

Instructor's Guide for PERSONAL EVANGELISM

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*Developed in Cooperation with
the Global University Staff*



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TO BE USED WITH:

Personal Evangelism: An Independent-Study Textbook by Jean-Baptiste Sawadogo (Second Edition)
The Holy Bible

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INTRODUCTION

This Instructor's Guide is for you!

It provides you with the material you need to lead a class or group study of the ICI study guide *Personal Evangelism*. The lesson plan for each class session will help you integrate the text, available teaching aids, and group discussion into an informative and inspirational learning experience.

The Instructor's Guide will suggest ideas and materials to conduct sessions in a classroom or small group setting. This "Introduction" will answer questions about what you will do and what you will need for the sessions. It will also show you some group study approaches to use with the ICI study guide *Personal Evangelism*.

HOW TO GET THE MOST FROM YOUR INSTRUCTOR'S GUIDE

1. **VERY IMPORTANT!** Resist the temptation to begin developing lesson materials until you have carefully read this introductory section. The information here will help you to develop an effective instructional program for the ICI Christian Life course *Personal Evangelism*.
2. After you have read the introductory material, take time to acquaint yourself with the entire

course by reading the study guide through quickly at one sitting. This will help you understand the overall plan and organization of the course. Do not answer the study questions at this time. You will do this as part of your preparation prior to each group study session.

3. Be sure you understand how to adapt lesson materials to your own needs using the suggestions given for each session. This will be your key to developing interesting and stimulating lessons.
4. Address any inquiries concerning your use of this course or the enrollment of your students in the ICI certificate programs to the local ICI office whose address is stamped below:

In case no address is shown and you do not know the address of the ICI office in your area, then please write to the following address:

Global University
1211 South Glenstone Avenue
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OVERVIEW OF *PERSONAL EVANGELISM* (CL5150)

Personal Evangelism is the fifth course of Unit I in the ICI Christian Life Series. It is a study of the believer's calling to take the good news to all people everywhere. This means helping people begin and continue in a personal relationship with Christ. Thus the focus of this course is on both winning the lost and discipling the new convert.

Jesus is our example in sharing the good news wherever we are. No matter who we are, God has chosen us to tell others of our experience with Jesus Christ and His saving power. This course provides practical helps for sharing Christ in a convincing, powerful, and positive way. It offers valuable insights for overcoming barriers of various kinds. It provides a plan for living as Christ's witnesses so that others will become witnesses of Christ.

"WHAT SHOULD I KNOW?"

About the Christian Life Program

ICI's Christian Life Program is a series of 18 courses designed to help new converts grow and

mature spiritually. Written on a level most people can understand, these learning tools will help new believers begin their life in Christ and build a sturdy foundation on the Word of God. A course listing is included in the back of this manual.

ICI study guides, such as *Personal Evangelism*, are appropriate for use in guided independent study, new converts classes, cell groups, home Bible study, youth groups, Bible clubs, one-on-one discipleship programs, and many other uses.

About Different Study Options

ICI courses can be studied with different purposes in mind.

For Recognition. The ICI National Director awards certificates on successful completion of the course for students who have officially enrolled with ICI and submitted all Unit Student Reports for grading. Unit Student Reports are graded by the ICI Director, or if the course is being offered by an ICI Learning Center, by the Learning Center Supervisor, or if the course is being studied in a group setting, by the Group Leader. It is the responsibility of the Instructor or Group Leader to submit the Unit Student Reports to the ICI office.

For Personal Enrichment. Some students prefer to obtain the textbook and follow the course of study without formal enrollment. To do this, students simply purchase and use the study guide for their own instruction and inspiration. No student evaluation materials are used, no tuition is charged, and no certificate is received. Christian Life courses can be studied for personal enrichment individually or in a classroom or group setting.

“WHAT SHOULD I HAVE?”

For the Teacher

The ICI Study Guide *Personal Evangelism* (CL5150)

Instructor’s Guide *Personal Evangelism*
The Holy Bible New International Version (NIV),
1978 edition.

Quotations in the study guide are from *Good News Bible, Today’s English Version*.

For the Student

The ICI Study Guide *Personal Evangelism* (CL5150)

The Holy Bible New International Version (NIV),
1978 edition.

Optional Teaching Aids

Audio cassette tapes and player
Copy machine

Overhead projector

Chalkboard or other writing surface

“WHAT SHOULD I DO?”

Three to Six Months in Advance

1. Set the date.
2. Announce the class.
3. Order the materials.
4. Begin to pray for God’s guidance and blessing on the sessions.

One to Two Months in Advance

1. Promote the class.
2. Personally enlist individuals to join the class.
3. Arrange for equipment if it is to be borrowed or rented.

Before the First Session Meets

1. Read the entire study guide *Personal Evangelism*.
2. Do all the written work for the first lesson just as all students will do.
3. Preview the audio materials to be used.
4. Review the first session mentally, rehearsing everything you will do and all that you need. Be certain everything is ready and in working order. Make a checklist of things to do and use it to double check the readiness of the classroom and equipment. Such a checklist might include the following:
 - a. Be sure all audio equipment to be used is in operating order and that you know how to use it. Do a “practice run,” using the audio materials for the first session. Do the same with the overhead projector.
 - b. See that chalkboard, chalk, eraser, or other materials for writing on a board are available.
 - c. Prepare all materials to be handed out for the first session.
 - d. Try to anticipate how many will be attending the sessions and provide adequate seating.

“WHAT TEACHING METHODS SHOULD I USE?”

A variety of methods is probably the best teaching method! No technique, however good, should be used exclusively or constantly. Successful teachers use many methods, overlapping one with another and weaving all together to make learning a rewarding and pleasant experience.

Jesus used many teaching methods. For example, He gave lectures, asked questions, led discussions, told stories, and taught object lessons. He taught mass crowds, small groups, and individuals. He was the

Master Teacher in the message He taught and in the methods He used. You, too, can use a variety of methods, including some that may be new to you. You will probably feel more comfortable and confident with certain methods; however, you can broaden your experience by trying new ways of teaching from time to time as you improve the ones with which you feel most comfortable.

All ICI materials are specifically designed for independent study. For this reason, you should use teaching methods that take advantage of the study the students have done. Some of these methods are briefly explained below. The discussion and question and answer methods will be especially helpful as you encourage the students to participate actively in classroom learning experiences.

Use your students' research; let them raise issues, ask questions, give answers, provide illustrations, draw conclusions, and make applications. Individual participation will add interest, information, and excitement to the classroom or group. You may have teachers or future teachers in your class. Since we tend to teach the way we were taught, this is an opportunity for you to teach by example how to use a variety of teaching techniques.

Group Study Method. There are different ways to approach the study of the materials in the study guide. The lesson plans we have developed work best if your students study the lesson before coming to class. However, some students may find that their busy lives prevent them from preparing lessons outside of class. If this is so, then try the approach below as a way to study the lesson materials. It will work best if you have several hours for your study session each week.

Each member of the group has a study guide. The group divides into twos, threes, or fours and works together through as much of the lesson as possible in 45-60 minutes. The leader serves as a resource person for the small groups. At the end of the group study period, follow the lesson plan for the session provided in the Instructor's Guide to stimulate discussion and further analysis of the lesson. A variation of the above would be for the leader to set the pace of study by guiding the group section by section through the lesson. In either case, the leader must be thoroughly prepared by studying the lesson in advance.

Lecture Method. Many teachers use the lecture method. It is both the most popular and most criticized method of teaching. One of its major disadvantages is that it focuses on the teacher and not on the students. However, it has the advantage of making an efficient use of the time and keeping the teaching session on

course. There will be times when you will use the lecture method in teaching this course; however, other methods may be more appropriate to use most of the time because of the nature of the material and the class or group structure.

Discussion Method. Leading a group discussion is very different from lecturing to a class. In a small group study the leader acts as a moderator of the discussion while others do most of the talking. The use of this method is encouraged for ICI courses. The following guidelines will help ensure a successful small group discussion.

- *Keep the discussion on the main topic or theme of the lesson.* If the discussion seems to wander, bring it back on course by asking a question or saying something like this, "That's an interesting point, but let's focus our discussion on the main idea here."
- *Encourage everyone to participate.* Ask questions, seek opinions, draw out applications and conclusions from the group. Encourage the shy members to contribute. Be sensitive; don't embarrass those who are less inclined to participate.
- *Periodically, restate and summarize the points being discussed.* Seek to isolate the most important concerns of the group members and focus discussion on applications of the lesson to these needs. You may find it helpful to summarize the main points of the discussion on the board or in writing to help students remember the lesson.
- *Be free with compliments.* Encourage participation by expressing appreciation for the contributions made.
- *Handle wrong statements with caution.* When a person makes an incorrect statement, tactfully lead the discussion to show a better, preferable, or more correct position. Don't embarrass the one who erred. If the matter can't be dealt with in class without embarrassment, talk to the individual personally outside of class.
- *Encourage group members to go beyond cliches and stock theological phrases.* Ask for explanations of theological terminology. Seek to state the cliché in another way to ensure that the student understands what is being said.
- *Ask for interpretations, conclusions, and applications of the lessons that will make them meaningful to the individuals.* Where possible, help the students to practice what they learn.
- *Encourage the students to prepare the lessons in their study guide prior to group meetings.* In this way the discussions will be most profitable for

everyone.

In planning the group discussion sessions, try to select activities and questions from the Instructor's Guide that are most relevant to the needs of your group, and most likely to stimulate discussion. You may want to make a list of questions that relate to the specific needs and interests of your class.

The physical arrangement of the classroom is important, too. You will probably want to avoid the more formal classroom arrangement that is usually associated with the lecture method: a lectern at the front with rows of chairs facing it. A better arrangement for a small group using the methods suggested here would be a semicircle of chairs facing the discussion leader's chair. This arrangement tends to create a feeling of openness and freedom that will encourage participation. A writing board and overhead projector (if used) should be just behind the group leader's chair so that they are readily available. The writing board and projection screen should be easy for everyone to see.

Question And Answer Method. Jesus used the "Question and Answer Method" most effectively to gain attention, stir thinking, clarify or illustrate truth, advance arguments, and apply the lessons He taught. "Ask good questions and you will get good answers" is a bit of good advice on the matter. Good questions are not open-ended or pointless; they are purposeful and practical. Questions should point back to basic truths for answers. Avoid questions that have "yes" or "no" answers. To maintain interest, ask the question first, then call on someone to answer. Questions should be clear and to the point. "Who?" "What?" "Where?" "When?" are questions that tend to get factual answers; "How?" and "Why?" are more thought-provoking because they stimulate reasoning and assessment. Learn to answer some questions with a question to provoke the inquirer to think through some things. Ask good questions; make students think!

The question and answer method will be very effective in these studies when combined with discussion of material in the group setting. Good questions will keep the discussion on track and lead the group to proper conclusions and applications of the material.

Mixing Teaching Methods. There are many teaching methods. You probably know about and have used several of them. It is important that you employ a variety of methods as you teach in order to set a good example of teaching and communicating your message.

For additional help with teaching methods, consult the *ICI Pastor's Manual: A Guide for Evangelism*

and *Church Ministries*. You may obtain a copy from your local ICI Director or from the International Office of ICI in Irving, Texas, USA.

"HOW CAN I ADAPT THE COURSE SCHEDULE?"

Adapt the Schedule to Your Situation. The Instructor's Guide is designed to supplement the study guide when it is used in a classroom setting or group study. It can be used whether students are studying for recognition or personal enrichment. It is structured to give help in using the materials available, including the study guide, audio cassettes, and other teacher aids. The Instructor's Guide contains more material and suggestions for instruction than time will allow in any class session. This provides the instructor with several options for using the material.

The study guide for *Personal Evangelism* contains eight lessons. The course can be completed in eight weeks by covering one lesson each week. Other study formats are possible.

Some Possible Formats for Class Sessions and Seminars

Eight Sessions (8 Class Hours):

8 weeks, 1 hour each week

Four-Day Seminar (8 Class Hours):

Four 2-hour sessions, any four consecutive days

Week-End Seminar (8 Class Hours):

Friday: 3 hours; Saturday: 5 hours

Adapt the Lesson Plans to Your Needs. The lesson plans given in the Instructor's Guide are intended to be used in a flexible manner according to the needs and circumstances of each teaching situation. In many cases, alternative activities are given and together with the discussion questions there is more material than can normally be handled in a 50-60 minute study session.

You will need to select those activities and questions that are most appropriate for your students. The time limits shown are approximations for each activity and can be used to help you in your planning. But bear in mind that for a particular group of students an activity may take more or less time than is suggested. You should be sensitive to the pace of your student. Don't let the activity drag on too long or curtail it before most students have completed it. These kinds of adjustments will become easier for you as you gain experience with the lesson plans.

“WHAT TEACHING AIDS ARE AVAILABLE?”

Exercise Sheets and Visual Aids. Exercise sheets and/or visual aids are provided for some sessions. They can be found at the back of the Instructor’s Guide. Since the exercise sheets are to be completed during the session, it is necessary to photocopy them in advance. They can also be used to make transparencies for an overhead projector. If these machines are not available, you can copy the questions from the exercise sheets onto a board or put them on newsprint for display. Students can then write their answers on blank sheets of paper. If possible, make transparencies of the visual aids to display on an overhead projector.

Audio. ICI is developing audio programs to accompany the Christian Life courses. When available, these may be rented or purchased from your ICI Director for use in independent study or in a classroom or group setting. There are fifteen-minute audio discussions for each lesson. Consult your ICI Director regarding their availability. The lesson plans have been developed to provide for this possibility.

The Mixed-Media Method. Two basic preparations must be made to use audio teaching aids with the printed text in the classroom setting. First, just as the textbook must be studied, so audio must be previewed. This is necessary in order to decide what part of each lesson is to be presented at what place and time in the classroom session. Notes of segments to be used from each must be made. You can pinpoint locations of segments by observing the tape counter on the machine. Be sure to log length of segments in minutes and seconds. All this information becomes an integral part of the lesson plan in the same way you plan and prepare printed materials for presentation. This is time-consuming and tedious, but it is rewarding in the classroom.

Second, you must set up and test the audio player just prior to the teaching session. Thorough preparation of materials, proper operation of the machine, and smooth transitions from one medium to another will result in an efficient presentation and an effective learning experience.

