use:

1. **Informational Questions.** An informational question requires the learner to remember or refer to specific facts in order to answer the question correctly. A teacher can discern how well a learner knows the basic facts or guide the discovery of those facts by the proper use of an informational question.

Examples: Where was Jesus born? According to Matthew 20:21, what was Jesus' answer to the rich young man? What was the name of the river in which Jesus was baptized?

It is almost impossible to have a meaningful discussion guided by informational questions alone, Therefore, we also need analytical questions.

**2. Analytical Questions.** Analytical questions encourage learners to attach meaning or explore principles in facts. Questions of this type are more open-ended than informational questions. By using this type of question the teacher helps learners share what they understand and perceive about the facts.

Examples: What do you think Jesus meant when he said to Nicodemus, "You must be born-again?" What principles of witnessing can we derive from the story of the woman at the well in John 4?

## A WORD ABOUT FACILITIES FOR ADULTS

The biggest obstacle to overcome while developing a creative environment for adults is the attitude "all you need are rows of chairs, a chalkboard and a lectern." The general consensus has been that a teacher with a great personality and a large repertoire of stories which reinforce Bible truths can inspire, motivate and promote people's spiritual growth. However, the best way to insure that adults are learning to apply Bible truths to their lives is to involve them in discovering truth for themselves.

Involvement in Bible study is facilitated by the use of both large and small group learning activities. Consider these benefits of small group involvement:

1. Discussion is easier in groups of not more than eight people (teams of two, or groups of three to eight each). When there are more than eight in a group, not everyone is heard from, learners withhold ideas/comments, and it is difficult to get personal feedback to ideas.
2. Forming small groups also allows learners to consider several questions or explore information in several ways. and then share their observations and findings with the large group.
3. When small groups share their insights, the teacher is able to check their understanding of concepts/ideas and to clarify misunderstandings.

For the most effective adult, teen, and child learning experiences, your facilities should allow for a maximum of four (or possibly five) groups of eight learners each. The number of small groups should not exceed four (or five) because of the time it takes for sharing and feedback. When you have more than 40 learners, divide into separate departments or learning units.

Room arrangement has a great deal to do with the effective use of new procedures and methods. Adult rooms should provide warmth, interest and flexibility for the use of lecture, films and discussion groups. No classroom can guarantee that adults will learn. But, the following guidelines have proven effective in developing facilities that support effective learning.

## Space Requirements for Adults

Adult education facilities are strategic to the development of growth and leadership in the church. A good room will provide an atmosphere of warmth and relaxation. It will also enable you to provide sound biblical instruction within a

setting that encourages building relationships, group interaction and individual participation in learning. Placing chairs in a circle or semi-circle may be an advantage.

### Fixed Seating Situation

Many adult classes must meet in rooms where seats cannot be moved, While this situation makes it more difficult to encourage interaction, any activity that can be done well by individuals or in groups of two or three can easily be accomplished in fixed seating arrangements or cramped quarters.

## Specifics Concerning Training Manual

Each training class is designed to involve approximately two hours, with the exception of lesson four which may need to be extended to learn the gospel presentation. This may be an additional two to four hours for training with the on-the-job training added as well.

Each lesson is presented in four parts:

1. Overview of lesson
2. Teacher's Plan
3. Teacher's Outline
4. Student's structured notes.

All material may be duplicated or reproduced for the purpose of training.

**LESSON ONE**  
**WHO IS JESUS CHRIST?**

**Focus:** Jesus Christ is God in human form, saving mankind.

**Objectives:** At the conclusion of the lesson the learner should be able to:

**List** three passages that claim Jesus is God, in human form.

**Discuss** the significance of the resurrection.

**Summarize** why the resurrection validates Christ's claim to be *God*, therefore Savior.

**OUTLINE**

	<b><u>Content</u></b>	<b><u>Teaching Method</u></b>
<b><u>Involve:</u></b>	Newspaper story using Phil. 2:5-11	
<b><u>Explore:</u></b>		
	I. Jesus is God	Mini-lecture. w/Matching.
	II. Jesus is Man	Mini-lecture.
	III. Jesus is God in human form	Discussion. Agree/Disagree.
<b><u>Apply:</u></b>	<b><u>Summarize</u></b> why the resurrection validates Christ's claim to be God, therefore Savior.	



# TEACHER'S PLAN FOR LESSON ONE

## WHO IS JESUS CHRIST?

Involvement: Newspaper story using Phil. 2:5-11 - write the headlines and opening paragraph, answering the journalistic questions, "who, what, when, where, how and why?", for the life of Christ. Share several with the entire group.  
(15 min.)

Explore:  
(15 min.) Step 1.

- I. **Jesus is God.** Begin with a short lecture highlighting the four major elements under I. Jesus is God. Direct each student to the matching exercise. Each should look up the verse and place the correct number next to the claim.

(5 min.) Step 2.

- |                          |   |
|--------------------------|---|
| II. <b>Jesus is Man.</b> | Mini-lecture<br>on Jesus' human<br>characteristics. |
|--------------------------|---|

(20 min.) Step 3.

- III. **Jesus is God in human form** - Mini-lecture then Discussion questions from I Cor. 15:1-17. Split into groups of 4-5 in each group. Move through the discussion questions in each group. With a partner complete the agree/disagree statements. Summarize their findings.

Apply: Summarize why the resurrection validates Christ's claim to be God, therefore Savior.  
(10 min.)

## TEACHER'S OUTLINE FOR LESSON ONE

### WHO IS JESUS CHRIST?

Involvement:  
(15 min.)

Newspaper story -using Phil. 2:5-11, write the headlines and opening paragraph answering the journalistic questions, "who, what, when, where, how and why?" for the life of Christ. Share several with the entire group.

Explore:  
(40 min.)

#### I. Jesus is God.

- A. He is called God by the Bible, John 1: 1, 20: 38, Col. 1:15-18; 2:9, Phil. 2:5-11.
- B. Jesus Himself claimed to be God. John 10:30-33, John 5:17,18.
- C. Jesus claimed that which only God could claim.

Look up the following verses, Match to the appropriate claim by placing the correct number in the blank beside the claim,

- |                   |                          |
|-------------------|--------------------------|
| (1) Matt 28: 18   | (3) Forgive sins         |
| (2) John 8:58     | (1) All authority        |
| (3) Matt 9:1-8    | (4) Peers called him God |
| (4) Matt 16:15-17 | (2) Eternal              |
- D. Men living at the time of Jesus called Him God. John 1:49; 20:25-28, Matthew 16:15-17.

#### II. Jesus is Man

- A. He was born of a woman  
Matthew 1: 18-25 Galatians 4:4
- B. He developed as man does  
Luke 2:39-52
- C. He had human needs  
Matthew 4:2 John 4:5,6  
John 11: 35

#### III. Jesus is God in human form, Savior of mankind I Cor 15:1-11.

- A. He was born to save  
Matthew 1:21 Luke 19:10  
I Timothy 1:15

- B. He died to save  
Mark 10:45                      Hebrews 9:14
- c. He rose from the grave to save  
I Cor 15:1-17
- D. He showed God's love for us by His death  
John 3:16                      Romans 5:8
- E. Discussion questions I Cor. 15:17

Read I Cor. 15:1-17 and answer the following:

1. Who's writing? \_\_\_\_\_
  2. Who was Paul? \_\_\_\_\_
  3. To whom did Jesus appear? \_\_\_\_\_ How many eyewitnesses? \_\_\_\_\_
  4. Why is that significant? \_\_\_\_\_
  5. Look up Acts 9 - recount Saul's conversation \_\_\_\_\_
- 
6. Paul is speaking from experience - is that valid? \_\_\_\_\_  
Why or why not? \_\_\_\_\_
  7. In verse 12-17 what is Paul's point? \_\_\_\_\_

Agree/Disagree:

Read the following statements and discuss with a partner. Use "A" for agree and "D" for disagree.

- A The wages of sin is death (Rom 6:23).
- A When Christ died he paid the penalty for sin.
- A When Christ rose from the dead he demonstrated power over death.
- A Christ demonstrated power (Rom 6:9,10) over death, and therefore sin.
- A Christ can forgive sin because he died, paid the penalty for sin and was resurrected.

Apply:

Question:

(10 min.)

Is Jesus your Savior? \_\_\_\_\_

How do you know? \_\_\_\_\_

# STUDENT STRUCTURED NOTES FOR LESSON ONE

## WHO IS JESUS CHRIST?

Involvement: Newspaper story - using Phil. 2: 5-11, write the headlines and opening paragraph answering the journalistic questions, "who, what, when, where, how and why?" for the life of Christ. Share several with the entire group.

Explore: I. Jesus is God.

A.

B.

C. Jesus claimed that which only God could claim.

Look up the following verses. Match to the appropriate claim by placing the correct number in the blank space beside the claim.

(1) Matt 28:18                    \_\_\_ Forgive sins

(2) John 8:58                    \_\_\_ All authority

(3) Matt 9:1-8                   \_\_\_ Peers called him God

(4) Matt 16:15-17               \_\_\_ Eternal

II. Jesus is Man.

A.

B.

C.

III. Jesus is God in human form,               I Cor. 15:1-17.  
Savior of mankind.

A.

B.

C.

D.

E. Discussion questions I Cor, 15:1-17.

Read I Cor. 15:1-17 and answer the following:

1. Who's writing? \_\_\_\_\_
2. Who was Paul? \_\_\_\_\_
3. To whom did Jesus appear? \_\_\_\_\_ How many eyewitnesses? \_\_\_\_\_
4. Why is that significant? \_\_\_\_\_
5. Look up Acts 9 - recount Saul's conversation \_\_\_\_\_  
\_\_\_\_\_
6. Paul is speaking from experience - is that valid? \_\_\_\_\_  
Why or why not? \_\_\_\_\_
7. In verse 12-17 what is Paul's point? \_\_\_\_\_

Agree/disagree:

Read the following statements and discuss with a partner. Use "A" for agree and "D" for disagree.

- \_\_\_ The wages of sin is death (Rom 6:23).
- \_\_\_ When Christ died he paid the penalty for sin.
- \_\_\_ When Christ rose from the dead he demonstrated power over death.
- \_\_\_ Christ demonstrated power (Rom 6:9,10) over death, and therefore sin.
- \_\_\_ Christ can forgive sin because he died, paid the penalty for sin and was resurrected.

Apply:

Question: Is Jesus your Savior? \_\_\_\_\_

How do you know? \_\_\_\_\_

## LESSON TWO

### HOW TO ACCEPT CHRIST

**Focus:** Christ forgives our sin by means of faith in Him.

**Objectives:** At the conclusion of the lesson the learner should be able to:

**Define** faith.

**Explain** the role of faith in forgiveness.

**Write** out your own personal statement of faith.

### OUTLINE

<u>Content</u>	<u>Teaching Method</u>
<b><u>Involve:</u></b> Brainstorm about the definition of faith.	
<b>I. Define sin</b>	Mini-lecture
A. All have sinned	Mini-lecture
B. If we say we have no sin, God's a liar	
<b>II. Role of faith in forgiveness</b>	Case Study
A. Believe Bible	
B. Believe God will honor your faith	
C. Believe he will forgive you	
D. Believe Jesus is the only way to God	
E. Illustrations: Abraham, Men of Faith	
<b>III. Christ the object of our faith</b>	Question/Answer
A. We are called to Christ	
1. Understand inadequacy to reach God on our own	
2. Understand need for forgiveness	
3. Accept forgiveness of sin	
<b>IV. By faith, trust Christ</b>	
A. Summary	
B. Prayer	
<b>V. Claim promises given to believers</b>	Discussion

**Apply:** Write out your own statement of faith.

# TEACHER'S PLAN FOR LESSON TWO

## HOW TO ACCEPT CHRIST

**Involve:** Brainstorm about the definition of faith. Write the words "Faith is..." (and have class brainstorm about the definition) on the blackboard.  
(5 min.)