Additional Study Resources. For instructors and group leaders who wish to do additional study on the subject of Christian living prior to conducting the sessions, the following sources may be helpful:

Hall, James H. *The Harvester’s Handbook for Discipling New Converts*. Springfield, Missouri: James Hall (Decade of Discipling Ministries), 1989.

Little, Paul. *How to Give Away Your Faith*. Second Edition. Downers Grove, Illinois: InterVarsity Press, 1988.

Petersen, Jim. *Living Proof*. Colorado Springs, Colorado: NAVPRESS, 1989.

Prince, Matthew. *Winning Through Caring*. Grand Rapids, Michigan: Baker Book House, 1981.

Rinker, Rosalind. *You Can Witness With Confidence*. Grand Rapids, Michigan: Zondervan Publishing House, 1962.

Your Most Important Relationship. A Booklet by Youth For Christ in Wheaton, Illinois, and Campus Crusade For Christ in San Bernardino, California, 1985.

EVALUATING THE STUDY SESSIONS

Whether you teach in a classroom setting or direct a small group discussion, it is a good practice to collect evaluation information on the study sessions. You can use this information to improve the course as you conduct it and to assist in planning for future courses. You will find two questionnaires for this purpose at the back of the Instructor’s Guide. The first form asks for your own observations on how things seem to be going. Use it once following the first few sessions and on one other occasion during the course.

The second is a brief questionnaire for the students to complete. Duplicate this form and use it at the end of a group session on two occasions during the course. It will provide you with valuable feedback on how students feel about the sessions. Be sure to have them complete the form anonymously.

SESSION

1

FOLLOW THE PATTERN

SESSION PURPOSE

This session will help the student see God’s plan for personal evangelism and understand how to pattern his life after God’s plan.

STEPS IN PREPARATION

Personal Preparation

1. Begin your personal preparation with prayer. Pray for the students that you will have in your class.
2. Be faithful in you own daily devotional time in Bible reading and prayer. Your personal walk with the Lord is foundational to all other preparation that you do to teach this course. Accept the challenge of not only giving good explanations of the content of the lessons, but also setting a good example of the application of the truth of the lesson in everyday life.

Lesson Preparation

1. The study guide assignment is Lesson 1 (pp. 8-21). Work through the lesson in the study guide as a student would. Make a note to encourage your students to work through the lesson BEFORE coming to each class. Some of them will do so faithfully, some occasionally, and some never for various reasons. Be prepared to relate to all three levels of student preparation.
2. Pay special attention to the lesson outline under “In this lesson you will study . . .” and the objectives under “This lesson will help you . . .” on page 9. These will guide your teaching activities. To meet special needs in the class, you may wish at times to add one or more objectives that the Lord puts on your heart. Be aware that such additions will affect the amount of time you will have to deal with the other content of the lesson.
3. As you read, the Holy Spirit will give you ideas and insights for teaching this important session. Record ideas as they come to you so that you will not forget them. Consider how these ideas and principles can be applied to the lives of your students.
4. Look up and meditate on each verse used in the study guide and this Instructor’s Guide. Be able to explain their meaning. Consult some of the Bible study aids referred to in the Introduction to this manual. One of the main goals of this course is to familiarize your students with God’s Word and assist them in understanding it. Above all, you will want your students to deepen their relationship with the Lord by increasing their communication and cooperation with Him.
5. Review the lesson plan given below and select those learning activities that best fit your goals and available time. Decide how much time you plan to devote to each part of this session.

6. Materials you will need for this session include photocopies of the Exercise Sheet for Lesson 1. Or you may write the questions on a chalkboard or any other writing surface.

THE LESSON PLAN

Get-acquainted activity (5 minutes).

Have students tell their names and three things about themselves to get acquainted with one another.

OPTIONAL ACTIVITY

Introduction (pp. 8-9)

1. Have each student say the first name of someone they know who is lost and whom they hope to be able to win to Christ as a result of taking this course. Have them write the person's full name on the inside cover of their study guide or on a slip of paper to put in their Bible.
2. Comment that God desires an eternal relationship with every lost person on earth. Our calling is to help people make a beginning with God that will have a continuing~just as a wedding is not an end in itself, but the launching of a lifetime relationship.
3. Encourage the students to continue in this course with the mind-set that responsible and biblical personal evangelism is helping people begin *and continue* in a personal relationship with Christ. Therefore advance preparation for personal evangelism should deal with both winning the lost and discipling the new convert.

APPROACHING THE LESSON (5 minutes)

GOD'S PLAN (pp. 10-12)

Objective 1. *Explain what God's pattern is for personal evangelism.* (p. 10)

1. From the story of creation, we see that God provided everything that Adam and Eve needed. Have students identify from Genesis 1-2 the things that God provided for the following needs, and list them on a chalkboard as students name them:

NEEDS

PROVISION

Material goods	1:14-18 light, 1:29, 2:9 plants for food, 2:8 place to call home, 2:9 physical beauty
Companionship	2:18-25 God created two people and animals
Purpose	1:26, 28 rule, reproduce; 2:5, 15 cultivate
Guidance	2:16-17 specific instructions
Knowledge of Creator	1:27 created in God's image; 1:28 capable conversation with God (3:8 implies habitual experience of being in God's presence)

EXPLORING THE LESSON (50 minutes)

2. Explain that when we are preparing for something, we must keep in mind all that we are preparing for. This will make our preparation much more effective. For example, a farmer prepares in advance not only to gather his harvest, but also to store it as soon as it is gathered. Have students give other examples from everyday life, such as preparations for the care of a new baby in the family before the baby is born.
3. Have students write in a column the following words: God’s heart, God’s manner, God’s plan. Ask them the following questions and have them write the appropriate words beside each of the words in the column. (1) “What kind of heart did God have toward Adam and Eve?” Answer: love. (2) “Was God’s manner of relating to Adam and Eve impersonal (indirect and distant) or personal (direct and close)?” Answer: personal. (3) “Was God’s plan for Adam and Eve to be in fellowship with Him for a short period of time or for eternity?” Answer: eternal fellowship.

The student’s paper should look like this:

God’s heart ~ love

God’s manner ~ personal

God’s plan ~ eternal fellowship

4. Ask, “Did God have a change of heart, manner, or plan for Adam and Eve after they sinned?” Answer: no. Read John 3:16 and have students explain from that verse only what God’s heart, manner, and plan for man is now. Answer: same as it was before! Read John 17:3 and have students complete the sentence “According to John 17:3 eternal life is” Have them explain the meaning of their answer. Desired answer: Knowing God and Jesus means being in a personal ongoing relationship with them, just like knowing another person.
5. Discuss the answers to “For You to Do” (p. 12). Emphasize that the pattern for personal evangelism is simply God continuing to share personally His love with people after they rebelled against Him. Our sin does not stop God from loving us and every other person on earth, and wanting to share Himself eternally with every person who will trust Him and cooperate with Him! To be able to love us this way, God had to send to earth His own Son, Jesus. By looking closely at Jesus’ life on earth, we can see more clearly God’s plan for personal evangelism.

CHRIST’S LIFE (pp. 13-16)

Objective 2. *List ways in which Jesus showed us God’s plan for personal evangelism.* (p. 13)

1. Have students read aloud the following Bible passages and then answer the questions that follow:
 - a. Matthew 9:36. “What was in Jesus’ heart toward people?” Answer: compassion.
 - b. Matthew 9:35. “What was Jesus’ manner in dealing with people?” Answer: personal. Matthew 11:19. “Why did the religious leaders accuse Him of being a ‘friend of sinners’?” Answer: He had personal contact with them in their homes and neighborhoods.
 - c. John 14:3. “What was Jesus’ plan for the people who believed in Him?” Answer: They were to spend eternity with Him in the place prepared for them.

- d. John 14:6-10. “What part did God the Father have in what Jesus did on earth?” Answer: He told Jesus what to say and worked through Him in all that Jesus did.
 - e. John 3:16; 19:1-6, 14-18, 30. “What was the price that Jesus paid for our sins?” Answer: He suffered infinite separation from the Father and the Spirit and the equivalent of an eternity in hell. The paying of this price involved the Father and the Holy Spirit because they are one with Jesus. “What does this tell us about the importance of personal evangelism?” Answer: It is of ultimate importance.
2. Discuss the following statement and construct a list of the responses: “Jesus shows me God’s plan for personal evangelism in these ways:” The list should include most of the points in #1 above.

EARLY CHRISTIANS’ EXAMPLE (pp. 16-21)

Objective 3. *Explain why the early Christians can be our example in sharing the good news about Christ.* (p. 16)

1. Explain that the early Christians can be our examples in personal evangelism because they followed the pattern set by Jesus. They accepted God’s call to continue Jesus’ practice of announcing hope to those in the world who have no hope. The word for that is “evangelism,” which means “telling good news.” The news is: God still loves every person and still desires to give eternal life and eternal fellowship to “everyone who believes in” His Son Jesus Christ.
2. Group discussion: Divide the students into small groups of 4 or 5 students each. Hand out copies of the Exercise Sheet for Lesson 1. After they have completed the activity, have them reassemble and share their conclusions. Answers appear at the end of this lesson plan.
3. Compare the heart motives, method, and mission of the elephant hunter, the American press, and the Samaritan woman in sharing their good news (pp. 18-19 in the study guide).
4. Review #7 and #8 under “For You to Do” (pp. 19-20). Stress the last point under #8~to be an example of God’s love. Read Acts 4:31-35 and 8:4 and ask, “How did the early Christians follow Jesus’ pattern for personal evangelism?” Write the following summary on the board:

Heart ~ love for people

Method ~ personal contact/friendship

Mission ~ bringing people into fellowship with God

Conclusion

1. Have a student read the last paragraph in the lesson on page 21. Ask, “Can we truly love Christ and want to give His love to others without actually feeling love in our hearts for the lost persons we are reaching out to?” Answer: No. Ask, “How do we get that love actively working in our hearts?” Answer: Pray fervently until the Holy Spirit releases in us the fruit of love He already has, and keep praying for the love to continue to flow.

**APPLYING THE
LESSON
(5 minutes)**

2. Have several students pray that God will impart His heart of love to their hearts for the persons whose names they gave at the beginning of the class, and for others that God will bring to their attention.
3. Encourage your students to be alert to God’s leading them in the coming week to be a witness to the person they desire to win to Christ as well as other unbelievers.

Assignment for Next Session

1. Assign Lesson 2, “Be Prepared,” for study and completion of the “For You to Do” exercises before the next class session.
2. Ask students to think about this question: “Why did (or do) you want to be filled with the Spirit?”
3. Train students to be disciplers of new converts by having them share with someone after each session what they have learned in that session.
4. Dismiss your students with prayer.

ANSWERS FOR EXERCISE SHEET

1. A heart of compassion and love for people including those in need and our enemies.
2. Making disciples. Discipling in Jesus’ day was the teaching method that rabbis used to personally train disciples. Below is a comparison of the classroom method with the discipling method of teaching:

Classroom

conducted in one place
 emphasis on receiving and remembering information
 brief lengths of time
 mostly lecture
 large group oriented

accountable for remembering information

Discipling

continues everywhere
 emphasis on receiving and applying information
 much more time available
 much discussion
 oriented to small groups or individuals

accountable for applying information

3. Friendship builds a bridge that creates an opportunity for explaining the gospel when the lost person shows an interest. It allows the Christian to model what it means to be a Christian so that the lost person can have a better idea of what the benefits and responsibilities of the Christian life are.
4. It is personal evangelism or bringing people into God’s plan of continuous fellowship with Him.

NOTES

SESSION

2

BE PREPARED

SESSION PURPOSE

This session will inform the student on how to be equipped effectively to do personal evangelism.

STEPS IN PREPARATION

Personal Preparation

1. Pray that you will be prepared to teach this lesson from your heart and from your life's experiences. Pray for your students that they will be mentally alert and spiritually receptive to this lesson.
2. Be faithful in your daily devotional time in Bible reading and prayer. Your personal walk with the Lord is foundational to all other preparation that you do to teach this course. Remember to not only give good explanations of the content of the lessons but also set a good example in applying the truth of the lesson in your everyday life.
3. Be prepared to share your experience of being filled with the Spirit initially and on an ongoing basis to encourage those students who haven't yet been filled with the Spirit.

Lesson Preparation

1. The study guide assignment is Lesson 2 (pp. 22-39). Work through the lesson as a student would. Make a note to ask how many students worked through Lesson 2 before coming to class. Be prepared to relate to three levels of student preparation: thorough, once-over-lightly, or no preparation.
2. Pay attention to the lesson outline and objectives. Copy the outline and write the three specific objectives beside the respective headings in the outline. This will help guide your teaching activities.
3. As you read, the Holy Spirit will give you ideas and insights for teaching this important lesson. Think back on what would have been helpful to you if someone had guided you in the early days of your walk with God. Record ideas as they come to you. Consider how these ideas and principles can be applied to the lives of your students.
4. Look up and meditate on each verse used in this lesson. Be able to explain its meaning.
5. Review the lesson plan below and select those learning activities that best fit your goals and available time.
6. Materials you will need include 3 x 5 in. (7.5 x 12.5 cm) cards or slips of paper and Visual Aid PE 2-1. Make a transparency of the visual aid to display on an overhead projector if you have one available.

THE LESSON PLAN

Review of the last session (5 minutes).

OPTIONAL
ACTIVITY

Introduction (pp. 22-23)

1. Ask, “What is the meaning of the first paragraph of the introduction?” Answer: We don’t immediately become expert personal evangelists. Ask, “How can we apply the meaning of the second paragraph?” Answer: We must put in practice what we learn as we learn it! Encourage students not to wait until they think they are experts to do what they can to share the good news. Note that “it is difficult to steer a parked car.”
2. Check to see if students entered the same name at the bottom of page 38 as they prayed for in the last session. If not, have them do so. Have volunteers share any opportunities they have had since the last session to talk to that person or anyone else about Jesus.
3. Have volunteers share the differences in their attitude toward witnessing since the last session. Look for things like increased compassion and love for the lost, desire to witness, and boldness in witnessing.