**Explore:**

(10 min.) Step 1.

### I. Define sin

Begin with a short lecture highlighting the definition of sin. The compact Bible dictionary defines sin as "anything in the creation which does not express, or which is contrary to the holy character of the Creator." The essence of sin is living independently of God. Look up the scripture verses and clarify any questions,

(15 min.) Step 2.

### II. Role of faith in forgiveness

Mini-lecture. Give background on the definition of faith. Explain it as a vehicle, whose object is the determinant of its validity. Look up the supporting verses. Define faith and point to its example in Heb. 11:1-38. Emphasize that faith is trust in the person of Jesus, the truth of His teaching, and the redemptive work He accomplished at Calvary. Use Abraham as a case study. His faith was in God, and was demonstrated in the fact that God credited righteousness to Him.

(15 min.) Step 3.

III. **Christ is the object of our faith.** Read Romans 8:1-14. Break into groups of 4-5. Choose a leader and a recorder. Answer the following questions:

1. Why is there condemnation in the first place? \_\_\_\_\_
2. What could the law not do? \_\_\_\_\_
3. What "did" God do? \_\_\_\_\_
4. Who was the offering for sin? How did Christ condemn sin in the Flesh? \_\_\_\_\_
5. What is the requirement of the law? \_\_\_\_\_
6. Why is the mind set on the flesh hostile to God? \_\_\_\_\_
7. Why can't those in the flesh please God? \_\_\_\_\_
8. Who is the Spirit? \_\_\_\_\_

9. If Christ is in you, the Spirit is also. Explain why Christ is the object of our faith.

Read Luke 18:9-14.

1. What is the primary attitude of the Pharisee? \_\_\_\_\_
2. Do you think he went down to his house justified? \_\_\_\_\_
3. Why or why not?
4. The tax gatherer realized something with his state that the Pharisee didn't. What is it?

Read Rom. 6:23

1. What are the consequences involved in not accepting God's gift of forgiveness in Christ?

(10 min.) Step 4.

#### IV. By faith, trust Christ

Summarize the major points made this far. This would be an appropriate time to pray, to provide an opportunity for any present to ask Christ to forgive their sins and by faith establish a relationship with God.

(10 min.) Step 5.

#### V. Claims

Divide into groups of 4-5 and look up the verses corresponding to each claim. These verses appear in the teacher's guide only.

#### Apply:

(5 min.) Write out your own personal statement of faith



# TEACHER'S OUTLINE FOR LESSON TWO

## HOW TO ACCEPT CHRIST

Involvement:  
(5 min.)

Brainstorm about the definition of faith.

Explore:  
(60 min.)

### I. Define sin

A. The Bible says all men have sinned

Rom 3:9-20

Rom 6:12-21

B. The Bible says that if we do not admit we have sinned, we make God a liar.

I John 1:8-19

### II. Role of faith in forgiveness.

Definition: "Belief is active faith or trust in God's word and God's son. It means to adhere to, trust in, or rely on." (Amplified New Testament)

A. Believe the record we have in the Bible

I John 5:10-11

John 20:30-31

B. Believe that God will honor your faith

John 3:14; 5:24

Acts 16:30-31

C. Believe He will forgive you when you ask Him and come to Him

John 6:37

Romans 10:1-10

Hebrews 11:6

D. Believe that Jesus is the only way to God

John 10:30, 14:6

E. Illustrations of Godly faith in the New Testament  
Men of faith

Abraham Rom. 4:13-22

Hebrews 11:1-38

### III. Christ is the object of our faith

A. We are called to Christ

1. We must understand our inadequacy to reach God on our own - Rom. 8:1-14

Why is there condemnation in the first place? \_\_\_\_\_

What could the law not do? \_\_\_\_\_

What "did" God do? \_\_\_\_\_

Who was the offering for sin? How did Christ condemn sin in the flesh? \_\_\_\_\_

What is the requirement of the law? \_\_\_\_\_

Why is the mind set on the flesh hostile to God? \_\_\_\_\_

Why can't those in the flesh please God? \_\_\_\_\_

Who is the Spirit? \_\_\_\_\_

If Christ is in you, the Spirit is also. Explain why Christ is the object of our faith. \_\_\_\_\_

2. We must understand our need for forgiveness  
Luke 18:9-14

What is the primary attitude of the Pharisee? \_\_\_\_\_

Do you think he went down to his house justified? \_\_\_\_\_

Why or why not? \_\_\_\_\_

The tax gatherer realized something that the Pharisee didn't. What is it? \_\_\_\_\_

3. We must accept forgiveness of sin - Rom 6:23

What are the consequences involved in not accepting God's gift of forgiveness in Christ? \_\_\_\_\_

#### IV. By faith, trust Christ

- A. Place your trust in Him as your personal Savior; invite Him into your life

John 1:12

John 5:24

- B. Pray

Luke 18:13-14

"Lord Jesus, I need you. Thank you for dying for me. I open my life to You and claim You as my personal Savior. Thank you for forgiving my sins,"

V. Claim the promises given to believers

A. Continual forgiveness\ - 1 John 1:9

B. Fellowship with God - 1 John 1:7

C. New Birth, New Life - John 3:3,5 - 2 Cor. 5:17

D. Eternal life - 1 John 5:13

E. Power of God's Spirit - Eph. 3:14-21

Apply: (5 min.) Bring to the next lesson your own personal statement of faith in writing. It should be short enough to tell someone in less than three minutes.

# STUDENT STRUCTURED NOTES FOR LESSON TWO

## HOW TO ACCEPT CHRIST

Involvement: Brainstorm about the words "Faith is ..." on the blackboard.  
Discuss some definitions.

Explore: I. Define sin

A.

B.

II. Role of faith in forgiveness.

A.

B.

C.

D.

E. Illustrations

III. Christ, the object of our faith

A. We are called to Christ

1. We must understand our inadequacy to reach God on our own - Rom 8:1-14

Why is there condemnation in the first place? \_\_\_

What could the law not do? \_\_\_\_\_

What "did" God do? \_\_\_\_\_

Who was the offering for sin? How did Christ condemn sin in the flesh? \_\_\_\_\_

What is the requirement of the law? \_\_\_\_\_

Why is the mind set on the flesh hostile to God?  
\_\_\_\_\_

2. We must understand our need for forgiveness - Luke 18:9-14

What is the primary attitude of the Pharisee? \_\_\_

Do you think he went down to his house justified? \_

Why or why not? \_\_\_\_\_



## LESSON THREE

### HOW TO LEAD OTHERS TO ACCEPT CHRIST:

#### PERSONAL PREPARATION

**Focus:** Each Christian can be prepared to witness by being filled with the Spirit.

**Objective:** At the conclusion of the lesson the learner should be able to:

**State** the role of the Holy Spirit in personal preparation.

**Discuss** common attitudes in preparing to talk with others.

**Plan** to read through the Holy Spirit booklet once this week.

#### OUTLINE

##### Content

##### Teaching Method

**Involve:** Buzz group.

##### Explore:

#### I. Role of the Spirit in personal Preparation

- |   |                  |
|---|------------------|
| A. Why the Holy Spirit came                   | Matching         |
| B. What it means to be filled with the Spirit | Matching/lecture |

#### II. Common attitudes in preparing to talk with others

- |                                       |            |
|---------------------------------------|------------|
| A. Commands to tell others            |            |
| B. Review your own attitude on life   | Discussion |
| c. Recognize people are lost          | Chart      |
| D. Realize the power of prayer        |            |
| E. Realize the importance of the Word |            |

**Apply:** Plan to read through the Holy Spirit booklet at least once this week.

# TEACHER'S PLAN FOR LESSON THREE

## HOW TO LEAD OTHERS TO ACCEPT CHRIST:

### PERSONAL PREPARATION

Involve: Buzz group - small groups of 4-6 are formed in a circle. A written statement of the subject to be discussed is handed out. A time limit is set for the discussion approximately 5-10 minutes. A recorder is chosen to record the group's results. In this case, the buzz group topic is "How you normally prepare to talk to someone about Christ."

### Explore:

(15 min.) Step 1.

#### I. Role of the Spirit in personal preparation

##### A. Why He came

Direct the students to the matching exercise. Have them look up each verse. Then match it to the appropriate purpose. Summarize with a brief mini-lecture.

- |                  |       |                             |
|------------------|-------|-----------------------------|
| (1) John 16:14   | _____ | To enable us to know Christ |
| (2) John 3:1-8   | _____ | To bear fruit               |
| (3) John 16: 13  | _____ | To glorify Christ           |
| (4) Gal 5:22, 23 | _____ | Power to witness            |
| (5) Acts 1:8     | _____ | To lead us to all truth     |

##### B. What it means to be filled with the Spirit.

Prepare a mini-lecture by looking up the two passages, John 15:1-5 and I John 1:5-7. In the first the Christian life is illustrated as a branch which bears fruit as the result of being part of the vine. Expand this illustration. The second passage depicts the Christian life as walking in the light. Compare and contrast light with darkness, the ease and confidence in which one moves in light. Expand on the properties of light and its benefits, Consult a Bible dictionary and commentaries to help you. Examine the Holy Spirit booklet and use it as a tool to further explain what it means to be filled with the Spirit.

(30 min.) Step 2

#### II. Common attitudes in preparing to talk with others.

Begin by putting the class at ease. Some people are naturally shy and others make friends easily, Therefore, each person will approach others a little differently. However, there are some common principles, and several are listed for you. In fact, there are four, A, B, C and D. Briefly review part A. Remember the many commands to tell others. For part B, review your own attitude on life, have the class break into four groups. Assign each group a section from part B to discuss. Have them look up the verse(s) and discuss their attitude toward life and sharing Christ with others. If possible have

each group make a summary report to the class. Discussion here is very important. Talking with others about their fears and hearing about others' fears and successes will build their confidence. For part C have each choose a partner and look up the verses, completing the chart as they go.

<b>VERSE</b>	<b>CHARACTERISTIC</b>
Rom 6:23	Wages of sin is death
Luke 16:19-31	Hell is a place of torment
Rev. 21: 8	Hell is likened to a lake of fire
Luke 15	People are lost
John 10:10	The thief comes to steal, kill and destroy

For part D, realize the power and prayer in soul-winning. Prepare a short mini-lecture. Then finish the section by emphasizing the importance of the Word. Summarize part II by reviewing each common attitude and answering any questions.

**Apply:**  
(5 min.)

Distribute Holy Spirit booklets and have each person read through once this week.



# TEACHER'S OUTLINE FOR LESSON THREE

## HOW TO LEAD OTHERS TO ACCEPT CHRIST:

### PERSONAL PREPARATION

Involvement: Buzz group.  
(10 min.)

Explore:  
(45 min.)

#### I. Role of the Spirit in personal preparation.

##### A. Why He Came

- (1) Jn. 16:14            \_\_\_ To enable us to know Christ
- (2) Jn 3:1-8            \_\_\_ To bear fruit
- (3) Jn 16:13            \_\_\_ To glorify Christ
- (4) Gal 5:22,23        \_\_\_ Power to witness
- (5) Acts 1 :8            \_\_\_ To lead us to all truth

##### B. What does it mean to be filled with the Holy Spirit?

1. Definition of "Filled" - Directed and empowered

2. Illustrations in Scripture

- (a) Jn 15:1-5            Abiding in Christ
- (b) 1 Jn 1:5-7            Walking in Light
- (c) Eph 5:18-21        Being filled - the Holy Spirit booklet

#### II. Common attitudes in preparing to talk with others

##### A. Remember the many commands to tell others

Matthew 28:18-20            Acts 1:8

##### B. Review your own attitude on life

1. Give no place to fear - II Timothy 1:7-14

2. Represent Christ in the power of the Spirit  
1 Cor. 2: 1-5

3. Practice spiritual breathing - confess every known sin and thank Him for cleansing and filling. 1 John 1:9

4. Be willing to be a tool in God's hand. Ask God to encourage you with a loving, sensitive attitude toward the ones you will contact.