**APPROACHING
THE LESSON
(5 minutes)**

LEARN TO KNOW CHRIST (pp. 24-28)

Objective 1. *Explain how we can know Christ better.* (p. 24)

1. Explain the difference between coming to know Christ as the initial preparation for witness (that is, witnesses telling of their salvation experience) and a lifetime of knowing Him which continually increases our ability to be His witnesses. Have one or two students share how their witness became stronger as they knew the Lord for a longer time.
2. Have students identify both strong and weak areas in their relationship with Christ. Ask, “How is your witness affected by these?” Have students pray silently, asking God to show them what He wants them to do daily or weekly to strengthen the weak areas in their relationship with Christ.

**EXPLORING THE
LESSON
(50 minutes)**

BE FILLED WITH THE SPIRIT (pp. 28-33)

Objective 2. *Describe how the Holy Spirit can help you in personal evangelism.* (p. 28)

You Need Power (pp. 28-30)

1. Have someone read Acts 1:8. Ask, “What is the one reason Jesus gave for the disciples to be filled with the Holy Spirit?” Answer: to receive power/ability to be a witness of Jesus. Have students identify other reasons that are often given to encourage people to seek to be baptized in the Holy Spirit. List them on the chalkboard. Then ask:

- a. “Why did Jesus not mention any of these other reasons for being filled?” Answer: He wanted their focus to be on power for witnessing. They would discover the other benefits by experience.
 - b. “What should we say to people when we encourage them to seek to be baptized in the Holy Spirit?” Answer: Stress what Jesus gave as the only reason—the power to witness.
2. Ask, “Is speaking in tongues, which is ‘the initial physical evidence,’ the most important result of being baptized in the Holy Spirit?” Answer: In Acts 1:8 the result Jesus looked for was action as a witness. Peter demonstrated this on the Day of Pentecost by preaching boldly (Acts 2:14-40), whereas he had only weeks earlier denied he even knew Jesus.
 3. Explain that speaking in tongues is a miracle, one that gives us the ability to speak a language we have never learned. This is impossible to do without God’s help. The same Holy Spirit will help us speak in the language we have learned words of witness in a way that we could not speak apart from God’s help. Speaking in tongues should remind us of the Spirit’s power to help us in personal evangelism, giving us faith for what God can do through us if we will depend on Him in our witness, just as we depend on Him when we are speaking in tongues! Note: the basic word for the “utterance” given by the Spirit in Acts 2:4 is the same word used in 2:14 to describe Peter raising his voice and “declaring” to the crowd. The same Spirit enabled both “utterances.”

You Need Leading (pp. 31-33)

1. Read Acts 8:14, 26-31 and observe that the Holy Spirit led Philip *away from* a great revival to send him *to* one person. Read Acts 16:6-10 and observe that on Paul’s second missionary journey, the Spirit told him where *not* to witness and then showed him where *to* witness. Stress how much we need the Spirit’s leading to bring us at the right time to those who are ready to respond to God’s love for them.
2. Have students testify to the Spirit’s leading in witnessing. Ask, “How do you know when it is the Spirit speaking to you?”
3. Refer to #7 under “For You to Do” (p. 33). Stress that the most important reason for the Spirit’s helping us to witness is not the benefit we receive, but the benefit others receive because the Spirit helped us help them. Ask, “What was the most important thing that happened on the Day of Pentecost?” Answer: 3,000 people were saved!

USE THE BEST TOOLS (pp. 33-38)

Objective 3. *Explain what tools are needed to be able to resist the devil and share the good news about Jesus.* (p. 33)

The Sword of the Spirit (pp. 33-36)

1. Comment that the “sword of the Spirit” or Bible is a weapon that was fashioned by the Spirit through the people who wrote it. It is a weapon “of the Spirit” only as people use it with the help of the Spirit. When the “sword of the Spirit” is used by the “arm of the flesh” or deceiving devils, it is very destructive as seen in the cult groups who quote widely from it to accomplish their deception. Remember

that Satan quoted Scripture to try to mislead Jesus in the wilderness (Matthew 4:6).

2. Explain that the purpose of this course is to present a biblical view of personal evangelism, equipping believers to present a biblical message to those who are lost. Only as we speak biblical truth under the leading and empowering of the Spirit can we expect to see people delivered from death to life. Encourage students to examine everything they read and hear in this course in the light of Scripture, and to raise any question they have over whether anything that is said is faithful to God's Word or contradicts God's Word.
3. Note that it is the Bible that tells us we need the armor of God and tells us what that armor is. Have students share their answers to #11 under "For You to Do" (p. 38). Discuss how to "put on" the armor and how each piece, when properly used, helps in personal evangelism.
4. Hand out 3 x 5 in. cards or slips of paper for each student to write down a plan (what to do, how, when) to strengthen their use of one piece of God's armor. Challenge them to work on this the remainder of the course.

The Name of Jesus (pp. 36-37)

1. Explain that when we go "in the name of Jesus," it is His command that we are obeying and it is with His authority that we come to others. Their response to our message, when it is a faithful expression of His message, is their response to Him. If we keep these truths in mind, it will help us be bold in our witness.
2. Have students identify various names of Jesus that minister to them. You might prepare ahead of time a list of names, such as Prince of Peace, Image of God, Brother, Redeemer, Foundation, Good Shepherd, Deliverer, Lord of lords, Intercessor, Author of our faith, Advocate, Priest, Healer, Judge, Lord of Glory, Light, Life, Friend, Rewarder, and Savior.

Conclusion

1. Have students indicate whether or not they have been baptized in the Holy Spirit, and if they have, whether or not they speak frequently in tongues. Then pray for the infilling of the Spirit to give power for witness. Invite those who need to be filled with the Spirit (baptized in the Spirit for the first time or "re-filled" with the Spirit) to ask Jesus to fill them. Encourage them to focus on Jesus, their Baptizer, and as they receive faith in their hearts, to step out in that faith and begin to speak, depending on the Spirit to "give them the utterance."
2. Use Visual Aid PE 2-1 to review the preparation for witness through prayer and Bible study. Stress the need for students to speak in tongues every day in prayer as a help to their ability to witness. They need to depend on the Spirit for help in witnessing every time they are with unbelievers. They need to be alert to God's providing opportunities for witness and to be ready to step out in faith when they come. Remind them that God does not confine Himself to guiding them to do things within their "comfort zone." (Walking on water was not within Peter's "comfort zone"!)

**APPLYING THE
LESSON
(5 minutes)**

Assignment for Next Session

1. Assign Lesson 3, “Get Involved,” for study and completion of the “For You to Do” exercises before the next class session.
2. Explain how a young ox learns to plow in the field by being yoked with an older, stronger, wiser ox. Have students consider the idea of being “yoked” with Jesus to be able to work effectively in the harvest field. Ask, “How does this idea fit Matthew 11:29-30?”
3. Dismiss your students with prayer.

NOTES

SESSION

3

GET INVOLVED

SESSION PURPOSE

This session will help the student learn different ways to be involved in personal evangelism and understand how obedience and responsibility are necessary in personal evangelism.

STEPS IN PREPARATION

Personal Preparation

1. Pray that you will be prepared to teach from your heart and from your own experience in personal evangelism. Pray that your students will “prepare (their) minds for actions” (1 Peter 1:13) as a result of this session.
2. Be faithful in your daily devotional time in Bible reading and prayer. Your personal walk with the Lord is foundational to all other preparation you do to teach. It is an ongoing challenge to give good explanations of the content of the lesson as well as set a good example of living by its truth.

Lesson Preparation

1. Work through the study guide assignment Lesson 3 (pp. 40-55). Pay attention to the outline and objectives. Be prepared to relate to the varying amounts of student preparation.
2. As you read, the Holy Spirit will give you ideas and insights for teaching this lesson. Record them. Think back to things that helped you when you first started witnessing and winning people to Christ. Consider how these things might help your students.
3. Look up and meditate on each verse in this lesson. Be sure you are able to explain its meaning. Remember, you want to familiarize your students with God’s Word and help them to understand it.
4. Review the lesson plan below and select those learning activities that best fit your goals and available time.
5. Materials you will need for this lesson include Visual Aid PE 3-1 and photocopies of the Exercise Sheet for Lesson 3. Also make enough copies for all your students of the Student Questionnaire in the back of this manual.

Optional Preparation

1. Complete the Instructor Questionnaire at the back of this manual. Plan to do this again as the course progresses. Take time to consider how you can improve your preparation and presentation of this lesson, based on what you have observed while teaching the first sessions.

2. Ask God to show you ways to add to your students' learning experience by having personal contact with them outside of class time.

THE LESSON PLAN

- a. **Review of the last session (5 minutes).**
- b. **Student Questionnaire (5 minutes).**

At the end of the session, have your students complete the questionnaire, anonymously. This will give you an idea of how they view the course at this time, and give you an opportunity to strengthen any weaknesses you discover.

OPTIONAL ACTIVITIES

Introduction (pp. 40-41)

1. Referring to Matthew 11:28-30, ask, "Has your experience with Jesus been like that of a young ox learning to plow? How does it feel to have the 'easy yoke' and 'light burden' that Jesus gives as compared to being 'weary and burdened' working for yourself or Satan?"
2. Ask, "What was the strongest message that came through to you as you read Lesson 3?" (Use this to build enthusiasm for the class session. Resist the temptation to elaborate on the points the students mention. Simply say, "We will discuss this further when we come to it in the lesson.")
3. Comment that Christ said, "I will build my church." But He has called us to work with Him in this great task. Ask, "What is the difference in working *for* Jesus and working *with* Jesus?" Answer: We try to work for Jesus in our own wisdom and strength as Peter did the night Jesus was arrested (John 18:10-11). But when we work with Jesus, we depend on His guidance and strength as Peter learned to do later (Acts 4:8; 1 Peter 4:11).

APPROACHING THE LESSON (5 minutes)

BE OBEDIENT (pp. 42-43)

Objective 1. *Explain the importance of obedience in personal witness.* (p. 42)

1. Display Visual Aid PE 3-1 and have students discuss the difference between living a life of obedience to Christ in showing others the way to heaven and living according to someone else's dictates or our own.
2. Have someone read Matthew 28:18-20 in order to identify what our motivation for obeying the Great Commission should be.
 - a. Ask, "Why did Jesus begin as He did in verse 18?" Answer: to emphasize that this was a command from the highest authority on earth, and therefore should be carefully and diligently obeyed. Have students comment on how diligent the church in general has been in obeying this command from the King of kings.
 - b. Ask, "What should motivate our obedience?" Answer: We should obey not in response to our having looked ahead at what we think will result from following God's guidance and decided that God has given us good instructions, but in

EXPLORING THE LESSON (50 minutes)

response to Who has commanded us and our trust in Him as our “Commander-in-Chief” whom we obey as His soldiers. Note: the outcome of our obedience is His responsibility since our obedience frees Him to work in the situation. When we disregard His commands and do things our way, the outcome is our responsibility!

3. Comment that according to the verses cited in this section God expects us to obey His command to “disciple all the nations.” We in turn can expect good things to result from obeying God! These things, however, are not always easy to see immediately. Read Acts 2:14, 41; 6:15~7:2; 7:58~8:4. Peter and Stephen preached similar sermons with opposite results; yet both were obeying the leading of the Spirit as they preached. God did bring good results from both sermons, but in different ways and at different times.

BE LIKE SALT (pp. 44-47)

Objective 2. *Show ways in which the nature of a Christian is like salt.* (p. 44)

1. Explain that Christians are a vital influence in the world, just as salt is a vital influence on food to improve/enhance its natural taste, or to preserve it. Define this influence by reading the passages and answering the questions below:
 - a. John 18:36. “Is our influence to be forceful?” Answer: God does not intend that we forcefully control others or even launch a violent overthrow of some oppressive rule as a church-sponsored “ministry.” His kingdom advances as people willingly submit to His Lordship and saving grace as a result of what God does in their hearts through the influence of believers. Outward submission that does not come from the heart brings no pleasure to God.
 - b. 1 Corinthians 5:9-10; Luke 15:2. “How will our deeds of serving, our speaking the truth in love, and the example of our Christlike character have an impact in the world?” Answer: They will have an impact only as we mix with people in the world as Jesus did. God wants people to be confronted with His truth and His presence, but He always gives room for a voluntary, freely given response. It is this kind of response that Christian influence calls for.
2. Have students share how they were influenced to follow Christ by the lives of Christians they knew before being saved.

BE RESPONSIBLE (pp. 48-51)

Objective 3. *Define the Christian’s responsibility to help other people know Christ.* (p. 48)

1. Explain that passages like Ezekiel 33:7-9 and Luke 8:39 apply to all believers. Ask, “What does this responsibility given to us by God to help others in need tell us about His heart attitude toward such people?” Answer: He has a compassion that calls for action. Explain that some countries pass laws requiring citizens to help someone in an emergency situation. Ask, “What do you think such laws indicate about man’s attitude toward people in need?” Answer: Lawmakers are admitting that human nature is greatly lacking in goodness.
2. Have someone read Romans 1:14. Ask, “How was Paul literally a ‘debtor’ to these people?” Answer: God had given him a message and a ministry for them; until he delivered it, he *owed it to them!* Illustration: “If I give John some money to give to

Peter, then John owes Peter the money until Peter receives it from John.”

BE COMMITTED (pp. 52-54)

Objective 4. *Give reasons why we should want to be committed to sharing the good news.* (p. 52)

1. **Group discussion:** Divide the students into groups of 4 or 5 and hand out copies of Exercise Sheet for Lesson 3 which deals with our commitment to the task of personal evangelism. When the groups complete their discussion, reassemble the class and have the groups report their findings. Write the key points on the chalkboard, making sure they reflect the answers provided at the end of this lesson plan.
2. **Explain** that true commitment includes doing a task the right way, as desired by the one assigning the task. Jesus gave specific instructions in Matthew 28:18-20 on how to carry out His command: (1) go to people; (2) disciple people. In order to carry out these instructions, we must proclaim the gospel in such a way that the hearer knows what God expects of a person after conversion so he will know how to proceed after he prays for salvation. In other words, plans to help people come to Christ should include plans to help people continue with Christ—as part of the same action. The evangelist is not free of the responsibility of discipling new converts. Early discipling of new converts is as much a part of evangelism as proclaiming the gospel to lost people.
3. Have students comment how their commitment will be affected by knowing specifically what they are to do in carrying out their assigned task of personal evangelism. Answer: They will be careful to help disciple new converts and not assume that their responsibility is only to tell the good news.