1 Peter 3:17

C. Recognize that people are lost - chart.

1. Eternal lostness - Rom 6:23

Luke 16:19-31          Revelation 21:8

2. No meaning to life now - Luke 15 (The "Lost" chapter). John 10:10 (No abundant life)

D. Realize the power in prayer in soul winning

1. Brings boldness - Acts 4:22-31

2. Prepares us against the enemy - Ephesians 6:10-24

E. Realize the importance of the Word

1. It brings conviction of sin - Hebrews 4:10,12

2. It is to be studied and memorized for greatest value

Psalms 119:9-16 2 Timothy 2:15, 3:10-17

Apply:          Read through the Holy Spirit booklet once this week.  
(5 min.)

# STUDENT'S STRUCTURED NOTES FOR LESSON THREE

## HOW TO LEAD OTHERS TO ACCEPT CHRIST:

### PERSONAL PREPARATION

Involve: Buzz group

Explore:

#### I. Role of the Spirit in personal preparation

##### A. Why the Holy Spirit came

Individually match the following verse with the correct role by placing the appropriate number next to the purpose:

- (1) John 16:14      \_\_\_ To enable us to know Christ
- (2) John 3:1-8      \_\_\_ To bear fruit
- (3) John 16: 13     \_\_\_ To glorify Christ
- (4) Gal. 5:22,23    \_\_\_ Power to witness
- (5) Acts 1:8        \_\_\_ To lead us to all truth

##### B. What it means to be filled with the Spirit

- 1. John 15: 1-5
- 2. 1 John 1: 5-7

#### II. Common attitudes in preparing to talk with others

A.

B. Review your own attitude on life.

- 1.
- 2.
- 3.
- 4.

C. Recognize that people are lost.

<b>VERSE</b>	<b>CHARACTERISTIC</b>
Rom 6:23	
Luke 16:19-31	
Rev. 21: 8	
Luke 15	
John 10:10	

D.

E.

Apply: Plan to read through the Holy Spirit booklet at last once this week.

## LESSON FOUR

### HOW TO LEAD OTHERS TO ACCEPT CHRIST:

#### TRAINING

**Focus:** The New Testament illustrates several methods to lead others to Christ.

**Objectives:** You will have accomplished the purpose by this lesson if you can:

**List** three different methods of communicating Christ's claim.

**Practice** the basic guidelines common to each.

**Plan** to share the Four Spiritual Laws once this week.

#### OUTLINE

##### CONTENT

##### METHOD

**Involve:** Skit

**Explore:**

#### I. Three methods used to share Christ:

##### A. Group

1. Activities initiated by churches

Brainstorm

2. Activities where the public gathers

Mini-lecture

##### B. Personal

##### C. Family

1. Actions speak louder than words

Group discussion

2. Cultivate a good relationship with each family member

3. Be concerned for the spiritual welfare of each member

4. Take practical steps

List of ideas

#### II. Follow-up:

A. Purpose

B. Timing

C. Procedure

III. Basic guidelines when talking with others

Role-play

Apply: Share the Four spiritual Laws once this week.

## TEACHER'S PLAN FOR LESSON FOUR

### HOW TO LEAD OTHERS TO ACCEPT CHRIST:

#### TRAINING

**Involve:** Skit - begin with writing a skit to demonstrate the incorrect way to share Christ with another person.

**Explore:**

(10 min.) Step 1.

I. Three methods used to share Christ

- A. Group - prepare a short list as you brainstorm with the class. Move through the list as it appears in your notes. Then add any ideas the class may suggest.

(2 hr.)

- B. Personal - see Appendix A

- C. Family - divide into groups of 5. Give each group the list of principles for relating within the family. Appoint a group leader. The leader should develop a discussion around the principles. Cite examples from the leader's own family. Think of ways to build your family and seek resolution of conflict, be an encouragement and a listener.

(15 min.) Step 2.

Follow up:

Stay in discussion groups. Review briefly the procedure for follow-up, then role-play with a partner, selected from your group, the suggestions for relating to a new believers found in your notes.

(5 min.) WCTC Role

Read the role and clarify the process used at WCTC to follow up a new believer.

(15 min.) Step 3.

Basic guidelines when talking with others.

Role play.

Demonstrate one situation for the class where you begin a conversation, divulge the subject, direct the conversation to Christ, listen for key questions and answers that reveal true feelings, be a friend, present Christ simply.

**Apply:** Share the Four Spiritual Laws once this week.

## TEACHER'S OUTLINE FOR LESSON FOUR

### HOW TO LEAD OTHERS TO ACCEPT CHRIST:

#### TRAINING

Involvement: Skit  
(15 min.)

Explore:  
(3 hr.)

#### I. Three methods used to share Christ

A. Group approach in leading others to Christ.

1. Activities initiated by churches, classes, youth groups, etc., expected to result in person-to-person contact.
  - a. Musical programs to attract a crowd, then lead into personal sharing one-to-one by prepared people.
  - b. Christian films in auditoriums, coffee house activities and provide trained soul winners who can be available to counsel.
  - c. Recreational programs in parks with trained persons in soul winning participating.
2. Activities where the public gathers and where trained soul winners can make personal contacts.
  - a. Visit parks, beaches, shopping centers, Pass out literature and talk on one-to-one basis.
  - b. Take an unsaved friend to a major evangelistic meeting and talk afterward about his personal need.
  - c. Befriend someone and take him out to a public event. Seek an opportunity (Spirit-led) to talk afterward about Christ.
  - d. Do street witnessing or on the bus or any place people are by using tracts.
    - (1) Leave copies in strategic places (weakest use).
    - (2) Hand out a tract with a kind word of concern (more effective).
    - (3) Know the content of the tracts you have and select the best to meet the needs of one you are talking to. Discuss it later with the person if possible. Ask "What did you think of it?" "Did it make sense?" (most effective use)



B. Personal. See Appendix A.

Every student will be expected to participate in an organized door-to-door survey as part of this lesson.

Door-to-door "survey" and witness

1. Use the community survey to open the way for soul winning.
2. **Use the "Four Spiritual Laws or Principles." This is the heart of the Training Center 's person-to-person witness program. Full notes should be taken in these sessions.**
  - a. Detailed explanation by instructor.
  - b. "Role play" by students in class.
  - c. Field work in the community by the students on Saturdays under the Director of Activities.

C. Family relationships

1. Realize your attitudes and actions speak louder than words - James 2:14-26.

Be sensitive and careful in actions and words so they will not be repelled but attracted to Jesus through you.
2. Cultivate a good relationship with each member of the family . Christ died for each.
  - a. Be willing to recognize their point of view.
  - b. Refrain from arguing even if you are right on a matter.
  - c. Show an interest in each member by helping each one with problems or concerns he has.
  - d. Talk about Jesus, but not with the "holier than thou" attitude.
  - e. Demonstrate love by taking time to talk.
  - f. Share with other family members your social and spiritual life.
3. Be concerned for the spiritual welfare of each family member regardless of age.
  - a. Even the child can understand the scriptures.

2 Timothy 3:14-15

- b. Aged unsaved members can still respond to the good news - don't give up.
4. Take some practical steps.
- a. Have portions of scripture available for reading.
    - (1) Use translations that are suitable for each age.
    - (2) Encourage discussion of the Bible so the authority is the Bible, not your opinion.
  - b. Bring Christian friends home occasionally so they can see others have accepted Christ and enjoy salvation.
  - c. Involve saved family members in praying for unsaved ones.
  - d. Extend your testimony to other relatives outside your immediate family.
    - (1) Build a list of those related to you anywhere.
    - (2) Send a letter similar to the one in Appendix "C."
    - (3) Plan to attend special family gatherings and share Christ with individuals.
    - (4) Use special occasions such as holidays and birthdays to show Christian love and concern for them by gift or card and note.
  - e. Believe God and claim your family for Christ.
    - (1) Claim the promises of the Word ("He is not willing that any should perish").
    - (2) Rely on God to use you in every area of family life.
    - (3) Pray for God to work through yourself and that His will be accomplished for each member.

## II. How to follow up those you reach for Christ

### A. Purpose

1. To nurture or help newborn believers begin to grow.

Ephesians 1:15-23

Philippians 1:3-11

Col. 1: 28-29

2. To encourage the new believer at his most tender time and readiness to respond.

3. To assist in your own spiritual growth. We grow most when we help others grow.
- B. Timing: Follow-up contact should be made within 48 hours before Satan can defeat the new believer.
  - C. Procedure:
    1. Go in person unless this is absolutely impossible. Use similar procedure by phone if necessary.
    2. A comprehensive outline for basic follow up is beyond the scope of this book. We highly recommend the "New Life in Christ" follow up series of four lessons developed by Campus Crusade for Christ. Order from Here's Life Publishers, P.O. Box 1576, San Bernardino, CA 92402-1576; (800) 854-5659. In California call collect, (714) 886-7981.

### III. Basic guidelines when talking with others:

- A. Show love, concern and courtesy.
- B. Begin conversations on topics of common concern.
- c. Develop subjects that will lead into spiritual discussions (current problems and issues can readily open to "God" solutions).
- D. Direct the conversation toward the real issue: Christ.
- E. Listen for key answers or questions that reveal the person's true feelings.
- F. Be willing to become a friend who meets people where they are.
- G. Present the gospel in simple terms the person can understand.

Apply: Make a commitment to share the Four Spiritual Laws once this week, utilizing the basic guidelines.

# STUDENT'S STRUCTURED NOTES FOR LESSON FOUR

## HOW TO LEAD OTHERS TO CHRIST

### TRAINING

Involve: Skit

Explore:

#### I. Three methods used to share Christ

- A. Group
- B. Personal
- C. Family
  - 1. Actions speak louder than words
  - 2. Cultivate a good relationship with each family member
  - 3. Be concerned for the spiritual welfare of each member
  - 4. Take practical steps

#### II. Follow-up

- A. Purpose
- B. Timing
- C. Procedure

#### III. Basic guidelines when talking with others

- A.
- B.
- C.
- D.
- E.
- F.
- G.

Apply: Plan to share the Four Spiritual Laws once this week

# HOW TO SHARE THE FOUR SPIRITUAL LAWS (PART 1)

(To be used with Lesson Four)

**Focus:** A person who is motivated and given clear instructions will be able to effectively share the four main points of the Four Spiritual Laws.

**Objectives:** You will have accomplished the purpose of this session if your learners:

1. List the four major points of the Four Spiritual Laws.
2. Share the booklet (up to the circles) with another person during the session.
3. Commit to read through the booklet at least three times during the week following the session.

## SESSION OUTLINE

### CONTENT

### TEACHING STRATEGIES

INTRODUCTION

APPROACH (5 min.)

Brainstorming

I. How to become a Christian

Explore (25 min.)

A. Christ died to forgive sins

Lecture

B. Christ arose to give life

II. Overview Four Laws Booklet

Lecture

A. The Laws

B. The Circles

C. The Prayer

Partner's evaluation

D. Follow-up Material

Feedback

III. Why be trained

IV. Benefits of using the  
Four Spiritual Laws

Individual evaluation

Feedback

V. Principles of presenting the Four  
Spiritual Laws Booklet

Lecture

VI. How to introduce the Four Laws

Lecture

Demonstration

**VII. How to share the Four Spiritual  
Laws (up to the circles)**

Demonstration

Conclusion

Application (15 min.)

Role Play

Assignment

**SUGGESTIONS FOR PREPARING THIS SESSION:**

This session is targeted at the student's introductory training in how to share their faith using the Four Spiritual Laws. After you introduce the Four Laws, the rest of the session centers on your demonstration of sharing the Four Laws and then the students sharing the Laws with each other. These are the methods you will be using to instruct and motivate your students.