Conclusion

1. **Refer** to #13 under “For You to Do” on page 54. Discuss the meaning and rightness of the word “completely.” What does it mean in practical terms? Does it mean everyone should be in “full-time” ministry or that our level of commitment should be such that we would seek opportunities to share the gospel no matter what our occupation is.
2. Take time to pray, having each student silently ask God, “What does it mean for me to ‘give myself completely to the work of spreading the good news about Jesus?’” Have several lead out in audible prayer as the Spirit leads them, praying from their own heart what God is saying to them about themselves, and saying in their prayer what their response is to Him who is giving them His command.

**APPLYING THE
LESSON
(5 minutes)**

Assignment for Next Session

1. **Assign** Lesson 4, “Share Your Experience,” for study and completion of the “For You to Do” exercises.
2. Have students think about this statement: “Real witnesses are those people who have experienced something and then tell others about what they have experienced.”
3. **Dismiss** your students with prayer.

ANSWERS FOR EXERCISE SHEET

1. Jesus speaks these words. Our commitment in personal evangelism is to the Lord who calls us.
2. Jesus says, “Come, follow me,” which implies He is already “going somewhere” and wants us to go with Him on a path of life that He has already decided to walk. This path involves the task of discipling. Our commitment is to helping Jesus with His work.
3. The task takes us to all nations. Our commitment is to all nations.
4. Jesus says, “Take my yoke upon you . . .” which shows He is already involved in the task and invites us to join Him in doing it with Him. As we are yoked with Jesus, we learn from Him. He promises, “I am with you always.” Our commitment involves depending on Him to help us do the task.
5. The harvest is so plentiful that many workers are needed; we must ask God to send more workers. Knowing of this great need helps us make a commitment to people in need.
6. When the task is completed, Jesus will return. Our commitment increases with our

NOTES

SESSION

4

SHARE YOUR EXPERIENCE

SESSION PURPOSE

This session will help the student understand the need to be ready at all times to tell others about his/her experience with Christ and become committed to do so—at whatever the cost.

STEPS IN PREPARATION

Personal Preparation

1. Pray that God will prepare you to teach from your heart. You especially need testimony from your own experience for this class session. Ask God to lead you into opportunities to share your experience with God with others in the days ahead before the next class. Pray that your students will see the basic simplicity of their calling as witnesses (to share their experience with others) and determine to depend on the help of the Spirit for boldness in speaking to others.
2. Continue to be faithful in your daily devotional time. Your present walk with the Lord is the most important resource for sharing your experience in witness to others, and you need to set that example for your students.

Lesson Preparation

1. Work through the study guide assignment Lesson 4 (pp. 56-73). Be alert for ways to show your class the benefits of advance preparation. Pay attention to the outline and objectives. Note: The African proverb (bottom of page 63) wonderfully expresses the central thought of this lesson. Keep it in mind to refer to often as you teach.
2. Look up and meditate on each verse in this lesson so that you will be able to grasp its meaning.
3. Review the lesson plan below and select those learning activities that best fit your goals and available time.
4. Materials you will need include photocopies of the Exercise Sheet for Lesson 4.

THE LESSON PLAN

OPTIONAL
ACTIVITY

Review of the last session (5 minutes).

Introduction (pp. 56-57)

1. Conduct a brief skit of a courtroom trial to demonstrate the role of a witness. Explain that a “witness” reports about something that happened or really exists.
2. Ask, “What does being Jesus’ witness (Acts 1:8) mean?” Answer: It means reporting the facts of who Jesus is, what He did to provide salvation for everyone, and how you actually experience Him in your life. Your personal experience of Jesus both in the past and now makes your witness much more effective and believable. Explain that an effective testimony does not have to be a dramatic story of rescue from dramatic sin, although that kind of witness does bring glory to God. The best testimony is an explanation of how you are living now in a relationship of communication and cooperation. By the Spirit’s conviction unbelievers can sense God in you as you share your experience with them. They see that your life is so much better than what they are experiencing and they want to have what you have. The good news is that anyone can have this life in Jesus Christ.
3. Have volunteers share how hearing someone else’s testimony of their experience with God helped them decide to put their trust in Jesus.

APPROACHING THE LESSON (15 minutes)

SHARING AT ALL TIMES (pp. 58-61)

Objective 1. *Give reasons why we must be ready to share our testimony at all times.* (p. 58)

1. Quote the African proverb from page 63. Stress that without being given any reason to change, people will remain enslaved by sinful life-styles and heart attitudes. Their end will be destruction, not eternal life.
2. Review briefly the examples in the study guide of being ready to share our testimony and the answers to the “For You to Do” exercises (pp. 60-61). List on the chalkboard reasons for being ready to share our testimony, such as: it is the heart of personal evangelism, it is Jesus’ pattern, it demonstrates obedience, the lost would not hear otherwise, it brings great joy in heaven and to us when someone hears a testimony and receives Christ (Luke 15:10).
3. Have students share experiences that they have had that illustrate their answers to “For You to Do.”

EXPLORING THE LESSON (40 minutes)

SHARING WITHOUT SHAME (pp. 61-63)

Objective 2. *Explain why we should not be ashamed to share our testimony.* (p. 61)

1. Ask yourself why you feel embarrassed when people laugh at you for talking about Jesus or for being devoted to Him. Share with the class an experience of being hindered by shame from freely sharing your testimony. Have students share similar experiences.
2. Review how Jesus and Paul were not ashamed to suffer for the sake of the gospel; point out that we should follow their example. Ask, “Will just knowing about their example be enough to remove the shame that arises in our natural reactions?” In class discussion consider the following:
 - a. Explain that “shame” is an emotion that focuses on self and the regard other people have for “me.” As Mark 8:38 makes clear, such a focus causes us to be more

concerned about fitting in and pleasing others than about obeying and pleasing Christ. As we focus on others and what we can do to help them, we become less sensitive to what others are thinking about us. We need to pray that God will fill our heart with compassion for lost people. God sees each lost person as a father sees a runaway child or as a shepherd sees a lost sheep. Genuine concern for others gets our focus off ourselves.

- b. Challenge students with this: “Every time you feel embarrassed about sharing the gospel, think about the lost person’s need to hear it. Focus on the leading of the Spirit to know what to do and depend on the boldness given by the Spirit to do what is needed~offer the lost person good meat, as the African proverb says.” Ask your students to tell you in days ahead how God is helping them in their struggle with embarrassment.

SHARING TO CHANGE PEOPLE (pp. 63-68)

Objective 3. *List ways people’s lives are changed when we share Christ with them.*
(p. 63)

1. Referring once again to the African proverb, read Romans 2:4 which focuses on God’s kindness which leads us to repentance. Stress that it is truly the goodness of the good news that we should emphasize in our sharing of the gospel. We certainly must not be judgmental or condemning. The latter approach does not cause people to change.
2. Comment that the greatest goodness of the gospel is the experience of knowing Jesus Christ Himself in a direct and personal way. Jesus said, “But I, when I am lifted up from the earth, will draw all men to myself” (John 12:32). *He* is the best gift of salvation! Encourage students to focus primarily on the blessing of knowing Jesus in their sharing of the gospel.
3. Have students share their answers to #9 under “For You to Do” (p. 68), reporting on changes in the past and also changes that are currently under way.

SHARING WHEN IT COSTS (pp. 68-71)

Objective 4. *Give examples of those who have shared the good news even when it cost them something.* (p. 68)

1. Observe that there is a vast difference in the various parts of the world today in what it costs God’s people to share the gospel. Many in the United States have total freedom to speak out and may even receive acclaim from the world for their bold testimony. In other countries it can be life-threatening to even be a Christian, and especially to ask someone else to become a Christian. For those with great freedom, how great is their responsibility to take advantage of that freedom for the sake of the lost who surround them!
2. Have students share their answers to “For You to Do” (p. 71). Comment that recognizing what it cost God to love us should inspire us to lay down our lives rather than forsake Him. But in the natural we are unwilling to pay such a high cost to share the gospel with other people~especially if the ones we are sharing with strongly oppose us. Ask, “What does it take to motivate us to share the gospel in spite of a high cost to ourselves?” Answer: It goes back to *receiving God’s feelings of love for lost people (even for our enemies), as well as being committed to obeying our Lord and Master.* We must depend on the Holy Spirit to be able to obey,

trusting in His eternal care and keeping while we share the gospel. It also seems important to “die in advance” (Galatians 2:20) so that fear of dying is not an automatic deterrent. It will take serious and persistent prayer to overcome our natural fear of death to be willing to “lose our life” for Christ’s sake and the gospel’s (Mark 8:35).

Conclusion

1. Exercise sheet: Hand out copies of the Exercise Sheet and have students write their testimonies of salvation. They may read their testimonies in one of the next sessions.
2. Have students share some “costs” they have already paid in the process of sharing or living out the gospel, such as rejection/loss of acceptance, changes in life-style, or persecution. Ask, “Is God dealing with you regarding a greater cost you need to pay in order to be obedient to a task that He is preparing you to do?” Comment that we need to ask ourselves, “How great a cost am I willing to ‘pay’ to go on speaking out the gospel?” Pray together that you would be willing to pay the necessary cost.

**APPLYING THE
LESSON
(5 minutes)**

Assignment for Next Session

1. Assign Lesson 5, “Understand the Task,” for the next session.
2. Request that students hand in their written testimonies at the next class session.
3. Remind students to be alert and ready for God to use them to bring His love to someone’s life. We may not know the person that God brings us to, so it may be hard to really care for the person. But God knows him/her and He will put His love for the person in our heart if we are willing to receive. The whole point of personal evangelism is offering life to people who are in need.
4. Dismiss your students with prayer.

Those students who enrolled to receive a certificate for this course should complete the Student Report, Answer Sheet 1, for Lessons 1-4. Keep the Answer Sheets to mail to the ICI office along with Answer Sheet 2 at the end of the course.

SESSION

5

UNDERSTAND THE TASK

SESSION PURPOSE

This session will help the student understand the task and what he needs in order to fulfill the task of personal evangelism.

STEPS IN PREPARATION

Personal Preparation

1. Pray that you would be stimulated to greater responsiveness to God's call to personal evangelism and that your students likewise would become more responsive as you focus on the particulars of the task.
2. Continue to be faithful to your daily devotional time with the Lord. This helps to prepare you spiritually to fulfill the task of personal evangelism. Furthermore, you are a role model for your students. What you do outside of class is more important than what you say in class.

Lesson Preparation

1. Work through the study guide Lesson 5 (pp. 74-93). Focus on the outline and objectives. Note: This is a longer than usual lesson and will require more preparation time. If possible, plan on using two sessions to cover this material. It is very important.
2. Meditate on the Scripture verses for this lesson. Ask the Holy Spirit to help you communicate their meaning to your students. It is extremely important that students clearly understand the verses presented in order to effectively carry out the task of personal evangelism.
3. Review the lesson plan below, selecting those activities that best fit your goals and available time.
4. Materials you will need include Visual Aids PE 5-1, PE 5-2, PE 5-3, PE 5-4, and photocopies of Exercise Sheet 1 and Exercise Sheet 2 for Lesson 5.

THE LESSON PLAN

OPTIONAL
ACTIVITY

Review of the last session (5 minutes).

Introduction (pp. 74-76)

1. Collect the students' written testimonies for you to read and comment on and then return to them at a later time for them to read aloud in class if they want to.
2. Comment that the urgency of the harvest is easy to consider in our minds but not so easy to bear in our hearts. Ask, "Why does the urgency become more compelling in our hearts during wartime?" Answer: We begin to *feel* the awfulness of people dying and going to hell without knowing Jesus as we see pictures on TV and in newspapers of the destruction and death that war causes or are personally affected by the loss of loved ones or friends.
3. Referring to the incident described in the introduction on pages 74-75, have a student share a similar experience.

**APPROACHING
THE LESSON
(5 minutes)**

WORKERS ARE NEEDED (pp. 76-80)

Objective 1. *Give reasons why each of us must be involved as a worker in personal evangelism.* (p. 76)

1. Comment that every believer is called to be a worker (Matthew 28:19-20), yet Jesus tells us in Matthew 9:38 to pray for more workers. It is God who sends us into His harvest field. But more believers need to obey God's call to be workers.
2. Read Matthew 28:18-20 which gives the command or task of personal evangelism. Comment that the command *must* be obeyed because Jesus has "all authority" to tell human beings what to do. The command *can* be obeyed because Jesus is "with [us] always." Display Visual Aid PE 5-1, "Obeying the Lord of the Harvest," and focus on the following:
 - a. *going* ~ We the disciples of Jesus must go to the lost to tell them the good news and invite them to put their trust in Jesus. Sending information about Jesus through broadcasting and literature is helpful, but to obey the command we need to make personal contact, showing the lost Jesus' love.
 - b. *baptizing* ~ We must lead the lost to salvation. Water baptism is Jesus' way of telling each new Christian in a very personal way that he/she is accepted into God's family as one of His children.
 - c. *teaching* ~ We must teach new converts how to *do*~not just remember~what they have been commanded to do by God. This requires person-to-person explanation and personal example. We must encourage new converts to obey each day the commands they now understand. This process must continue until the new convert is able to *go*, *baptize*, and *teach* others.
3. Display Visual Aid PE 5-2, "Multiplying the Harvest," to show possible results of obeying Jesus' command. One person wins and disciples one person in one year. The next year the new convert also becomes a discipler and each of them wins and disciples another person. During the third year there are four disciplers who each win and disciple one person. With the multiplication factor there could be 1,023 converts within ten years starting with one discipler. Comment that in addition to great numbers of people being saved through personal evangelism, those who are doing personal evangelism become more faithful, fruitful Christians.

**EXPLORING THE
LESSON
(50 minutes)**

VISION IS NEEDED (pp. 80-82)

Objective 2. *Explain why vision is needed in personal evangelism.* (p. 80)

1. Define *vision* as seeing things as God sees them. Jesus had God’s view of the harvest. Ask, “Based on Matthew 9:35-36 how does God see the harvest?” Answer: He sees it as people in need of Him, sheep without a shepherd. Their future is physical and spiritual torment and separation from God (see Revelation 20:11-15). Ask, “Based on John 14:3 how does God see the harvest?” Answer: He sees it as people He loves with whom He wants to have an eternal relationship.
2. Explain that vision is seeing the harvest~along with God~as bringing together lost people and the One who came to earth to find them. This depends on sinners accepting God’s offer, after they hear about it from other sinners who have already accepted. These “workers” are in short supply. Vision is also seeing that God wants to have eternal loving fellowship with His children. This begins with conversion and must continue throughout life. The “worker” must help the new convert get started in this relationship.