**Brainstorming:**

This activity will involve the entire class. The goal of this activity is to give the students a mind-set that in sharing our faith, we offer people something wonderful that they desperately need; we are not pushing something terrible onto them. This activity should also make the students aware of their need for skill in concisely and completely sharing God's plan of salvation. Since only two minutes are allotted for Question 3, write down the answers quickly. Be prepared to offer a suggested answer or two for Questions 1 and 3, to help break the ice.

**Lecture:**

Four brief lecture segments are scheduled. You will need to know well the material in the content outline. Note that under "Benefits you feel are most important to emphasize," you will also need to come up with some helpful hints on how to build rapport, although suggestions are included.

**Individual Evaluation:**

The purpose of this activity is to get the students to think through why the Four Laws Booklet is a useful tool to share Christ. At the same time they can begin to develop their desire to use this tool. Make sure the students quickly begin working on the task as they have only two minutes to complete it, They should rank the benefits from #1 (the most useful to them in sharing Christ) to #10 (the least useful in sharing Christ).

**Demonstration:**

The demonstration sections of this session are your most important contribution to this lesson's success and may require the most advance preparation. It is imperative that you are able to smoothly and confidently introduce the Four Laws, and read the Four Laws up to the circles. Be sure to use the principles of presenting the Four Laws that we are teaching. Also be sure to be yourself; read the material using your normal speech pattern. Your demonstration should give the students confidence that they too can introduce and share the Four Laws with others. A helpful hint: Call a **cooperative** volunteer; an uncooperative volunteer may subtly destroy the class's confidence.

### Role-Play:

The role-play exercise will further give the students confidence as they practice how to present the Four Laws. Have the students begin the role-play immediately as each partner has only five minutes to share Christ. Keep an eye on the time so that you may call for the partners to switch after five minutes. Some students may try to give their sharing partner a hard time; keep your eye out for this and stop it whenever you see it take place for it could damage the sharer's confidence. It is unlikely that any of the sharers will be very smooth if they are reading through the Four Laws for the first time, Be prepared to encourage them with the exhortation that "practice makes perfect."

### Assignment:

The assignment should give the students accountability as well as practice in sharing the Four Laws, and hearing the Four Laws shared.

# HOW TO SHARE THE FOUR SPIRITUAL LAWS (PART 1)

## TEACHER'S SESSION PLAN

### CONTENT

INTRODUCTION

### TEACHING STRATEGIES

APPROACH (5 min.)

Brainstorming: (3-4 min.)

Present this situation: "You have just driven up to a multiple car accident. A young man is badly hurt, looks at you and says, 'I'm afraid I'm going to die.' What would you tell him about how to become a Christian?"

List ideas on the overhead or chalkboard. Avoid evaluating the responses.

Transition:

"Obviously, this situation is dramatic and unusual. But even in everyday encounters, we all must be equipped to effectively share Christ. Let's look at the Scriptures to see how a person becomes a Christian."

I. What does a person need to know to become a Christian?

Explore (35 min.)

A. Christ died to forgive sins

Lecture: (1 min.)

(1 Car 15: 1-6)

Transition:

B. Christ was raised to give us new life

(Romans 6:4)

"The Four Spiritual Laws Booklet has proven to be an effective tool for communicating the Gospel."

II. Overview Four Laws Booklet

Lecture (4 min.)



A. The Laws

Distribute Four Laws Booklets.  
Use overhead, chalkboard  
or flipchart to call  
attention to the main  
ideas.

1. Law 1 shows God's desire for us (eternal life).
2. Law 2 shows our sin and its consequences (eternal death).
3. Law 3 shows that Christ's death is the only payment for sin.
4. Law 4 invites us to respond to the Gospel.

B. The Circles (p. 9) identify our present and desired condition.

C. The Prayer (p. 10) - gives opportunity to trust Christ.

D. Follow-up material (pp. 11-15) - gives us basic principles of assurance and growth.

### III. Why be trained?

Partner's evaluation (3 min.)

A. Objections to structured training

Have each student find a partner then discuss their response to one or more of these objections.

1. Makes people insensitive
2. Makes people mechanical
3. Inhibits the Spirit
4. Produces "canned" approach

B. Responses to objections

Feedback (2 min.)

1. Preparation frees you to focus on individual, not content.
2. Knowledge of plan allows you to adapt.

Ask for volunteers to share their responses, Share the answers in Content column if needed.

3. Preparation frees you to be sensitive to the Spirit.
4. The essentials of the Gospel apply to everyone; experience in sharing provides skill in adapting.

Transition:

"The issue is how to prepare ourselves to communicate the Gospel effectively. Let's look at some of the many benefits in using the Four Laws.

**IV. Benefits of using the Four Spiritual Laws Booklet** Individual evaluation: (2 min.)

- A. It helps you to begin the conversation.
- B. It begins with a positive note: God loves you.
- C. It presents the claims of Christ clearly.
- D. It includes an invitation to receive Christ.
- E. It offers suggestions for growth.
- F. It helps you to stay on the subject.
- G. It enables you to be brief, prepared and confident.
- H. It provides a method for presenting Christ which you can teach to others. (It's transferable)
- I. It can be left with the person after you have shared.
- J. It is an immediate follow-up tool.

Have the students work as individuals to rank these benefits. "Mark as #1 the feature you feel will be most helpful to you personally."

Feedback: (1 min.)

Ask a volunteer to share the benefit he or she marked as #1, Ask for a show of hands of others who marked

that in their top three.  
Repeat with two or three  
others.

Transition:

"I think it's obvious we recognize there are many benefits of using the Four Laws. Let's move now to consider some important principles in presenting the Four Spiritual Laws to someone."

**v. Principles of presenting the  
Four Spiritual Laws Booklet**

Lecture: (3 min.)

- A. Personalize the presentation -
  - use the person's name
  - focus on the individual
- B. Involve the person -
  - ask the questions in the booklet
  - listen
- C. Give the person an opportunity to receive Christ.
- D. Read through the booklet -
  - at least through 1 Jn 5:11-13 on p. 11 if the person does not trust Christ
- E. Give the booklet to the person
  - encourage reading it again
  - encourage looking up the verses

Transition:

"Before we take a person through the Four Laws, we need to build rapport."

**VI. How to introduce the Four Laws**

Lecture (2 min.)

A. Ideas for establishing rapport

Share three ideas for opening conversations; you may prefer to share other questions you have found effective.

1. "What's the most interesting thing about your major?"
2. "What do you think about (book person is carrying, current film, recent event, etc.)?"
3. "What's the significance of (object in person's room)?"

B. Ideas for beginning Four Laws

Demonstration (2 min.)

1. "Have you heard of the Four Spiritual Laws?"
2. "I am attending a seminar and we are studying a little booklet that really makes sense to a lot of people. I'd like to see what you think of it. Have you heard of the Four Spiritual Laws?"

Call a volunteer to the front and demonstrate the four introductions in the Content column.

Keep your volunteer up front for the next segment.

- c. "Would you help me by giving your opinion of the Four Spiritual Laws?"

Transition:

- D. "(Name), has anyone ever taken the time to explain to you how you could know God personally?"

"Once you've introduced the Four Laws, all you really need to do is read through the booklet."

**VII. How to share the Four Spiritual Laws**

Demonstration (5 min.)

(up to the circles)

Using the same volunteer, assume you have already established rapport and introduced the Four Laws. Read through the Four Laws (up to the circles), making sure you use the principles already presented.

Transition:

"Sharing the Four Laws is not hard, but it does take practice to be able to focus on the individual, rather than on the content."

Conclusion

Application (15 min.)

Role Play: (12 min.)

Have everyone find the same partner from earlier in the season. Again assuming that rapport has been built and the laws have been introduced, have one partner share the Four Laws. Allow five minutes, then call for the partner other partner to share.

Assignment: (3 min.)

Have partners set up a time to meet before the next class to practice sharing the introductions and the Four Laws with each other.

Have each individual schedule at least three times during the next week to carefully read through the Four Laws booklet.

## HOW TO SHARE THE FOUR SPIRITUAL LAWS (PART 2)

(To be used with Lesson Four)

**Focus:** A person who is motivated and given clear instructions will be able to effectively encourage a person to place their trust in Christ and begin establishing that person in their faith through the use of the Four Spiritual Laws.

**Objectives:** You will have accomplished the purpose of this session if your learners:

1. Explain the process of leading a person from Law 4 through setting up the first follow-up appointment;
2. Share the booklet (starting with the circles) with another person during the session;
3. Share the entire booklet with at least one non-Christian in the week following the session.

### SESSION OUTLINE

#### **CONTENT**

INTRODUCTION

#### **I. The responsibilities of evangelism**

#### **II. How to bring a person to the point of putting trust in Christ**

A. The Circles

B. The Prayer

#### **III. How to do initial follow-up with a new Christian**

CONCLUSION

SUGGESTIONS FOR PREPARING THIS SESSION

This session will complete the student's introductory training in how to share

#### **TEACHING STRATEGIES**

Approach (5 min.)

Testimonies

Explore (35 min.)

Lecture

Lecture

Feedback

Lecture

Discussion

Lecture

Demonstration

Role Play

Lecture

Application (5 min.)

Assignment

their faith using the Four Spiritual Laws. Based on the teacher's own motivational experiences and convictions is a Lecture/Demonstration/Role Play format designed to give the students instruction and experience in taking a person through the circles and the prayer. Then, a brief lecture follows on how to do follow-up with the new Christian.

### Evangelism Testimonies:

Share one or two stories of how God has used you to lead someone to Christ. You may want to tell a story of how God used a student you know personally (or invite the student to come to class and share). Choose an incident that gives students the picture that God can use them to reach people for Himself. The more they can identify with the person involved, the more effective the story will be in motivating them to also want to be used by God. Present the stories as concisely as possible.

### Lecture:

There are four brief lecture segments which you need to prepare for this session. Again, personalize the content as much as possible through illustrations, exhortations and/or visualizations. Because the student worksheet already contains much of the content for these lectures, you will be able to cover the basic material in minimal time.

### Feedback:

Think through the feedback questions to which the group will be asked to respond. Be ready to assist the group in focusing on the key issues involved. If time is limited, you may reinforce group answers verbally without taking the time to write the responses on the overhead or chalkboard.

### Demonstration:

Enlist a volunteer in advance. Practice ahead of time to be sure you can smoothly move through the second part of the Four Laws booklet. You may want to write the circle questions and the prayer questions in your own booklet (see the Content column of the Session Plan for the questions).

### Role-Play:

Your students need to practice in a safe environment in order to develop confidence in using the booklet. Assure students that they are not expected to be perfect; that's the reason for practice. Protect the time for this segment of the session so students do not need to rush. Allow each partner five minutes in which to go through the circles and the prayer.

### Assignment:

By guiding each student to think through possibilities of someone with whom to share the Four Laws, you will be helping give direction and a sense of personal commitment. Have each person share with a partner the name selected to provide accountability.

## Concluding Statement:

It is crucial that this session end with a strong motivating thrust. The students should leave with a sense of urgency and a willingness to trust God in sharing their faith with at least one person in the next few days. If you need help developing your own conviction concerning the importance of evangelism, list every answer you can think of to the question "Why should I share my faith?" Pray, then choose which of your answers you should emphasize. A motivational illustration which answers the above question would make a strong finish to this session.

### RESOURCES FOR TEACHING THIS SESSION

#### FOUR SPIRITUAL LAWS BOOKLETS

Make sure you have a booklet for everyone in the class. Distribute them as students arrive.

#### MATERIALS ON WITNESSING

"How To Witness in The Spirit," Transferable Concept, Book #5

"How To Introduce Others to Christ, 11 Transferable Concept, Book #6

"The Christian and Witnessing," Ten Basic Steps, Book #7

## HOW TO SHARE THE FOUR SPIRITUAL LAWS (PART 2)

### TEACHER'S SESSION PLAN

#### CONTENT

##### INTRODUCTION

#### TEACHING STRATEGIES

Approach (5 min.)

Evangelism Testimonies (3-4 min.)

Share one or two stories of how God has used you in sharing your faith.

Transition:

"Evangelism is a dynamic partnership with God. Let's look at our responsibility and God's responsibility in this process."

##### I. The Responsibilities of Evangelism

Explore (35 min.)

- A. Our responsibility
  - to take the initiative in clearly presenting the Gospel

Lecture: (1 min.)



- B. God's responsibility
  - to confirm the truth of the presentation and convince a person of need for Christ

- C. Definition of successful witnessing
  - taking the initiative share Christ in the power of the Holy Spirit, leaving results to God

Call attention to worksheet. to Witnessing.

Transition:

"Let's pick up from last time in learning to fulfill our responsibility. We dealt then with presenting the Four Spiritual Laws. We need now to find out if the person we're sharing with has ever trusted Christ or wants to now. That's why we have the two circles after Law 4."

## II. How to bring a person to the point of putting trust in Christ

Lecture: (2 min.)

### A. The Circles

Draw enlarged copies of the circles on the overhead or chalkboard as students refer to their booklets.

#### 1. Explanation of the circles

##### a. Left Circle

This circle represents someone who trust in personal efforts to become acceptable to God; someone who may or may not have been informed about Christ's death for him or her, but who has never trusted in His death.

##### b. Right Circle

This circle represents someone who is trusting Christ's death alone to pay for sin in order to

become acceptable to God.

Feedback: (2 min,)

Ask the group, "How does a person move from the circle on the left to the circle on the right?" After the group responds, ask them to evaluate what that question achieves in moving through the material: forces a person to think of the differences between the two circles, and to identify what he or she is trusting to become acceptable to God.

2. The questions after the Circles

Lecture: (4 min,)

- a. Which circle best represents your life:

INDIVIDUAL'S  
RESPONSE

YOUR  
RESPONSE

"Left."

Ask next question.

"Not sure" or  
"In-Between"

Ask next question.

"Right."

Ask, "When was it that you made the decision to trust in Christ's death?" If the response indicates the person has really received Christ, say, "Maybe the rest of this will help you share your faith with someone else."

- b. Which circle would like to represent your life?

INDIVIDUAL'S  
RESPONSE

YOUR  
RESPONSE

"Right."

Continue reading.

"Not sure" or  
"In-Between"

Continue reading.

"Left."

Say, "At some point in your life you may want to trust in Christ. Let's be sure

you know how you can do that."

Transition:

"When the individual has indicated his or her response, give an opportunity to make a decision for Christ."

B. The Prayer - an expression of faith

Small Group Discussion (3 min.)

1. Key elements:

Form groups of three or four. Have them read the prayer and look for its key elements.

- \* We need Jesus because He died for our sins.
- \* We open the door of our life (trust in Christ).
- \* We demonstrate faith that Christ kept His promise by thanking Him that He's forgiving our sins and given us eternal life.

Feedback: (2 min,)

Ask a representative of each group to identify an element that group identified. Emphasize the points in the Content column.

c. Questions after the prayer

Lecture: (3 min.)

1. "What do you think would happen if you expressed this prayer to God?"

(Christ will forgive my sins and come into my life.)

2. "Does this prayer express the desire of your heart?"

a. The person says "yes."  
\*Ask the person to pray:

- aloud; or
- repeating phrases aloud after you, or
- silently, saying "Amen" when finished.

b. The person says "no" or "unsure."

\*Be loving and positive.

\*Share your testimony (if appropriate).

\*Review how to trust in Christ.

\*If appropriate, give another opportunity to trust Christ.

c. The person claims to have already trusted Christ.

\*Be loving and positive.

\*Ask, "How did you become a Christian?" (If you have not already discussed this).

\*Continue with assurance or set up appointment to go through the Holy Spirit book.

Demonstration: (5 min.)

With the volunteer you selected beforehand, show how you would take a person through the circles to the end of the prayer. Have the volunteer primed to give answers that will enable you to demonstrate the complete process: "What circle best represents your life?" - "left"; "What circle would you like to have represent your life?" - "not sure"; "Does this prayer express the desire of your heart?" - "yes."

Role Play: (10 min.)

Divide the class into pairs. Have one partner share the booklet with the other, starting with the circles and continuing as far through the prayer as possible in five minutes, Ask the other partner to

respond as a typical person would do. Then have partner switch roles.

### III. How to do initial follow-up with a new Christian.

Lecture: (4 min.)

- A. Initial follow-up with Four Laws booklet assures person that:
  - 1. "You are forgiven and are now a child of God because Christ paid the penalty for your sin."
  - 2, "You have eternal life,"
  - 3. "Christ is in your life and will never leave you."
- B. Set a time for getting together again.
  - 1. "(Name), spiritual life, like physical life, is a growth process. As a new Christian, there are things you need to know so you can begin to grow spiritually.  
"If you have a little time in the next day or so, I'd like to get back together and show you some of these things,"
  - 2. Set a time and place to meet.
- C. End the encounter positively.
  - 1. Remind person of your appointment, clarifying time, date and place.
  - 2. Exchange phone numbers and agree to call if something occurs.
  - 3. Suggest reading the Four Laws booklet and bringing it along when you meet.
  - 4. End on a friendly, personal note. Express your enjoyment of your time together.

CONCLUSION

APPLICATION (5 min.)

Assignment: (2 min.)

Have each student write on two pieces of paper the name of one person to share Christ with this week.

Partners: (2 min.)

Have students exchange names with their partners and pray together for their times of sharing Christ this week.

Concluding statement: (1 min.)

Share your personal convictions on the importance of evangelism.

## LESSON FIVE

### HOW TO REACH YOUR BLOCK FOR CHRIST

**Focus:** The New Testament demonstrates a strong pattern of house-to-house evangelism.

**Objectives:** At the conclusion of the lesson the learner should be able to:

**Identify** key passages where evangelism occurs house-to-house.

**Discuss** principles relevant to a house-to-house evangelistic strategy.

**Make a plan** to reach each house on your block.

### OUTLINE

#### CONTENT

#### TEACHING METHOD

**Involve:** Neighborhood map

**Explore:**

#### I. How the church began

A. Acts Mini-lecture w/hand-out

#### II. Discuss principles relevant to a house-to-house evangelistic strategy.

A. Personal life Discussion and Role Play

B. Bible says about reaching others

c. Know your neighbors

D. Show interest/survey your block

E. How to follow up with neighbors through WCTC.

**Apply:** Survey your block.

## TEACHER'S PLAN FOR LESSON FIVE

### HOW TO REACH YOUR BLOCK FOR CHRIST

Involvement: Neighborhood map - draw a map of your neighborhood block

Explore:

(10 min.) Step 1.

**I. How the church began**

Prepare a short lecture based on the information supplied and other resources like a Bible commentary. A chart/hand-out on the time line for the beginning of the church will give a context for present day believers.

(20 min.) Step 2.

**II. Discuss principles relevant to a house-to-house evangelistic strategy.**

- A. Go back to the lesson on personal preparation. Review briefly. Break into small groups and discuss point B - What the Bible says about reaching others. Discuss ideas, in addition to those listed for being known as a friend. Think of ways to be involved in community affairs. Look up Appendix B. Read through the survey. Choose a partner and practice using the survey with one another until its use becomes comfortable.

Part E. As the instructor finishes with a short lecture to acquaint each worker with what to do after the block survey has occurred. There are three parts, be sure to cover each.

Apply: Each person will survey their block.



# TEACHER'S OUTLINE FOR LESSON FIVE

## HOW TO REACH YOUR BLOCK FOR CHRIST

Involve: Neighborhood map

Explore:

### I. How the church began

### II. Principles relevant to house-to-house evangelistic strategy.

- A. Be sure your personal life is right before God (review Lesson 3).  
Caution: Don't fall into the devil's trap of taking a lifetime to prepare to witness or expecting to be perfect before God can use you.
- B. Know what the Bible says about reaching others.
  - 1. Read the commissions we are given  
Matthew 28:18-20            Matthew 4:19
  - 2. Realize God has placed you in your block for a purpose - to witness. (Acts 1:8) (Your Jerusalem)
- C. Know your neighbors
  - 1. When you move, hold open house, inviting neighbors in for refreshments and get acquainted.
  - 2. When new neighbors move in, arrange for an open house for them as a welcome.
  - 3. Be known as the friend in your block who really cares in time of need.
    - a. Don't be known as the bad neighbor either by condemning, by being a busybody, unloving or religious fanatic.
    - b. Help in time of sickness, car trouble; look after their home when they are gone, or other needs.
  - 4. Make opportunities to meet neighbors by offering assistance to them.

"Let your light so shine before men that they may see your good works and glorify your Father in heaven." (Matthew 5:16)

- D. Show interest in community affairs by participating.
  - 1. Red Cross, United Fund and other door-to-door fund drives help you meet people if you help solicit in your block.

2. P.T.A., political groups and others are not only service, but opportunities to witness for Christ.
3. Assume leadership when offered and use it as an opportunity to exalt Christian ideals.

Survey your block.

1. Use form supplied by WCTC. See Appendix "B". Never survey when it is inconvenient for your neighbor. You can go back later. Complete your entire block.
  2. Make a copy of each house surveyed and turn in to the Center **at once**.
  3. Primary purpose of survey is to know your neighbors, their need, or their knowledge of Christ. See Acts 10:9-22 for the New Testament house-to-house plan and the reaching of your "Asia."
- E. Know what to do after the block survey has helped you know your neighbors.
1. Call together the Christians you have located.
    - a. Share with your group the results of the survey (the number of Christians or non-Christians).
    - b. Tell the Christians about the WCTC and the teaching opportunity for them.
    - c. Discuss what you can do to lead the non-Christians in your block to Christ.
    - d. Pray for specific unsaved persons in your block. **Call the Center whenever someone receives Christ.**
    - e. Pray earnestly for leadership of the Holy Spirit. We can't predict what happens from here. Let Him lead. Perhaps it will be a prayer group, home Bible study or???
  2. As a block worker after graduation, you will be asked to:
    - a. Accept telephone referrals from the Center on a new believer near you.
    - b. Go to the new believer the same day.
    - c. Express your joy and gratitude for the decision he has made.
    - d. Acquaint him with other believers living nearby.
    - e. Invite him to any prayer fellowship or home Bible study group nearby.

- f. Urge him to become related to an evangelical church. Explain what this is.
  - g. Find out the spiritual condition of the rest of the family.
  - h. Report all results back to the Center at once.
3. As a block worker after graduation, **you are also part of the trained nucleus in your church** and will be asked to:
- a. Accept referrals from the Center on any new believer. not live hear you. (He may have expressed interest church or your church may be nearest to him.)
  - b. As a representative of your church, go to the new believer before the next Lord's Day.
  - c. Invite and if possible, take the new Christian to your church and introduce him to the pastor and many of the people.

**Apply:** Survey your block within one week and turn in copies to WCTC.

# TEACHER'S RESOURCE FOR LESSON FIVE

## ACTS

The book of Acts covers a period of some 30 years, from the birth of the church on the Day of Pentecost to the close of Paul's imprisonment at Rome. It describes the spread of Christianity around the northern Mediterranean--through present-day Syria, Turkey and Greece, to the heart of the Roman Empire. The 'acts' related are mainly those of the apostles Peter and Paul, though the book might well be called 'the acts of the Holy Spirit'. It is under His direction that the new-born church bursts through the national frontiers of Israel to become an international, world-wide movement.