DEDICATION IS NEEDED (pp. 83-85)

Objective 3. *Explain what is the secret to true dedication.* (p. 83)

1. Ask, “What is the secret to true dedication to personal evangelism?” Answer: It is to view it as a mission that God has given to each of us to pursue wholeheartedly along with Him, not as one more job to do among many other Christian tasks. Personal evangelism is not a “take it or leave it” activity. It is work that we must do in order to be obedient to our Father (John 4:34).
2. Explain that if vision is “seeing” as God sees, then dedication is “doing” what God is doing~winning the lost (Matthew 9:38; 1 Timothy 1:15). Have students read Matthew 11:29 and apply it to our being dedicated to the task. We are “yoked” with God for labor.

PRAYER IS NEEDED (pp. 85-87)

Objective 4. *Describe what happens when Christians pray about the need for workers.* (p. 85)

1. Ask, “Based on Matthew 9:36-38 how is prayer related to increasing the number of workers in the harvest field?” Answer: Workers are available for the harvest, but the Lord of the harvest must send them and we must pray that He will send them.
2. Ask, “What must be our motivation in praying for more workers?” Answer: It is love and concern for the lost. Ask, “How do we get the love that we need in order to pray effectively for the lost?” Answer: We must pray for that, too, and continue to pray until the love comes. God will give it by His Spirit (Romans 5:5; Galatians 5:22).
3. Stress the need to keep love strong in our hearts through prayer, and to keep love as our central motivation to pray. Remind students that it is also through prayer that we are filled with the Spirit to receive power to be a worker in the harvest.

HUMILITY IS NEEDED (pp. 87-89)

Objective 5. *Define humility and tell why a Christian worker needs it.* (p. 87)

1. Have students share their conceptions or misconceptions of humility and give examples of it. Refer to the example of David given in the study guide; then stress the humility of Christ as described in Philippians 2:5-8.
2. Explain that humility is an honest view of things: “apart from [Christ we] can do nothing” (John 15:5) and “I can do everything through him who gives me strength” (Philippians 4:13). Humility will remind us to pray and keep us trusting in God, rather than in our own abilities. As we learn to do all things through Christ’s strength, we will not be afraid to follow His leading because of our inabilities.

UNDERSTANDING IS NEEDED (pp. 89-92)

Objective 6. *Describe two things a worker in personal evangelism needs to know in order to be effective.* (p. 89)

Know the Assignment (pp. 89-90)

1. Stress that only people who have been harvested can be workers (Acts 4:20; 1 Thessalonians 1:5). Workers must share the good news with full conviction that it is true based on their personal experience.
2. Explain that the assignment in personal evangelism requires the worker’s teamwork with the Holy Spirit through several phases. Display Visual Aid PE 5-3, “Phases of Reaping,” as you define the phases and the parts that the worker and the Holy Spirit perform. Refer to the pictorial summary of reaping relationships. Comment that it is easy to remember the phases in order, as the first letter in each heading spells the word “B-I-R-T-H.” Each phase in the process of conversion is activated in some way by God.
3. Group discussion: Divide your students into groups of 4 or 5 each and hand out copies of Exercise Sheet 1. After students have completed the exercise, have them reassemble and share any insights they care to.

Know the Bible (pp. 90-92)

1. Comment that a worker should be able to explain to an unbeliever the three major continual activities of the Christian life as follows:
 - a. Receiving God’s love through faith in Jesus Christ (John 3:16): (1) putting your faith in Jesus and believing that His Spirit living in you is giving you God’s life and love; (2) receiving through Jesus the provision of your needs by His Spirit~i.e., forgiveness, guidance, the ability to obey God, and material supply.
 - b. Responding to God with sincere love and worship (Luke 10:27): (1) repenting of sin and being thankful for His love; (2) depending on His Spirit in everything you do and for everything you need.
 - c. Releasing God’s love through you to people (Luke 10:27): (1) forgiving and loving others from your heart as you are forgiven and loved by God; (2) showing love to people in actions and words by cooperating with the Holy Spirit.
2. Stress that a worker should be able to explain the plan of salvation whereby the sinner can become God’s child and have the wonderful life described above:

- a. Accept Jesus as your SACRIFICE for sin (Sin-payment) (John 3:16).
 - b. Believe in Jesus as your living SAVIOR (Provider) (John 1:12).
 - c. Cooperate with Jesus as your LORD (Leader) (Luke 9:23). Note: This major point has been largely omitted or downplayed in Western world evangelism. It should be emphasized as ESSENTIAL to maintaining a saving relationship with Jesus. Jesus can be our Savior *only if* we surrender to Him as Lord!
3. Comment that a worker must be prepared to lead an unbeliever in praying for salvation. Display Visual Aid PE 5-4, “Prayer for Salvation,” and discuss the guidelines for wording a prayer for salvation. Encourage students to write their own sample prayers, not to memorize the sample given.

**APPLYING THE
LESSON
(5 minutes)**

Conclusion

1. Observe that this lesson has presented a lot of material to help us clearly share the good news with an unbeliever and then to help disciple him once he accepts Christ as his Savior. Ask your students to think about these questions: (a) “Are you willing to disciple new converts after they have come to Christ?” (b) “Are you prepared to disciple them until they are able to disciple others?” (c) “If you are not prepared, are you willing to get prepared?”
2. Exercise sheet: Hand out copies of Exercise Sheet 2 and have the students read and complete it. They may include the name of the person they wrote down in Lesson 1.

Assignment for Next Session

1. Assign Lesson 6, “Overcome the Barriers,” for study and completion of the exercises.
2. Encourage students to tell someone what they have learned about personal evangelism.
3. Dismiss your students with prayer.

NOTES

SESSION

6

OVERCOME THE BARRIERS

SESSION PURPOSE

This session will help the student understand and be able to overcome the barriers that hinder the proclaiming of the gospel.

STEPS IN PREPARATION

Personal Preparation

1. Pray that your concern for the lost will increase, that the persons you desire to know Christ would see His love in you. Pray for your students that they would respond to the need for more workers in God's harvest field.
2. Be faithful in your personal devotions. Without your own relationship with the Lord being nurtured daily, your witness will lack effectiveness.

Lesson Preparation

1. Work through the study guide Lesson 6 (pp. 94-109). Note the outline and objectives.
2. Meditate on the Scripture verses for this lesson. Be able to communicate their meaning to your students.
3. Review the lesson plan below and select those learning activities that best fit your goals and available time.
4. Materials you will need for this lesson include Visual Aids PE 6-1, PE 6-2, and photocopies of the Exercise Sheet for Lesson 6. You will also need copies of the Student Questionnaire for your students.

Optional Preparation

Complete the Instructor Questionnaire and compare the results with your earlier results. Note areas of improvement and areas still needing to be strengthened.

THE LESSON PLAN

OPTIONAL ACTIVITIES

- a. **Review of the last session (5 minutes).**
- b. **Student Questionnaire (5 minutes).**

At the end of the session, have your students complete the questionnaire anonymously. Compare the results with earlier results. This will give you a chance to note improvements and give attention to areas needing to be strengthened.

Introduction (pp. 94-96)

1. Have students turn to the picture of the believer's armor on page 35 in the study guide. This armor should take on new meaning to your students as you comment that winning the lost is a spiritual battle. There are difficulties to overcome. We do not go forward without resistance. There are some barriers that are natural because people grow up in different cultures and speak different languages. Other barriers are put in our path by Satan and his troops. Some barriers are a combination of natural and Satanic factors. But the gospel cannot be contained! "Greater is He that is in us than he that is in the world" (1 John 4:4, KJV).
2. Ask, "How do we overcome barriers in spiritual warfare?" Answer: Not by brute force, but by prayer, wisdom, obedience, and persistence, with dependence on the Spirit and the Word. Comment that this lesson will help us:
 - (a) Expect barriers! (Not to look for an easy path.)
 - (b) Recognize what they are and what is behind them.
 - (c) Know how to overcome them so people can be saved.

IDENTITY BARRIERS (pp. 96-99)

Objective 1. *Explain how God looks at man's identity.* (p. 96)

1. Explain that people naturally identify and group themselves with others who are of the same race, religious persuasion, and political affiliation. Our world is violently torn by conflict between groups with different identities. People of one identity tend to view people of other identities as enemies, sub-human in value, or at least second class citizens of planet earth. On that basis those "other" people do not qualify as "neighbors" who deserve to be loved as equal in value "as ourselves." Ask, "What view of people does the gospel message present?" Answer: All people qualify for God's equal love simply by being members of the human race. Have students cite verses which support that God loves each person: (a) in every race or people group, (b) as an individual, (c) in the same way as other individuals, and (d) to the same degree.
2. Display Visual Aid PE 6-1, "Barriers," and allow students to reflect on the different kinds of people represented. (Note: If the kinds of people listed on this visual do not fit your cultural setting, construct your own list of social "undesirables.") Then have them evaluate this statement: "We tend to want to win to Christ only those individuals whom we judge by the values of our society as worth saving." (The idea behind this statement is our human tendency to value some people or persons more than others. We have a stronger desire to win the ones we value more than we do others. But God loves everyone the same and died for each one equally. He desires eternal fellowship with every person. We must pray to feel that same value for each person.)
3. Read 1 Peter 1:22 and explain that sin obstructs our ability to love. God had to deal with Peter to make him willing to go the Roman centurion's house (Acts 10:9-20). In spite of being used in mighty ways under the anointing of the Spirit and of hearing from the lips of Jesus the command to "go and make disciples of all nations," Peter still had racism in his heart that needed to be purified. It is encouraging to read this passage in 1 Peter that Peter wrote years later showing he had retained the lesson he had learned.
4. Have students share personal prejudices that they learned early in the course of life—some through very painful experiences at the hands of others. (Everyone has some

APPROACHING THE LESSON (5 minutes)

EXPLORING THE LESSON (40 minutes)

measure of prejudice in their sinful nature.) They may tell how God has dealt with them or how they need to allow God to deal with them. You may see a need for prayer for God to purify hearts (review 1 Peter 1:22 before praying).

RELIGIOUS BARRIERS (pp. 99-102)

Objective 2. *Tell how a Christian worker can best overcome a religious barrier.* (p. 99)

1. Observe that the most bitter and most violent wars in history are fought with religious motivation. Verbal battles over religious issues may win arguments, but they don't win people! Have students answer #7 on page 102 of the study guide.
2. Encourage your students to deal with "religious" people according to the African proverb, "If you want a dog to drop his bone, give him a good piece of meat." They need to demonstrate what God has done for them and in them through their trust relationship with Jesus Christ. Stress that being a Christian is having a real, communicating, and cooperating relationship with God, not just going through the outward mechanics of religious ceremony. In everyday conversation with unbelievers, they should refer to what God is doing in them and for them and what He is saying to them. This isn't traditional "preaching" but a natural way of speaking the good news in a non-confrontational manner that is very effective in getting the message across.
3. Stress the importance of the convicting power of the Holy Spirit. Peter could not know for sure who Jesus was by his natural powers of observation, even though he spent three years by His side. It took God in heaven through His Spirit functioning on earth to reveal to Peter that Jesus was the Son of God (Matthew 16:17). No matter what the barrier, Jesus said, "I have other sheep . . . They too will listen to my voice" (John 10:16).

LANGUAGE BARRIERS (pp. 102-105)

Objective 3. *Give two language barriers and ways to overcome them.* (p. 102)

1. Have students share some of their experiences in dealing with the two major language barriers of sharing the gospel with people who speak a different language and those who cannot read. Share your own experiences.
2. Comment that Jesus' command is clear that we must express the gospel in ways that others can understand, not wait for the lost to learn our language or read our literature. Stress the importance placed on understanding in Jesus' parable of the sower in Matthew 13:19, 23. If the gospel is heard but not understood, Satan prevents it from having any effect on the listener. However, if the gospel is understood, it can transform the listener.
3. Have students identify other factors that create language barriers. List these on the chalkboard, such as regional or social level variations among people who speak the same language or differing levels of literacy. Suggest ways to increase effectiveness in communication such as using idioms, illustrations, and proverbs from the daily life and experience of the listeners. Refer to various methods Jesus used to communicate effectively.

SOCIAL BARRIERS (pp. 106-108)

Objective 4. *Explain what a personal evangelist should do when faced with social opposition.* (p. 106)

1. Display Visual Aid PE 6-2, “Overcoming Barriers.” Review with your students the social barriers they face in their life situations and what is needed to overcome them.
2. Encourage your students that with genuine love and humility on their part and the leading of the Holy Spirit, in time these barriers can be overcome. Remind them that the main reason for persisting in reaching past barriers is the desperate need of those lost people who may be deceived into thinking that they are wiser or in a better condition than the one who is telling them the good news (2 Corinthians 4:4). If we allow Christ’s love to compel us (2 Corinthians 5:14) and persist in faith, then we can do all things through Christ who strengthens us.

Conclusion

1. Group discussion: Divide your students into groups of 4 or 5 each and hand out the copies of Exercise Sheet for Lesson 6. This assignment will impress upon them that barriers to witnessing can be expected and dealt with. When the groups have completed the exercise, reassemble the class and have them share any insights they might have. Answers are at the end of the lesson plan.
2. Have students reflect on the barriers they are facing in trying to win the four persons whose names they listed in the last class session. It might be well to have various ones share what these barriers are in order to get comments from other students to help them deal with the barriers. Pray together in class, addressing these barriers. Encourage students to seek a prayer partner for the purpose of praying for the salvation of these targeted persons.

**APPLYING THE
LESSON
(15 minutes)**

Assignment for Next Session

1. Assign Lesson 7, “Consider Your Approach,” for study and completion of the “For You to Do” exercises.
2. Encourage the students to tell someone what they are learning about personal evangelism.
3. Dismiss your students with prayer.

ANSWERS FOR EXERCISE SHEET

1. Social barrier
2. Language barrier
3. Religious barrier
4. Identity barrier
5. Social barrier
6. Language and religious barriers

7. Identity barrier
8. Religious barrier
9. Social barrier
10. Identity barrier

NOTES

SESSION

7

CONSIDER YOUR APPROACH

SESSION PURPOSE

This session will equip the student to see lost people as human beings who are very much the same beneath their cultural exteriors and be able to approach them anywhere in the world in ways that will encourage openness and trust in them.

STEPS IN PREPARATION

Personal Preparation

1. Pray that the Holy Spirit will help you identify ways in which to improve your approach to the lost. Pray that your students would learn to approach the lost more effectively.
2. Be faithful in your daily devotional time in prayer and Bible study. This is how we grow in intimacy with Jesus. We should strive to be so united to Jesus that we can relate to anybody.

Lesson Preparation

1. Work through Lesson 7 in the study guide (pp. 110-127). Note the outline and objectives.
2. Meditate on the Scripture verses in the lesson.
3. Review the lesson plan below and select those activities that best fit your goals.
4. Materials you will need for this lesson include Visual Aids PE 6-1 from Lesson 6, PE 7-1, photocopies of the Exercise Sheet for Lesson 7, and half sheets of blank paper.

THE LESSON PLAN

OPTIONAL ACTIVITY

Review of the last session (5 minutes).

APPROACHING THE LESSON (5 minutes)

Introduction (pp. 110-111)

1. Observe that cultures and people vary greatly. While there are similar kinds of people in every culture, there are often particular approaches that are more effective in one culture than in another. Yet there are basics of approaching any person. We must give attention to the person we are facing and be sensitive to the Spirit's leading to relate in the particular way that is needed for that person's life-setting.

2. Stress that the key principle underlying this lesson is the need to be attentive to the persons to whom we are trying to relate and approach them in whatever way seems best for *them*. Our natural tendency often is to approach people in the way that is most comfortable to us. When we shift our focus off ourselves and onto the other person, the right approach will often be very obvious. You or one of the students may have a personal experience to share that illustrates this point.

BE NATURAL (pp. 112-116)

Objective 1. *Give an example of a positive natural approach in sharing the good news.* (p. 112)

1. Refer to Paul's approach to the Athenians (Acts 17:22-23). Explain that a positive natural approach requires a humble attitude and respect for the other person, which are basic Christian characteristics. It also requires being attentive to surroundings and to things that already occupy the other person's thinking and experience. One can get anyone's attention with the statement: "I've noticed something about you," or by saying something that shows you have noticed, as Paul did in Athens.
2. Explain that a natural, positive approach tends to flow automatically when we really care about individual persons and try to relate to them as persons, rather than speaking at them as "customers" or lower class citizens who need to allow us to educate them. Remind students of Jesus' example, how differently He dealt with different individuals, because each person and each situation was different.
3. Review the wonderful example in the study guide of the way the writer's blind uncle preached to the village people. Have students share examples of witnessing situations that demonstrate this principle of being natural and positive.

DO NOT CONDEMN (pp. 116-120)

Objective 2. *Give two examples from the Bible of God's attitude toward sinful men and commit to having this same attitude.* (p. 116)

1. Note that loving the sinner has been referred to several times in this course as a crucial attitude for the personal evangelist to have. This means that while we hate sin and its destruction we do not condemn the sinner. Our attitude should be no different than God's, especially since we ourselves are saved only because God did not condemn us. We are truly "beggars telling other beggars where to find bread."
2. Stress that we must "give the message of hope to those whose sins have already condemned them" (p. 119 study guide). They already know they are sinners because their consciences accuse them (Romans 2:15) and the Holy Spirit convicts them of sin (John 16:8). We should approach them with tears, to declare God's mercy extended to them because God loves them and wants to deliver them out of condemnation into right standing with Himself. We are sent to bring hope to those who are already condemned, not to condemn those whom God wants to deliver!
3. Comment that we may have strong reactions to certain kinds of sins that cause us to condemn persons who commit them (for example, homosexuality, child abuse, rape, murder). On the other hand, we forgive and accept persons who commit other kinds of sins that are equally as bad in God's sight (Matthew 5:19). Have

**EXPLORING THE
LESSON
(45 minutes)**

students identify the kinds of sins that evoke condemnation or forgiveness in them and assess why. You may feel led to have the class pray for forgiveness from a condemning spirit towards certain sinners.

SHOW RESPECT (pp. 120-123)

Objective 3. *Give an example of how a respectful attitude can bring results in personal evangelism.* (p. 120)

1. Note that respect is included in the approaches we have already discussed. Showing respect does not automatically mean being silent. Oftentimes it calls for just the opposite! This is illustrated by the examples given in the study guide. Respect is shown mostly by the manner in which we approach or speak to someone; it begins in the heart with our view of that person.
2. Display Visual Aid PE 6-1, “Barriers,” from Lesson 6 and comment that we need to respect every person because they are precious to God and made in His image. Our Christian character shows strongest when we show respect toward those whom our society’s values classify as not deserving respect. Have your students identify some of those kinds of people in their communities. Ask, “Are any of them being reached out to?”

HAVE CONCERN (pp. 123-126)

Objective 4. *Explain why we need to show concern for people.* (p. 123)

1. Refer to Jesus’ command, “Love your neighbor as yourself.” Knowing that we should love the sinner does not automatically get us started loving him. We can go year after year without seeing any change in ourselves, even though we know that we need to change. But we must know how to change and then take steps to change. Ask, “How are we able to love people we don’t know or people who hate us?” Answer: We must begin to pray that God would impart His heart to our heart (Romans 5:5; Galatians 5:22). God’s love is already in us by His Spirit. As we pray, we must willingly accept from the Spirit that love for others placed in our own heart and then willfully begin to show it to the lost around us, depending strongly on the Holy Spirit for His help.
2. Group discussion: Divide your students into small groups of 4 or 5 students and hand out copies of the Exercise Sheet for Lesson 7. After they complete the exercise, reassemble the class and have them share insights or questions they might have as you go over the answers with them. The answers are at the end of the lesson plan.
3. Display Visual Aid PE 7-1 and comment that we need to consider the implications of loving our neighbor “as [we love] ourselves.” This includes all the different kinds of ways we love ourselves. For example, we should be concerned with more than just the spiritual needs of others, because we are concerned with more than just our own spiritual needs. Ask, “What are some practical ways of loving our neighbor as ourselves?”
4. Stress that the effects of witnessing out of love~rather than out of duty or obligation or avoidance of guilt~are dramatic! Challenge your students to pray persistently and witness out of love. They will notice a difference in both themselves and those to whom they witness.

Conclusion

APPLYING THE LESSON (10 minutes)

1. Have students share examples of witnessing situations where they approached an unbeliever in a way that was comfortable to themselves but was ineffective in building a bridge with the unbeliever. In looking back, what observations about the unbeliever might have given them insight on how to approach that person in a more appropriate manner?
2. Hand out half sheets of paper to your students and have them write the names of the four persons they have been praying for to be saved. Instruct them to continue: (a) to see them through the eyes of the Lord of the harvest; (b) to feel for them with His heart; (c) to be an open channel for His releasing His love to them; (d) to believe that the Spirit will bring them to Christ. Then, have them write brief plans for approaching them with the good news. They should pray about the plans and carry out those that God confirms are His plans by the peace He gives them (Colossians 3:15). Finally, instruct the students to continue to love the “lost” after they are “found.” There is much natural adventure and satisfaction in “getting people saved,” but then the real work begins in “keeping them saved and growing.”
3. Quote or write on the chalkboard this statement: “The ways of approaching someone that are discussed in this lesson flow naturally when the witness sees lost people as persons valued highly by God, bearing God’s own image, and feels God-given compassion for them.” Make sure that the students copy or memorize this statement.

Assignment for Next Session

1. Assign Lesson 8, “Expect Rewards,” for study and the exercises to be completed.
2. Encourage students to tell someone what they have learned about personal evangelism.
3. Dismiss your students with prayer.

ANSWERS FOR EXERCISE SHEET

- A. people.
1a. God.
1b. you.
2a. brother, neighbor, enemy.
2b. *As I have loved you*, so you must love one another, (and) as a true child of God, you must love your enemies because your Heavenly Father loves His enemies.
- B. 1. By being born of God and by knowing God, who *is* love.
2. by the Holy Spirit.
3. Spirit.
4. loving, obeying.

SESSION

8

EXPECT REWARDS

SESSION PURPOSE

This session will help students see the value of personal evangelism in terms of the rewards that a gracious God bestows in appreciation of anyone who will work with Him to enlarge His eternal family.

STEPS IN PREPARATION

Personal Preparation

1. Pray that God will help you teach this last lesson in a way that will change your students' lives. Pray that their witness to unsaved family members and friends would increase. Pray that they would be properly motivated to work in God's great harvest field to see the lost saved and disciplined.
2. Continue to be faithful in your daily devotional time with the Lord.

Lesson Preparation

1. Work through Lesson 8 in the study guide (pp. 128-144). Note the outline and objectives.
2. Meditate on the Scripture verses in this lesson.
3. Review the lesson plan below and select those activities that best fit your goals and available time.
4. Materials you will need for this lesson include Visual Aid PE 8-1 and photocopies of the Exercise Sheet for Lesson 8.

THE LESSON PLAN

OPTIONAL ACTIVITY

Review of the last session (5 minutes).

APPROACHING THE LESSON (5 minutes)

Introduction (pp. 128-129)

1. Comment that this last lesson of the course appropriately deals with the rewards for personal evangelism. Assign students to read these verses which tell of God's rewards: Matthew 5:12; 16:27; 25:21; Mark 9:41; 10:29-30; Luke 6:35; 1 Corinthians 3:14; Ephesians 6:8; Hebrews 11:26; Revelation 22:12. Stress that our main motivation as we do personal evangelism should not be looking ahead to what our reward will be. Our main motivations, as we have seen, are the desire to obey our Lord and a genuine love for the lost.

2. Have someone read Luke 17:7-10 with the emphasis on verse 10. Ask, “How do Jesus’ words here fit with the promise of reward for the faithful servant?” Answer: This passage does not contradict the promise of reward and honor. It merely shows that we should not be clamoring for rewards as we obey the Lord. Jesus said His food was in the doing of His Father’s will, not in anticipating reward afterward. Likewise, our appetite should be for obedience in itself. However, because God is a gracious and loving God who delights in the loving responses of His children, He has chosen to reward us abundantly when we obey Him. As the study guide author states on page 130, “the rewards are both present and future, temporal and eternal, material and spiritual.”

PRESENT REWARDS (pp. 130-137)

Objective 1. *Give examples of rewards we can expect as we do personal evangelism.* (p. 130)

The Lord’s Presence (pp. 130-133)

1. Read John 12:26 and ask, “In what way is true close communion with our Lord maintained?” Answer: It is through following Him—that is, joining Him in the work He is doing. He said in Matthew 28:20 that He would be with us always as we obey His command to go and make disciples of all nations. This reward is not one we wait to receive after our work is completed. It is received before our work begins and intensifies as we work if we stay alert to His guidance and depend on His help and rejoice in His nearness.
2. Group discussion: Divide your students into small groups of 4 or 5 each and hand out copies of the Exercise Sheet for Lesson 8. After the students have had time to discuss the passage dealing with the Lord’s presence in our lives, have them reassemble and share with the class their insights. Refer to the answers given at the end of the lesson plan.
3. Have students read 2 Timothy 4:6-8, 16-18 which describes Paul’s circumstances prior to his death. Ask, “What are some benefits of God’s continuous presence with us?” Write their answers on the chalkboard which should include: provides *continuous companionship* as we work, guarantees our being able to do what He commanded, provides for our needs as we give ourselves to His purposes, makes our ministry to others effective, allows Him to have continuous awareness of our situation and needs, and provides His comfort whenever needed. Refer to this statement from page 131 in the study guide: “To have such a Person always in our daily life and service is surely the greatest reward that we can ever have.”

Satisfaction (pp. 133-137)

1. Observe that the greater the value of a job that is done, the greater the joy of that job “well done”! God gives to us an immediate peace and a nourishment of soul after we do His will. But there is also a future version of this to look forward to. Ask, “How real is your anticipation of standing before Christ for the final review of your life? How will you feel when Jesus says, ‘Well done, good and faithful servant’?” Now is the time to do that which will bring those words then.
2. Refer to the last paragraph on page 134 of the study guide. How many Christians have never had this deep joy of seeing someone they have won to Christ serving God and growing in their walk with Him! Many times Christians seem quite

**EXPLORING THE
LESSON**
(50 minutes)

satisfied with themselves after doing some kind of witness activity, even if no one accepts Christ as Lord and Savior. We should see value in every witness action or word and not feel like we have failed if the lost person is not saved immediately.

- a. Ask, “If, however, we are satisfied to have simply ‘sown seed,’ content to have ‘done our part,’ what is lacking in our hearts?” Answer: real concern.
 - b. Explain that real concern for lost people will not be satisfied until those persons actually come to Christ. Compare this to parents looking for a lost child. When they and others have “done everything they can do” to find the child, they are not satisfied if the child is not found. Being content with just “sowing seed” shows that we are concerned primarily with fulfilling our own duties, rather than seeing that the lost person is found.
3. Have students read 1 Corinthians 13:1-3 to see how important real concern or love for the lost is.
- a. Ask, “What is the point of verse 1?” Answer: No one is benefited by an impressive display of tongues.
 - b. In verses 2-3 the specified ministries do provide benefit to the recipients. Ask, “What is the reward for the one doing the ministry?” Answer: There is no reward, because the motivation is not love. There is no honor in God’s eyes if love does not motivate the performance of ministries. The outcome instead is “I am nothing.” If love is not the motivation for sacrificial giving and martyrdom, the outcome is “I gain nothing.”
 - c. These are very sobering thoughts in light of which we need to make sure that our hearts are purified and that we have a sincere love for people (1 Peter 1:22).
4. Observe that our satisfaction now in “seeing a new convert” whom God brought to Himself through our witness will be amplified when we get to heaven and see that person included in the great multitude of believers (Revelation 7:9). That will be a satisfaction that is in tune with the very heart of God! Review with your students their answers to #8 under “For You to Do” on page 137 of the study guide.