Who wrote it: All the evidence, from earliest times, points to Paul's I dear friend Luke, the doctor'. He wrote Acts as a sequel to his earlier volume, the third Gospel. Luke is the only non-Jewish writer in the New Testament. He came from Antioch, or possibly Philippi. Although we have few facts about his life, his writings prove him a fine and reliable historian. We know, from the way he changes from 'they' to 'we' in Acts (16:10; 20:5; 27:1), that he was present at many of the events he describes. He was with Paul at Philippi. He made the fateful journey with him to Jerusalem, stuck by him during the two years at Caesarea, and shared the voyage and shipwreck on the way to Rome. He had plenty of opportunity to obtain his other information first-hand - from Paul and Barnabas and others in the church at Antioch; from James, the Lord's brother, among others at Jerusalem; and from Philip and his daughters at Caesarea. And we know from Luke 1:1-4 just how concerned he was to get at the facts.

### Time-chart

There are not enough fixed points to be exact, but the dates below are accurate within a year or two either way.

AD 30	The founding of the church in Jerusalem (Acts 1 - 2)
32/35	Paul's conversion (Acts 9)
34/37	Paul's first visit to Jerusalem (Acts 9:26ff.)
45 or 46	Famine relief sent to Jerusalem from Antioch (Acts 11:27ff.) Death of James
46 or 47	First missionary journey (Acts 13 - 14)
48	Apostolic Council at Jerusalem (Acts 15)
48-51	Second missionary journey (Acts 15:36 - 18:22)
50	Paul reaches Corinth (Acts 18)
53	Third missionary journey begins (Acts 18:23)
54-57	Paul's stay in Ephesus (Acts 19)
57-58	Paul in Greece (Acts 20)
58 (June)	Paul reaches Jerusalem (Acts 21)
58-60	Imprisonment at Caesarea (Acts 24-26)
60-61	Appeal to Caesar and voyage to Rome (Acts 27)
61-63	Imprisonment in Rome (Acts 28:30)

Why did he write? It was in order to give the Roman Theophilus an accurate record of the true facts about Christianity (Luke 1:1-4). There were plenty of strange and distorted rumors flying about. This explains Luke's emphasis on the spread of the gospel to the Gentiles, who, unlike many Jews, were eager to hear (28:28). He is also concerned to account for the disturbances which so often followed the

preaching. In every place the troubles are fomented either by Jewish jealousy, or vested interest. Time and again he relates how the Roman authorities cleared the Christians of all charges of subversion and sometimes protected them from the fury of the mob.

When was Acts written? Most probably at the close of Paul's two-year imprisonment in Rome, in the early or mid-sixties. There is no hint of Nero's persecutions, or the Jewish revolt (AD 66-70), or Paul's death (about AD 67). On the contrary, the book ends on an optimistic note. It must have been written after the Gospel, which some date later than AD 70. But the evidence points to a date about AD 60, which makes 63 or thereabouts a likely date for Acts.

1 - 8:1a THE BIRTH OF THE CHURCH: JERUSALEM

1:1-14 Introduction; the 40 days from resurrection to ascension

Luke's 'first book' (his Gospel) is an account of all that Jesus 'began to do and teach' during his life on earth. Acts continues the story of his work after the ascension, by the power of the Holy Spirit in the lives of the apostles. It shows how the promise in verse 8 was fulfilled: in Jerusalem (2: 1 - 8: 1a), Judea and Samaria (8:1b - 11:18) and way beyond (11:19 to the end).

A cloud (9): all that human eyes could see of the glory of God's presence (compare also Exodus 40:34 and Luke 9:34-35).

Sabbath day's journey (12): the law limited travel on the sabbath to 2,000 cubits - about two-thirds of a mile.

Mary ... and his brothers (14): this is the last time Jesus' mother is mentioned in the New Testament, and the first time his brothers are associated with the disciples. We know at least one of them - James - had seen the risen Jesus (1 Corinthians 15:7).

1:15-26 A twelfth apostle is chosen: As far as we know, this is the last time the apostles use the time-honored method of casting lots. It is not just a 'lucky dip' - the decision is made after much prayer. The twelfth man had to have been with Christ throughout His earthly ministry, and to have seen Him after the resurrection.

# STUDENT'S STRUCTURED NOTES FOR LESSON FIVE

## HOW TO REACH YOUR BLOCK FOR CHRIST

Involve: Neighborhood map

Explore:

I. How the church began.

II. Principles relevant to a house-to-house evangelistic strategy.

- A. Personal life.
- B. What the Bible says about reaching others.
- C. Ideas for getting to know your neighbors.
- D. Showing interest towards others.
- E. How to follow up with neighbors through WCTC.
  - 1.
  - 2.
  - 3.

Apply: Survey your block.

## LESSON SIX

### HOW TO LEAD YOUR CHURCH IN SOUL WINNING

Focus: The responsibility of the church is initiative evangelism.

Objective: At the conclusion of the lesson, the learner should be able to:  
State the evangelical responsibility of the church.  
Compare and contrast what life in the church is like.  
Choose a place of service and promote soul winning.

### OUTLINE

Involve: Panel Discussion

#### CONTENT

#### TEACHING METHOD

#### Explore:

##### I. The church

- A. Body of Christ Complete the chart with a Partner
- B. Consists of every born again Christian
- C. Characteristics
  - 1. Stated meetings
  - 2. Designated ministers
  - 3. Provides fellowship/growth
  - 4. Provides base from which to Evangelize

##### II. Compare/contrast life in the church

- A. Fellowship Question/Answer
- B. Boldness in witnessing
- C. Clean (holy) living
- D. Love for fellow believers

##### III. Know things you can do.

Apply: Choose an area of service and promote soul winning

**TEACHER'S PLAN FOR LESSON SIX**  
**HOW TO LEAD YOUR CHURCH TO SOUL-WINNING**

**Involve:** Panel discussion - choose 3 staff people from your church to field questions from the audience on ideas to reach others.

**Explore:**  
(25 min.) Step 1.

**I. The evangelical responsibility of the church.**

A. Instruct each to complete the following chart with a partner:

---

CHARACTERISTICS OF THE CHURCH

---

PASSAGE	CHARACTERISTIC
1. Acts 20:6-12 Rom 16: 1-5	Talking; eating, comforting one another; helpful
2. Acts 20:17-21 I Tim 3:1-13 5:1,19	Ethical, fellowship, preaching; requirements for leadership; elders
3. Acts 2:42-47 Eph 4:4-16	Growth, encouragement, generosity; work together
4. Acts 13	Missionary effort

---

Conclude with a summary and brief lecture, especially on the model of evangelism, as found in Acts 13.

(20 min.) Step 2.

**II. What life in the church should be like.** Prepare a short (6-10 minute) lecture on the passages listed, Form small groups to discuss how each can contribute to helping build this kind of atmosphere in church. Answer the following questions from Eph 4:4-16:

- 1, Who is the source of unity? \_\_\_\_\_
2. What makes for a smooth running church \_\_\_\_\_
3. How do the gifts function to organize the church? \_\_\_\_\_



4. Why aren't some gifts more important than others? \_\_\_\_\_

(20 min.) Step 3

**III. Know things you can do.** Photocopy the list of "know things you can do." Pass it out. Do not lecture here, Brainstorm, be creative, but do not "lecture the list" here one by one. You will bore and therefore lose your students' interest, Brainstorming with the use of the chalkboard on fresh ideas to implement progress that would be encouraging to both the church member and the pastor. Think of ways to integrate your gifts into the church and the church evangelistically into the community.

Apply: Choose an area of service and promote soul winning.

**TEACHER'S OUTLINE FOR LESSON SIX**  
**HOW TO LEAD YOUR CHURCH TO SOUL WINNING**

**Focus:** The evangelical responsibility of the church is initiative evangelism.

**I. The evangelical responsibility of the church**

A. The Body of Christ

Ephesians 1:33-23, 4:4-16

B. Consists of every born again person and is Christ's church

Matthew 16:18

Colossians 1:15-29

C. Has certain characteristics - some of which are:

1. Stated meetings

Acts 20: 6-12

Romans 16:1-5

Hebrews 10:19-25

2. Designated ministers

Acts 20:17-21

1 Timothy 3:1-13; 5:1,19

3. Provides fellowship and growth experiences for believers.

4. Provides a base from which to evangelize

Acts 13:

**II. Know what life in the church should be like**

A. Fellowship for all - Acts 2:42-47

B. Boldness in witness - Acts 4:13, 31-33

C. Clean (holy) living - Ephesians 5, 1 Thessalonians 4:1-12

D. Love for fellow believers

1. John 4:33-23

1 John 4:7-21

1 John 5:1-3

**III. Know things you can do**

A. Begin with the person(s) closest to you spiritually or the one most likely to respond.

1. Select one person and stay close to him until God through you makes him alive as a soul winner.
  2. Talk and pray together about soul winning.
  3. Give him soul winning materials.
  4. Take him soul winning with you.
  5. Enroll him at the Center for training.
  6. One at a time, lead people to be active soul winners.
- B. Serve in the church when opportunity comes
1. You must prove to be cooperative.
  2. You can serve best from within as a worker.
- C. Use your place of service to promote soul winning.
1. Talk about soul winning as the Spirit directs without becoming a pest.
  2. Remember your own past indifference: Don't condemn others, become disgusted or discouraged or quit.
  3. Share your concern as a Sunday School teacher or student in class or teacher's meetings. (Here is a built-in nucleus to begin with.)
  4. As a deacon, usher, or any officer, get everyone talking about Jesus.

Apply: Choose an area of service and promote soul winning.

# STUDENT'S STRUCTURED NOTES FOR LESSON SIX

## HOW TO LEAD YOUR CHURCH TO SOUL WINNING

Involve: Panel discussion

Explore:

### I. The evangelical responsibility of the church

A. Complete the following chart with a partner:

---

CHARACTERISTICS OF THE CHURCH

---

PASSAGE	CHARACTERISTIC
1. Acts 20: 6-12 Rom 16: 1-5	
2. Acts 20:17-21 I Tim 3:1-13 5:1,19	
3. Acts 2:42-47 Eph 4:4-16	
4. Acts 13	

### II. What life in the church should be like (Eph 4:14-16)

A. Answer the following questions:

1. Who is the source of unity? \_\_\_\_\_
2. What makes for a smooth running church? \_\_\_\_\_
3. How do the gifts function to organize the church? \_\_\_\_\_
4. Why aren't some gifts more important than others? \_\_\_\_\_

### III. Know things you can do - hand out

Apply: Choose an area of service and promote soul winning.

## HOW TO SHARE THE FOUR SPIRITUAL LAWS (PART 1)

**Focus:** A person who is motivated and given clear instructions will be able to effectively share the four main points of the Four Spiritual Laws.

**Objectives:** You will have accomplished the purpose of this session if your learners:

1. List the four major points of the Four Spiritual Laws.
2. Share the booklet (up to the circles) with another person during the session.
3. Commit to read through the booklet at least three times during the week following the session.

### SESSION OUTLINE

#### CONTENT

#### TEACHING STRATEGIES

#### INTRODUCTION

APPROACH (5 min.)

Brainstorming

#### I. How to become a Christian

Explore (25 min.)

A. Christ died to forgive sins

Lecture

B. Christ arose to give life

#### II. Overview Four Laws Booklet

Lecture

A. The Laws

B. The Circles

C. The Prayer

Partner's evaluation

D. Follow-up Material

Feedback

#### III. Why be trained

#### IV. Benefits of using the Four Spiritual Laws

Individual evaluation  
Feedback

#### V. Principles of presenting the Four Spiritual Laws Booklet

Lecture

#### VI. How to introduce the Four Laws

Lecture  
Demonstration

#### VII. How to share the Four Spiritual Laws (up to the circles)

Demonstration

Conclusion

Application (15 min.)

Role Play

Assignment

### **SUGGESTIONS FOR PREPARING THIS SESSION:**

This session is targeted at the student's introductory training in how to share their faith using the Four Spiritual Laws. After you introduce the Four Laws, the rest of the session centers on your demonstration of sharing the Four Laws and then the students sharing the Laws with each other. These are the methods you will be using to instruct and motivate your students.