FUTURE REWARDS (pp. 137-142)

Objective 2. *Explain the kinds of rewards we can expect in the future if we share our Christian experience.* (p. 137)

Known Rewards (pp. 137-140)

1. Comment that even though some of our future rewards are described in Scripture they are hard for us to understand very clearly. What we can know for sure is that they will be good, because they come from our loving Heavenly Father!
2. List on the chalkboard the known rewards that will be ours in heaven:
 - (1) to shine like stars (Daniel 12:3),
 - (2) to reign with Christ forever (2 Timothy 2:12; Revelation 22:3-5),
 - (3) to receive many crowns (2 Timothy 4:7-8; 1 Corinthians 9:24-25; James 1:12; 1 Peter 5:1-4).

Have students look up each reference above and identify the condition for receiving each reward listed. Their answers should be as follows:

- (1) Daniel 12:3~if we have led many people to Christ
- (2) 2 Timothy 2:12~if we endure suffering and trial; Revelation 22:3-5~if we are God's servants
- (3) 2 Timothy 4:7-8~for keeping the faith and longing for Christ's appearing; 1 Corinthians 9:24-25~for running the race in such a way so as to get the prize; James 1:12~for persevering under trial and standing the test out of love for God; 1 Peter 5:1-4~for faithful service as shepherds of God's flock serving under the Chief Shepherd

Unknown Rewards (pp. 140-142)

1. Comment that John 12:26, which assures us of the Lord's presence in our lives now, also states, "My Father will honor the one who serves me." There is a big, wonderful, eternal surprise waiting in heaven for those who serve their gracious Lord here on earth! When that time comes, we will say to ourselves, "I wish I had done more!"
2. Stress once again that our motivation in personal evangelism is not our rewards, but our love for the lost and desire to obey the Lord's commands. Have your students read Matthew 25:34-40 which describes the end times and the inheritance of the righteous. Ask, "What is implied about those who receive rewards in heaven?" Answer: They have served God without even thinking about rewards.

Conclusion

1. Display Visual Aid PE 8-1 and suggest that there may be some students who feel like they need more love for the lost. Take time to pray beginning with silent meditation on the truths presented in this lesson. Instruct the students to lead out in prayer as they feel prompted by the Spirit, responding to God from their hearts.
2. Ask your students how many have seen a change in their practice of personal evangelism during this course. Have them share progress reports on those they are praying for, any new converts they may have led to the Lord, or discipling ministry they have had with a new convert.
3. Encourage your students to equip themselves for discipling new converts. Pray a commissioning prayer, that the Lord of the harvest would send them out with a great anointing to fulfill the Great Commission until He returns or they go to be with Him.
4. Encourage students to take other courses in this Christian Life series, especially to be equipped for discipling new converts. A list of courses is printed in the back of the manual.
5. Inform your students of the ICI Evangelism courses available that they can use in their personal evangelism. They may contact the ICI office for information about ordering these.
6. Dismiss your students with prayer.

**APPLYING THE
LESSON
(5 minutes)**

Those students who enrolled to receive a certificate should complete the Student Report, Answer Sheet 2, for Lessons 5-8. Mail Answer Sheets 1 and 2 to the ICI office for processing.

ANSWERS FOR EXERCISE SHEET

1. Christ is the vine or source of life to which we the branches are attached and must remain attached in order to bear fruit.
2. The quality of our relationship with Christ depends on our remaining in Him (vs. 4, 7) through “quiet times” alone with Him in worship and intercession. This connects us with Him in a way that is vital for doing His work with His help because apart from Him we can do nothing. The bearing of fruit or the labor we do with Him (vs. 5, 8) enhances and deepens our communion with Him in private. Both kinds of fellowship~the quiet times and the labor~with Him are essential ingredients to “remaining in Him” or having His presence in our lives.
3. Obedience to Christ’s commands is essential to a real, heart response to Christ’s love or presence. Just as He obeyed His Father’s commands, so we must obey Christ’s commands.
4. If we do not remain in Christ through spending time with Him and laboring with Him, we will eventually be cut off (v. 2) or no longer have His presence in our lives.

NOTES

EXERCISE SHEET FOR LESSON 1

Jesus told His followers He was sending them into the world “just as” His Father had sent Him. Discuss what this means by looking up the Bible passages and answering the questions below:

1. Luke 10:27, 33; Matthew 5:43-48. What kind of heart toward people does Jesus want us to have?
2. Matthew 28:19-20. What does Jesus want us to be doing in our contacts with people? Contrast this method of teaching with the classroom method.
3. How can “being a friend of sinners” play a part in personal evangelism?
4. John 17:20; 3:16; 17:3. What is our mission or goal as we work with Jesus to accomplish God’s original plan for people?

EXERCISE SHEET FOR LESSON 3

The study guide stresses the fact that God has chosen us to be workers in His harvest field. Answer each question below which highlights a factor pertaining to why we should want to be committed to sharing the good news; then state how knowledge of each factor affects our commitment to the task of personal evangelism.

1. WHO speaks the words in Matthew 24:14, 30-31?
2. WHAT does He say to do in Matthew 4:19; 28:19-20?
3. WHERE does He say to do the above?
4. HOW will we be able to do this (Matthew 11:29-30; 28:20b)?
5. HOW MANY are needed for the task (Matthew 9:37-38)?
6. WHAT will happen when the task is completed (Matthew 24:14, 30-31)?

EXERCISE SHEET FOR LESSON 4

Write a brief testimony of your salvation experience. Follow the outline below, focusing most on your present relationship with Jesus.

A. My circumstances before salvation:

B. How I was led to the Lord:

C. Immediate changes in my life:

D. My personal relationship with Jesus today:

EXERCISE SHEET 1 FOR LESSON 5

Read each of the following accounts of persons being converted and see if the phases of reaping can be identified in the report of what took place. Not all phases will be equally apparent (or even evident at all) in every account. Nonetheless, we may assume that they occurred.

Bridge ~ a Spirit-arranged contact with a witness

Insight ~ recognition of sin and the need for forgiveness

Revelation ~ when the unbeliever knows that the gospel is true

Trust ~ when the unbeliever repents and puts faith in Jesus

Home ~ the new believer's birth into God's family

1. Jesus and the Samaritan woman (John 4:3-43)

2. Philip and the Ethiopian official (Acts 8:26-39)

3. Peter and Cornelius (Acts 10:1-48)

EXERCISE SHEET 2 FOR LESSON 5

Write the names of four persons you know who are out of contact with the Shepherd and describe the conditions in their lives (sin and its effects) that are the results of their being unconnected with the Shepherd.

1. Name _____

Condition _____

2. Name _____

Condition _____

3. Name _____

Condition _____

4. Name _____

Condition _____

Pray every day for these people, using the prayer guide below. Keep a journal of the results of your praying.

Lord, please help me see my unbelieving friends' value to you, their Shepherd, as eternal persons.

Lord, help me understand the condition of their lives through your eyes. Help me recognize the effects that sin and suffering are having on them and will have in eternity if they die without you.

Lord, please allow me to feel compassion for them with your heart.

Lord of the harvest, please send out workers to these sinner friends to make an eternal difference in their lives.

Lord, please send me to these four persons to release your love through me to them in cooperation with the Spirit's drawing them to you.

EXERCISE SHEET FOR LESSON 6

There will always be barriers to our witnessing to the lost and winning them for Christ. Yet no barrier is able to keep the Holy Spirit from drawing men and women, boys and girls to Jesus. The task of personal evangelism will bear fruit. Read the passages below and identify the types of barriers that are represented in each situation: identity, religious, language or illiteracy, social.

1. Matthew 9:11
2. Matthew 13:34-35
3. Luke 13:10-17; John 9:13-16
4. Mark 7:24-30
5. Luke 19:1-10
6. Acts 17:1-9
7. Matthew 12:46-50
8. Acts 19:23-27
9. Luke 19:1-10
10. John 4:8

EXERCISE SHEET FOR LESSON 7

You might ask, “Why should we love our neighbor as ourselves? Why should we love people we don’t know or people who hate us?” The Scripture passages referred to in this exercise will give you insight into why this is necessary. Fill in the blank spaces with the answers that you glean from the references cited.

A. If you really love God, you will love _____ (Matthew 5:44; 22:39; 1 John 4:7-8, 21).

1. If you don’t love your brother,

a. you’re not loving _____ (1 John 4:8, 20),

b. you’re blocking God’s love (forgiveness) for _____ (Matthew 6:15; 18:35).

2. Love for people is a result of true love for God as you

a. obey God’s command to love your _____ (1 John 4:21), love your _____ (Matthew 22:39), and love your _____ (Matthew 5:44),

b. imitate God’s example: Jesus said _____ (John 13:34), and _____ (Matthew 5:43-48).

B. The Spirit provides the love that God desires from you.

1. How does your relationship with God make it possible to truly love people? _____ (1 John 4:7, 12-13, 16).

2. God’s love comes to you by _____ (Romans 5:5).

3. God’s love comes from us to others by the fruit of (or as a result of) the _____ within us (Galatians 5:22-23).

4. We can be sure it is the Spirit working through us when we are _____ God and are _____ His commands (1 John 5:2-4).

EXERCISE SHEET FOR LESSON 8

The Lord's presence with us is described in John's Gospel as the believer's remaining or abiding in Jesus. Read John 15:1-11 and discuss the following questions in your group. Be prepared to share your insights with the class when it reassembles.

1. What image is used to picture the Lord's presence in our lives?
2. What factors do you think nurture our relationship with Christ?
3. How important is obedience to Christ's commands?
4. What is the warning given in this passage?

PREPARATION FOR WITNESS

" In Spirit "
Prayer



" In Truth "
Bible Study



↓
Compassion
(Matthew 9:35 - 38)

↓
Cooperation
(Colossians 4:5, 6)

↓
Content
(Colossians 4:3)

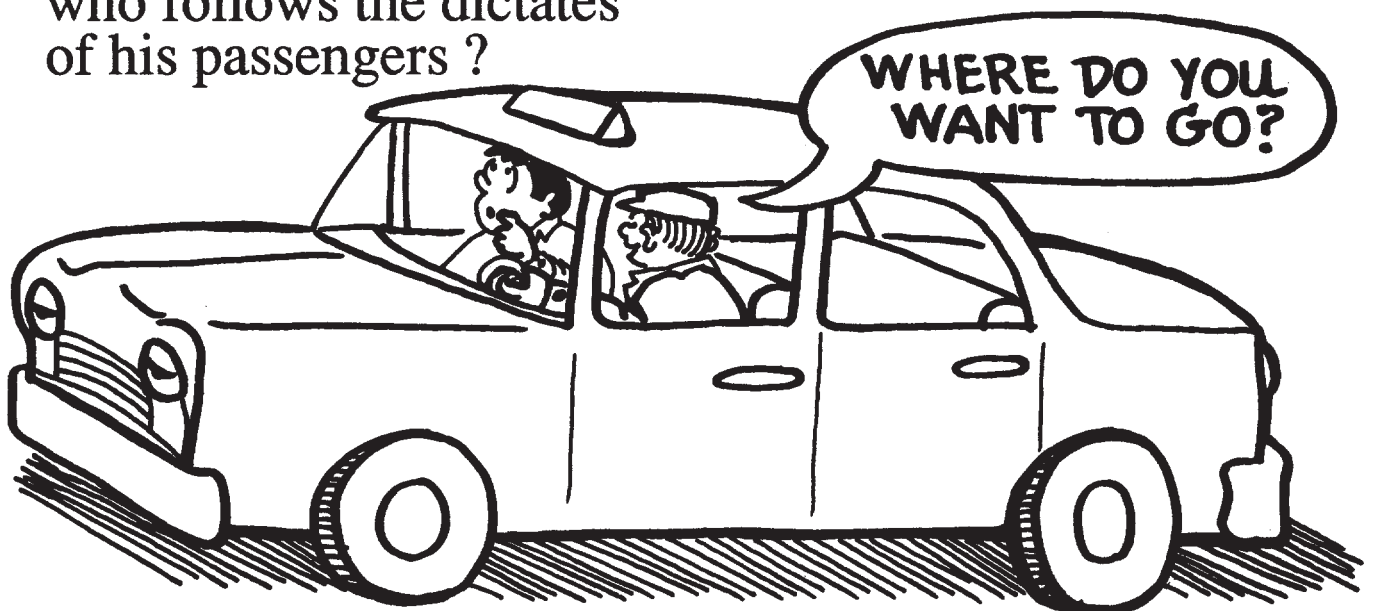
↓
Communication
(Colossians 4:4, 6)

OBEDIENCE TO CHRIST

How is living in obedience to Christ like being the driver of a bus bound for heaven ?