#### **Brainstorming:**

This activity will involve the entire class. The goal of this activity is to give the students a mind-set that in sharing our faith, we offer people something wonderful that they desperately need; we are not pushing something terrible onto them. This activity should also make the students aware of their need for skill in concisely and completely sharing God's plan of salvation. Since only two minutes are allotted for Question 3, write down the answers quickly. Be prepared to offer a suggested answer or two for Questions 1 and 3, to help break the ice.

#### **Lecture:**

Four brief lecture segments are scheduled. You will need to know well the material in the content outline. Note that under "Benefits you feel are most important to emphasize," you will also need to come up with some helpful hints on how to build rapport, although suggestions are included.

#### **Individual Evaluation:**

The purpose of this activity is to get the students to think through why the Four Laws Booklet is a useful tool to share Christ. At the same time they can begin to develop their desire to use this tool. Make sure the students quickly begin working on the task as they have only two minutes to complete it. They should rank the benefits from #1 (the most useful to them in sharing Christ) to #10 (the least useful in sharing Christ).

#### **Demonstration:**

The demonstration sections of this session are your most important contribution to this lesson's success and may require the most advance preparation. It is imperative that you are able to smoothly and confidently introduce the Four Laws, and read the Four Laws up to the circles. Be sure to use the principles of presenting the Four Laws that we are teaching. Also be sure to be yourself; read the material using your normal speech pattern;. Your demonstration should give the students confidence that they too can introduce and share the Four Laws with others. A helpful hint: Call a **cooperative** volunteer; an uncooperative volunteer may subtly destroy the class's confidence.

#### **Role-Play:**

The role-play exercise will further give the students confidence as they practice how to present the Four Laws, Have the students begin the role-play immediately as each partner has only five minutes to share Christ. Keep an eye on the time so that you may call for the partners to switch after five minutes. Some students may try to give their sharing partner a hard time; keep your eye out for this and stop it whenever you see it take place for it could damage the sharer's confidence. It is unlikely that any of the sharers will be very smooth if they are reading through the Four Laws for the first time. Be prepared to encourage them with the exhortation that "practice makes perfect."

Assignment:

The assignment should give the students accountability as well as practice in sharing the Four Laws, and hearing the Four Laws shared.

# HOW TO SHARE THE FOUR SPIRITUAL LAWS (PART 1)

## SESSION PLAN

### CONTENT

INTRODUCTION

### TEACHING STRATEGIES

APPROACH (5 min.)

Brainstorming: (3-4 min.)

Present this situation: "You have just driven up to a multiple car accident. A young man is badly hurt, looks at you and says, 'I'm afraid I'm going to die.' What would you tell him about how to become a Christian?"

List ideas on the overhead or chalkboard. Avoid evaluating the responses.

Transition:

"Obviously, this situation is dramatic and unusual. But even in everyday encounters, we all must be equipped to effectively share Christ. Let's look at the Scriptures to see how a person becomes a Christian."

I. What does a person need to know to become a Christian?

Explore (35 min.)

A. Christ died to forgive sins

Lecture: (1 min.)

(1 Cor 15:1-6)

Transition:

B. Christ was raised to give us new life

(Romans 6:4)

"The Four Spiritual Laws Booklet has proven to be an effective tool for communicating the Gospel."

II. Overview Four Laws Booklet

Lecture (4 min.)



- A. The Laws Distribute Four Laws Booklets.  
Use overhead, chalkboard  
or flipchart to call  
attention to the main  
ideas.
1. Law 1 shows God's desire for us (eternal life).
  2. Law 2 shows our sin and its consequences (eternal death).
  3. Law 3 shows that Christ's death is the only payment for sin.
  4. Law 4 invites us to respond to the Gospel.
- B. The Circles (p. 9) identify our present and desired condition.
- C. The Prayer (p. 10) - gives opportunity to trust Christ.
- D. Follow-up material (pp. 11-15) - gives us basic principles of assurance and growth.

### III. Why be trained?

Partner's evaluation (3 min,)

- A. Objections to structured training Have each student find a partner  
then discuss their response  
to one or more of these  
objections.
1. Makes people insensitive
  2. Makes people mechanical
  3. Inhibits the Spirit
  4. Produces "canned" approach
- B. Responses to objections Feedback (2 min.)
1. Preparation frees you to focus on individual, not content. Ask for volunteers to share  
their responses. Share the  
answers in Content column  
if needed.
  2. Knowledge of plan allows you to adapt.

3. Preparation frees you to be sensitive to the Spirit.
4. The essentials of the Gospel apply to everyone; experience in sharing provides skill in adapting.

Transition:

"The issue is how to prepare ourselves to communicate the Gospel effectively. Let's look at some of the many benefits in using the Four Laws."

#### IV. Benefits of using the Four Spiritual Laws Booklet

Individual evaluation: (2 min.)

- A. It helps you to begin the conversation.
- B. It begins with a positive note: God loves you.
- C. It presents the claims of Christ clearly.
- D. It includes an invitation to receive Christ.
- E. It offers suggestions for growth.
- F. It helps you to stay on the subject.
- G. It enables you to be brief, prepared and confident.
- H. It provides a method for presenting Christ which you can teach to others. (It's transferable)
- I. It can be left with the person after you have shared.
- J. It is an immediate follow-up tool.

Have the students work as individuals to rank these benefits. "Mark as #1 the feature you feel will be most helpful to you personally."

Feedback: (1 min.)

Ask a volunteer to share the benefit he or she marked as #1. Ask for a show of hands of others who marked

that in their top three.  
Repeat with two or three  
others.

Transition:

"I think it's obvious we recognize there are many benefits of using the Four Laws. Let's move now to consider some important principles in presenting the Four Spiritual Laws to someone."

Lecture: (3 min.)

**v. Principles of presenting the  
Four Spiritual Laws Booklet**

- A. Personalize the presentation -
  - use the person's name
  - focus on the individual
- B. Involve the person -
  - ask the questions in the booklet
  - listen
- C. Give the person an opportunity to receive Christ.
- D. Read through the booklet -
  - at least through 1 Jn 5:11-13 on p. 11 the person does not trust Christ
- E. Give the booklet to the person
  - encourage reading it again
  - encourage looking up the verses

Transition:

"Before we take a person through the Four Laws, we need to build rapport."

**VI. How introduce the Four Laws**

Lecture (2 min.)

A. Ideas for establishing rapport

Share three ideas for opening conversations; you may prefer to share other questions you have found effective.

1. "What's the most interesting thing about your major?"
2. "What do you think about (book person is carrying, current film, recent event, etc.)?"
3. "What's the significance of (object in person's room)?"

B. Ideas for beginning Four Laws

Demonstration (2 min.)

1. "Have you heard of the Four Spiritual Laws?"
2. "I am attending a seminar and we are studying a little booklet that really makes sense to a lot of people. I'd like to see what you think of it. Have you heard of the Four Spiritual Laws?"
- c. "Would you help me by giving your opinion of the Four Spiritual Laws?"
- D. "(Name), has anyone ever taken the time to explain to you how you could know God personally?"

Call a volunteer to the front and demonstrate the four introductions in the Content column.

Keep your volunteer up front for the next segment.

Transition:

"Once you've introduced the Four Laws, all you really need to do is read through the booklet."

**VII. How to share the Four Spiritual Laws** Demonstration (5 min.)  
(up to the circles)

Using the same volunteer, assume you have already established rapport and introduced the Four Laws. Read through the Four Laws (up to the circles), making sure you use the principles already presented.

Transition:

"Sharing the Four Laws is not hard, but it does take practice to be able to focus on the individual, rather than on the content."

Conclusion

Application (15 min.)

Role Play: (12 min.)

Have everyone find the same partner from earlier in the season. Again assuming that rapport has been built and the laws have been introduced, have one partner share the Four Laws. Allow five minutes, then call for the partner other partner to share.

Assignment: (3 min.)

Have partners set up a time to meet before the next class to practice sharing the introductions and the Four Laws with each other.

Have each individual schedule at least three times during the next week to carefully read through the Four Laws booklet.

## HOW TO SHARE THE FOUR SPIRITUAL LAWS (PART 2)

**Focus:** A person who is motivated and given clear instructions will be able to effectively encourage a person to place their trust in Christ and begin establishing that person in their faith through the use of the Four Spiritual Laws.

**Objectives:** You will have accomplished the purpose of this session if your learners:

1. Explain the process of leading a person from Law 4 through setting up the first follow-up appointment;
2. Share the booklet (starting with the circles) with another person during the session;
3. Share the entire booklet with at least one non-Christian in the week following the session.

### SESSION OUTLINE

#### CONTENT

#### TEACHING STRATEGIES

INTRODUCTION

Approach (5 min.)

Testimonies

I. The responsibilities of evangelism

Explore (35 min.)

Lecture

II. How to bring a person to the point of putting trust in Christ

A. The Circles

Lecture

Feedback

Lecture

B. The Prayer

Discussion

Lecture

Demonstration

Role Play

III. How to do initial follow-up with a new Christian

Lecture

CONCLUSION

Application (5 min.)

Assignment

SUGGESTIONS FOR PREPARING THIS SESSION

This session will complete the student's introductory training in how to share their faith using the Four Spiritual Laws. Based on the teacher's own

motivational experiences and convictions is a Lecture/Demonstration/Role Play format designed to give the students instruction and experience in taking a person through the circles and the prayer. Then, a brief lecture follows on how to do follow-up with the new Christian.

### Evangelism Testimonies:

Share one or two stories of how God has used you to lead someone to Christ. You may want to tell a story of how God used a student you know personally (or invite the student to come to class and share). Choose an incident that gives students the picture that God can use them to reach people for Himself. The more they can identify with the person involved, the more effective the story will be in motivating them to also want to be used by God. Present the stories as concisely as possible.

### Lecture:

There are four brief lecture segments which you need to prepare for this session. Again, personalize the content as much as possible through illustrations, exhortations and/or visualizations. Because the student worksheet already contains much of the content for these lectures, you will be able to cover the basic material in minimal time.

### Feedback:

Think through the feedback questions to which the group will be asked to respond. Be ready to assist the group in focusing on the key issues involved. If time is limited, you may reinforce group answers verbally without taking the time to write the responses on the overhead or chalkboard.

### Demonstration:

Enlist a volunteer in advance. Practice ahead of time to be sure you can smoothly move through the second part of the Four Laws booklet. You may want to write the circle questions and the prayer questions in your own booklet (see the Content column of the Session Plan for the questions).

### Role-Play:

Your students need to practice in a safe environment in order to develop confidence in using the booklet. Assure students that they are not expected to be perfect; that's the reason for practice. Protect the time for this segment of the session so students do not need to rush. Allow each partner five minutes in which to go through the circles and the prayer.

### Assignment:

By guiding each student to think through possibilities of someone with whom to share the Four Laws, you will be helping give direction and a sense of personal commitment. Have each person share with a partner the name selected to provide accountability.

### Concluding Statement:

It is crucial that this session end with a strong motivating thrust. The students should leave with a sense of urgency and a willingness to trust God in sharing their faith with at least one person in the next few days. If you need help developing your own conviction concerning the importance of evangelism, list every answer you can think of to the question "Why should I share my faith?" Pray, then choose which of your answers you should emphasize. A motivational illustration which answers the above question would make a strong finish to this session.

## RESOURCES FOR TEACHING THIS SESSION

### FOUR SPIRITUAL LAWS BOOKLETS

Make sure you have a booklet for everyone in the class. Distribute them as students arrive.

### MATERIALS ON WITNESSING

"How To Witness in The Spirit," Transferable Concept, Book #5

"How To Introduce Others to Christ," Transferable Concept, Book #6

"The Christian and Witnessing," Ten Basic Steps, Book #7

## HOW TO SHARE THE FOUR SPIRITUAL LAWS (PART 2)

### SESSION PLAN

#### CONTENT

INTRODUCTION

#### TEACHING STRATEGIES

Approach (5 min.)