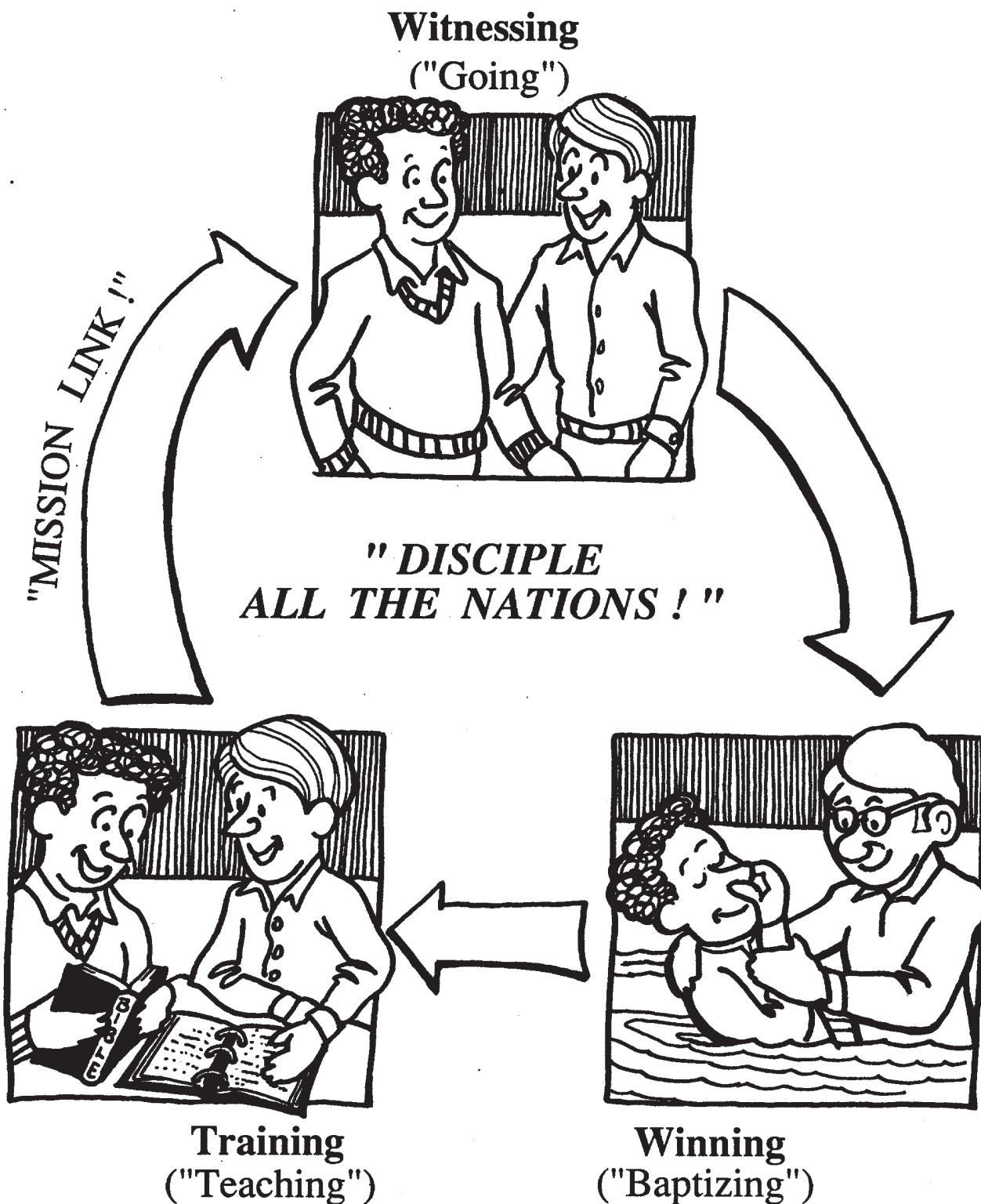


How is living in obedience to Christ NOT like being the driver of a taxi cab who follows the dictates of his passengers ?



OBEYING THE LORD OF THE HARVEST

(Matthew 28: 19, 20; Ephesians 4: 12)



**PHASES OF REAPING:
THE SPIRIT'S PART ~ MY PART**

1. Bridge ~ a Spirit-arranged contact that inspires interest and trust in the unbeliever toward the worker, allowing further contact for witness (John 4:7)
 - 1) The worker “makes contact.”
 - 2) The Spirit draws the unbeliever to the worker.
2. Insight ~ the sinner’s God-given recognition of sin and separation from God and of the need for forgiveness (John 16:8)
 - 1) The worker helps the unbeliever recognize his need.
 - 2) The Spirit convinces the unbeliever of his need.
3. Revelation ~ the sinner’s realization in his spirit that the gospel is true (Matthew 16:17)
 - 1) The worker communicates the good news.
 - 2) The Spirit convinces the unbeliever that the good news is true.
4. Trust ~ the sinner’s repentance of sin and putting faith in Jesus Christ (Romans 10:9-13)
 - 1) The worker encourages the unbeliever to make the decision.
 - 2) The Spirit draws the unbeliever to choose to follow Christ.
5. Home ~ the new believer’s birth into God’s family (John 1:12-13)
 - 1) The worker accepts the new-born as a brother or sister and rejoices in God’s grace.
 - 2) The Spirit enters the new believer (Romans 8:9-11) and becomes the spiritual connection with God and other believers.



PRAYER FOR SALVATION

A Sample

Jesus, I believe that you are the Son of God. I accept your death as the sacrifice that pays for all of my sin. I ask you to forgive me so I won't go to hell, and so I won't be controlled by sin any longer.

Jesus, I believe that you rose from the dead. I put my trust in you as my Savior to provide me eternal life as God's child. I will begin to trust your Spirit inside of me to help me live your way and to provide whatever I need each day.

Jesus, I believe that you have a purpose and plan for my life. I will trust you to be my Leader each day, and will learn to cooperate with you in everything I do from now on. Thank you for loving me and accepting me. I love you, Jesus. Amen.

Guidelines

1. Does it include all three major principles ("A,B,C") in the plan of salvation? (Do not introduce anything new that you have not already explained. If you realize that something essential has not been explained, stop praying and explain, then resume praying.)
2. Is the language simple and easy for someone not familiar with the language of the church?
3. Is it long enough to include the basics, but short enough to not be tiresome? Remember that the prayer is reviewing things already carefully explained in the witnessing process, so it doesn't have to include a lot of details.

" BARRIERS "

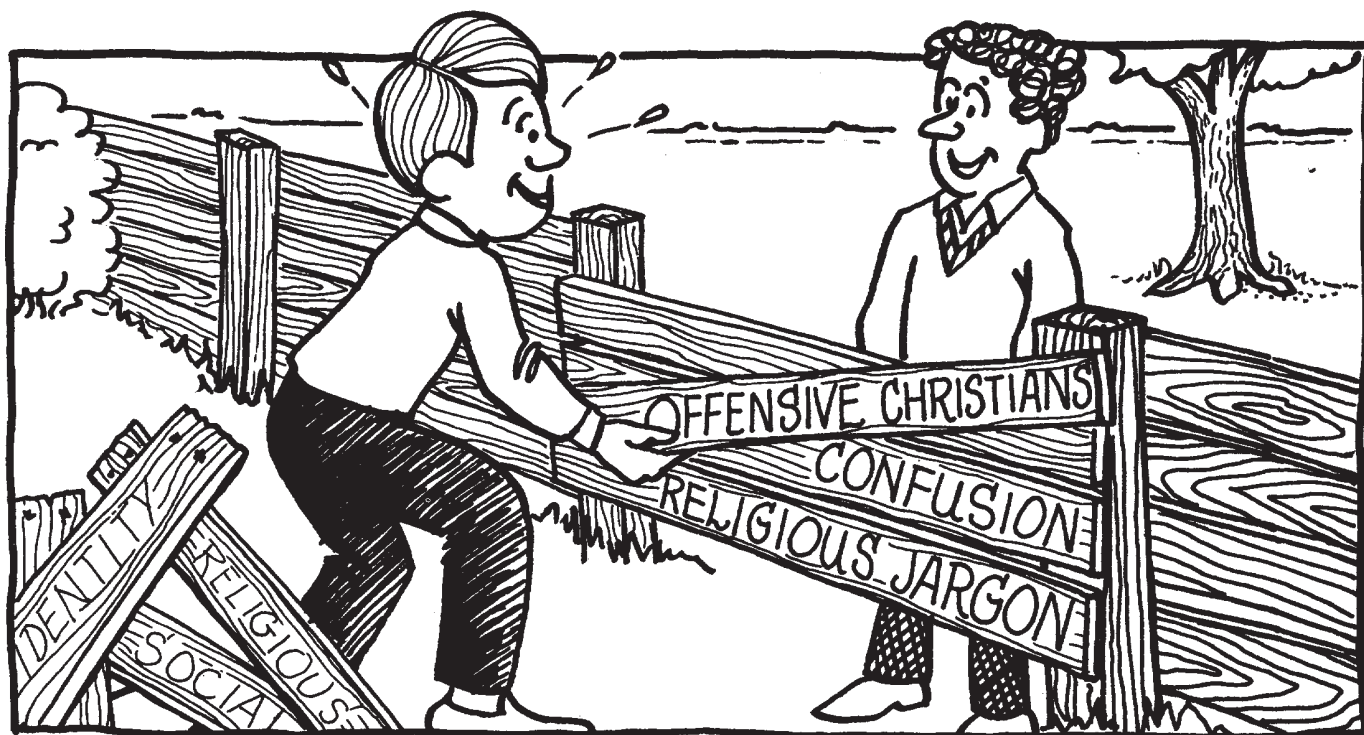
**When you see the following kinds of persons--
how much do you want
to win them to Jesus ?**

- 1. Tax auditor**
- 2. Jehovah's Witness / Mormon at your door**
- 3. Transient**
- 4. Unfriendly neighbor**
- 5. Unfair, demanding boss**
- 6. Jewish person**
- 7. Ex-convict**
- 8. Member of another
race or culture**
- 9. Poor person**
- 10. Muslim**



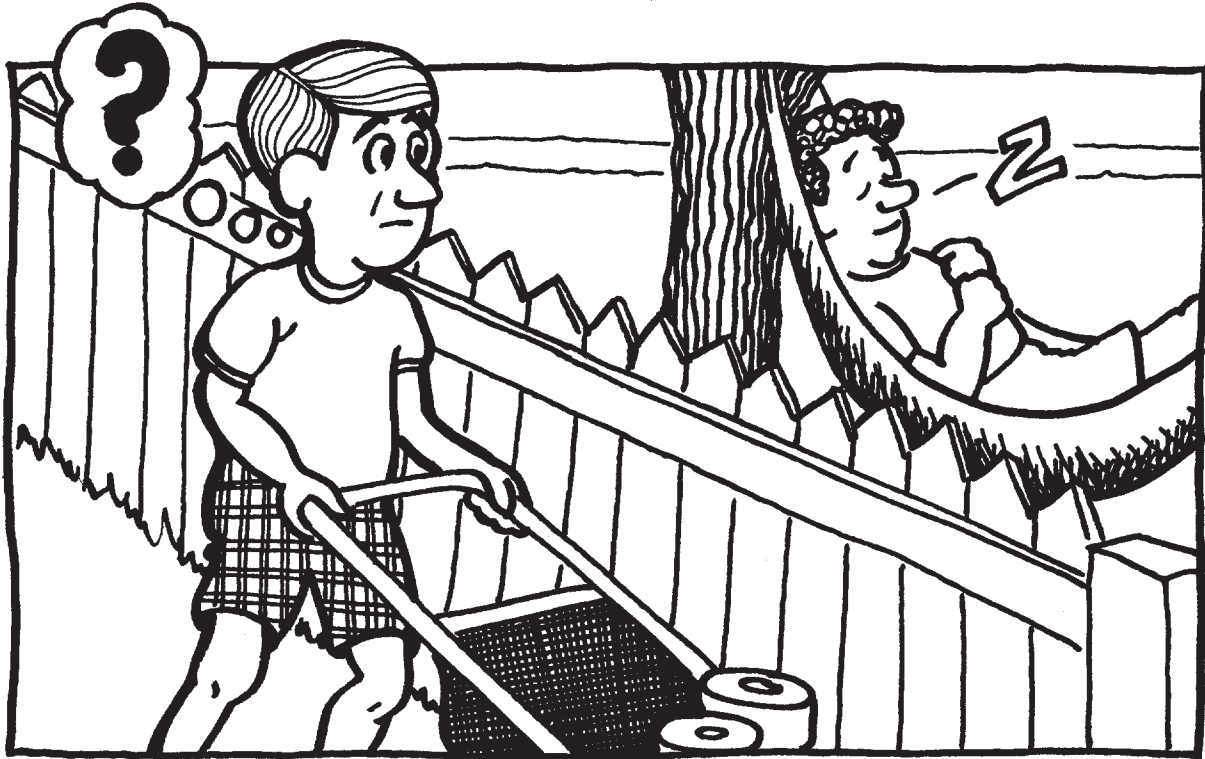
OVERCOMING BARRIERS

1. Identify Barriers
2. Religious Barriers
3. Language Barriers
4. Social Barriers



**" I SHOW MY NEIGHBOR I CARE
ABOUT HIM / HER BY**

_____."



**Seek God until He fills you with His love---
so full that you care enough to be a friend
to your non-Christian acquaintances
and win them to Christ.**



STUDENT QUESTIONNAIRE

The questions below are intended to provide feedback on your perceptions of our study group sessions. Please indicate your answer for each question by placing a check **X** on the blank preceding the response you choose. Be as honest as you can. You do not need to write your name on the sheet.

Date _____ Today's Lesson _____

1. In this session I learned
 a great deal.
 quite a bit.
 a little.
 nothing.
2. What I learned in this session was
 very important.
 important.
 not important.
 useless.
3. In regard to the amount of group discussion, I feel there was
 too much discussion.
 just the right amount.
 too little discussion.
 unimportant or unrelated discussion.
4. The learning activities were
 very enjoyable.
 enjoyable.
 irrelevant.
 boring.
5. In regard to my Christian walk, I find that what I learned was
 very helpful.
 helpful.
 not helpful.
 a waste.
6. Overall, I would rate the sessions so far as
 excellent.
 good.
 fair.
 poor.

7. If I could change one thing about the group sessions it would be _____

8. I think the group sessions could be improved by _____

9. Make any other comment you would like about the ICI study guide or group sessions. _____

CHRISTIAN LIFE SERIES

The 18 courses in the Christian Life Series are arranged in three units with a total of six major subjects of study as follows:

SUBJECT AREA	UNIT I	UNIT II	UNIT III
Spiritual Life	CL11 Your New Life	CL21 When You Pray	CL31 God's Design
The Bible	CL12 Your Bible	CL22 How to Study the Bible	CL32 John's Gospel
Theology	CL13 Who Jesus Is	CL23 Your Helpful Friend	CL33 We Believe
The Church	CL14 The Church	CL24 Christian Worship	CL34 What Churches Do
Service	CL15 Personal Evangelism	CL25 Christian Workers	CL35 The Teaching Ministry
Christian Ethics	CL16 Bible Ethics	CL26 Marriage and Home	CL36 The Christian in His Community

CHRISTIAN SERVICE SERIES

The 18 courses in the Christian Service Series are arranged in three units with a total of six major subjects of study as follows:

SUBJECT AREA	UNIT I	UNIT II	UNIT III
Spiritual Life	CS1111 Christian Maturity	CS1211 Prayer and Worship	CS1311 The Responsible Christian
The Bible	CS2121 The Kingdom, the Power, and the Glory	CS2221 Tents, Temples, and Palaces	CS2321 Understanding The Bible
Theology	CS3131 Cornerstones of Truth	CS3231 Alive in Christ	CS3331 Counselor, Teacher, and Guide
The Church	CS4141 The Christian Church in Ministry	CS4241 Starting New Churches	CS4341 Helping Christians Grow
Service	CS5151 Spiritual Gifts	CS5251 Preaching and Teaching	CS5351 Sharing the Good News
Christian Ethics	CS6161 Solving Life's Problems	CS6261 People, Tasks, and Goals	CS6361 Abundant Living