Evangelism Testimonies (3-4 min.)

Share one or two stories of how God has used you in sharing your faith.

Transition:

"Evangelism is a dynamic partnership with God.

Let's look at our responsibility and God's responsibility in this process."

### I. The Responsibilities of Evangelism

Explore (35 min.)

- A. Our responsibility
  - to take the initiative in clearly presenting the Gospel

Lecture: (1 min.)

- B. God's responsibility
  - to confirm the truth of the



presentation and convince a person of need for Christ

- C. Definition of successful  
- taking the initiative to share Christ in the power of the Holy Spirit, leaving, results to God

Call attention to worksheet. Witnessing.

Transition:

"Let's pick up from last time in learning to fulfill our responsibility. We dealt then with presenting the Four Spiritual Laws. We need now to find out if the person we're sharing with has ever trusted Christ or wants to now. That's why we have the two circles after Law 4."

## II. How to bring a person to the point of putting trust in Christ

Lecture: (2 min.)

### A. The Circles

Draw enlarged copies of the circles on the overhead or chalkboard as students refer to their booklets.

#### 1. Explanation of the circles

##### a. Left Circle

This circle represents someone who trust in personal efforts to become acceptable to God; someone who may or may not have been informed about Christ's death for him or her, but who has never trusted in His death.

##### b. Right Circle

This circle represents someone who is trusting Christ's death alone to pay for sin in order to become acceptable to God.

Feedback: (2 min.)

Ask the group, "How does a person move from the circle on the left to the circle on the right?" After the group responds, ask them to evaluate what that question achieves in moving through the material: forces a person to think of the differences between the two circles, and to identify what he or she is trusting to become acceptable to God.

2. The questions after the Circles

Lecture: (4 min.)

- a. Which circle best represents your life:

INDIVIDUAL'S  
RESPONSE

YOUR  
RESPONSE

"Left."

Ask next question.

"Not sure" or  
"In-Between"

Ask next question.

"Right."

Ask, "When was it that you made the decision to trust in Christ's death?" If the response indicates the person has really received Christ, say, "Maybe the rest of this will help you share your faith with someone else."

- b. Which circle would like to represent your life?

INDIVIDUAL'S  
RESPONSE

YOUR  
RESPONSE

"Right."

Continue reading.

"Not sure" or  
"In-Between"

Continue reading.

"Left."

Say, "At some point in your life you may want to trust in Christ. Let's be sure you know how you can do that."

Transition:

"When the individual has indicated his or her response, give an opportunity to make a decision for Christ."

B. The Prayer - an expression of faith

Small Group Discussion (3 min.)

1. Key elements:

Form groups of three or four. Have them read the prayer and look for its key elements.

\* We need Jesus because He died for our sins.

Feedback: (2 min.)

\* We open the door of our life (trust in Christ).

Ask a representative of each group to identify an element that group identified. Emphasize the points in the Content column.

\* We demonstrate faith that Christ kept His promise by thanking Him that He's forgiving our sins and given us eternal life.

\* We give God control of our life, trusting Him to make us the people He wants us to be.

C. Questions after the prayer

Lecture: (3 min.)

1. "What do you think would happen if you expressed this prayer to God?"

(Christ will forgive my sins and come into my life.)

2. "Does this prayer express the desire of your heart?"

a. The person says "yes."

\*Ask the person to pray:

- aloud.
- repeating phrases aloud after you.
- silently, saying "Amen" when finished.

b. The person says "no" or "unsure."

\*Be loving and positive.

\*Share your testimony (if appropriate).

\*Review how to trust in Christ.

\*If appropriate, give another opportunity to trust Christ.

c. The person claims to have already trusted Christ.

\*Be loving and positive.

\*Ask, "How did you become a Christian?" (If you have not already discussed this).

\*Continue with assurance or set up appointment to go through the Holy Spirit book.

Demonstration: (5 min.)

With the volunteer you selected beforehand, show how you would take a person through the circles to the end of the prayer. Have the volunteer primed to give answers that will enable you to demonstrate the complete process: "What circle best represents your life?" - "left"; "What circle would you like to have represent your life?" - "not sure"; "Does this prayer express the desire of your heart?" - "yes."

Role Play: (10 min.)

Divide the class into pairs. Have one partner share the booklet with the other, starting with the circles and continuing as far through the prayer as possible in five minutes. Ask the other partner

respond as a typical person would do. Then have partner switch roles.

### III. How to do initial follow-up with a new Christian.

Lecture: (4 min.)

- A. Initial follow-up with Four Laws booklet assures person that:
  - 1. "You are forgiven and are now a child of God because Christ paid the penalty for your sin."
  - 2. "You have eternal life."
  - 3. "Christ is in your life and will never leave you."
- B. Set a time for getting together again.
  - 1. "(Name), spiritual life, like physical life, is a growth process. As a new Christian, there are things you need to know so you can begin to grow spiritually.  
  
"If you have a little time in the next day or so, I'd like to get back together and show you some of these things."
  - 2. Set a time and place to meet.
- C. End the encounter positively.
  - 1. Remind person of your appointment, clarifying time, date and place.
  - 2. Exchange phone number and agree to call if something occurs.
  - 3. Suggest reading the Four Laws booklet and bringing it along when you meet.
  - 4. End on a friendly, personal note. Express your enjoyment of your time together.

CONCLUSION

APPLICATION (5 min.)

Assignment: (2 min.)

Have each student write on two pieces of paper the name of one person to share Christ with this week.

Partners: (2 min.)

Have students exchange names with their partners and pray together for their times of sharing Christ this week.

Concluding statement: (1 min.)

Share your personal convictions on the importance of evangelism.

F I E L D W O R K  
T H I N G S T O R E M E M B E R

YELLOW SHEET

1. Please take time to print legibly.
2. Get name and telephone number of all Christians and converts.
3. Do not leave boxes blank.
4. Put your name and date on yellow sheet.

SURVEY SHEET

Opening Statement: "Hello, my name is \_\_\_\_\_ This is my partner \_\_\_\_\_  
 We are here conducting a survey to determine the religious thinking of the  
 community. Would you help us by giving your opinion in answer to a few questions?  
 Use both sides of survey. Do not get hung up with questions. Move on.

Closing Statement: Thank you. This completes the survey. By the way, have you  
 heard of the Four Spiritual Laws?"

FOUR LAWS

1. Read word for word. Do not get into discussion or make additional comments.
2. Make sure that the person is following.
3. Reserve questions until you complete presentation.
4. Do not force anything, presentation or decision.
5. Do not rush. Take time.
6. Upon decision, find out if person is sure of salvation and then make sure.
7. Assure person of follow up.
8. We represent Jesus Christ only.
9. Do not have a Bible in view.
10. Use judgment whether to enter a home.

REMEMBER

Success in witnessing is simply sharing Christ in the power of the Holy Spirit  
 and leaving the results to God.

**WORLD CHRISTIAN TRAINING CENTER**  
**BLOCK RELIGIOUS SURVEY**

Hello! My name is \_\_\_\_\_. I am your neighbor living at \_\_\_\_\_  
In connection with some classes I am taking, I am required to do a survey and to  
get the opinion of people living in my block. Will you please help me?

1. Your first and last name? \_\_\_\_\_

2. Name of your (wife) (husband) \_\_\_\_\_

3. Address \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

4. Children living at home:

Name	Age	Sex	Name	Age	Sex
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

5. What is your occupation? \_\_\_\_\_

6. Have you ever been a member of any religious group or church? \_\_\_\_\_

7. Are you a member of any religious group or church now? \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_

8. At what age did you become a member? \_\_\_\_\_

9. How often do you attend church now? \_\_\_\_\_

10. What is your main reason for not attending your church regularly? \_\_\_\_\_

11. Are your children enrolled in Sunday School? \_\_\_\_\_

12. Do you desire them to be? \_\_\_\_\_

13. Who is Jesus Christ according to your understanding? \_\_\_\_\_

\_\_\_\_\_



14. Where did you first learn this? \_\_\_\_\_
15. In your opinion how does one become a Christian? \_\_\_\_\_  
\_\_\_\_\_
16. According to a national survey, 80% of the people interviewed expressed the need for a more personal religious faith. Why do you think they have this need? \_\_\_\_\_  
\_\_\_\_\_
17. Do you feel the need for a more personal religious faith? \_\_\_\_\_

Thank you for your help with this survey.

Interviewer's Name: \_\_\_\_\_

Interviewer's Address: \_\_\_\_\_  
(street number) (city) (state) (zip)

Date

APPENDIX "C"

Name

Street address

City, state zip

Dear (name of relative, friend, to whom you are writing):

Has something so wonderful ever happened to you that you just had to tell someone? Well, that is the way it is for me right now. I had heard about other people who had experienced what has happened to me but never imagined it could be real.

Not long ago, **I invited Jesus Christ into my life.** Since I have made this decision, I can understand the Bible as I never could before - in fact, I **want** to read it. I can now understand what others meant when they told me what had happened to them when they came to know Christ. Most of all, it has brought me peace and joy that I have never had before and I have a love for people that sure wasn't in me before.

That is why I am writing to you. I just want to share with everyone, especially one who is related to me like you are (who is such a friend as you have been), what Jesus Christ has done for me. It would take such a long letter to tell you everything so I am enclosing a copy of a little booklet that helped me. **Please read it and then write and tell me what you think.**

I have learned to pray now as never before so I will be thanking God for you and praying for you.

Your Aunt. (Cousin, Friend)

CHURCH SURVEY

My age is 12-18 \_\_\_\_, 19-25 \_\_\_\_, 26-35 \_\_\_\_, 36-55 \_\_\_\_, Over 55 \_\_\_\_.

I am a member \_\_\_\_, visitor \_\_\_\_ of this church. I have attended this church:

less than 1 year \_\_\_\_, 1-3 years \_\_\_\_, more than 3 years \_\_\_\_

Single \_\_\_\_ Married \_\_\_\_

	MARK ONE	
	yes	not really
1. I know without a doubt that Christ is in my life.		
2. I live a life which is generally free from defeat and discouragement.		
3. My church is for the most part utilizing my particular abilities.		
4. Prayer is a regular part of my daily life and schedule.		
5. I know how to explain to a non-Christian how he can know Christ personally.		
6. I am participating in a definite plan to reach our community with the gospel of Christ.		
7. I take time to read the Bible, by myself, on a daily schedule.		
8. I have personally trusted Christ to be my Savior and Lord.		
9. I know how to deal with temptation and sin as it occurs in my life.		
10. Our church is friendly and I enjoy the fellowship.		
11. I am confident in my ability to study the Bible and gain meaningful insight from it for my personal life.		
12. If I should die now, I am certain that I will have eternal life in heaven.		
13. I pray daily with my family when I am home.		
14. I can explain to another Christian how to live a Christian life in the power of the Holy Spirit.		

	MARK ONE	
	yes	not really
15. Compared to a year ago, I can see real growth in my Christian life.		
16. I communicate openly with all members of my family.		
17. I know how to pray.		
18. I encourage my friends and acquaintances to attend our church.		
19. I have shared my faith in Christ with a non-Christian in the last week.		
20. My daily life is consistently controlled by Christ.		
21. I can truthfully say that I love others.		
22. I get along quite well with everyone in this church.		
23. I like myself.		
24. I have introduced at least one person to Christ this year.		
25. Our church outreach program offers a variety of opportunities for involvement.		
26. I know that my life is yielded to and directed by the Holy Spirit.		
27. I feel my life has purpose and meaning.		
28. I am committed to help reach the world for Christ in my lifetime.		

29. God will accept me into heaven because \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

30. My greatest spiritual need is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

To order copies of the "Four Spiritual Laws" or "How To Be Filled With the Holy Spirit", contact CRU at Cru (U.S. Ministry) 100 Lake Hart Drive, Orlando, FL 32832

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