

PERSONAL EVANGELISM

F. Carlton Booth, Mus. D.

with

Personal Testimony Project

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Santa Fe Springs, CA 90670

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ORIENTATION

ORIENTATION MEETING OUTLINE

AGENDA:

- I. Distribution of course materials
 - II. Course overview
-

Mission and Goals:

To engage believers in the cause of Christ, to equip them with a knowledge of Scripture, a global vision for effective service in the local churches, communities and the world, and to strengthen local churches through the ministries of our students.

Syllabus

PE304: Personal Evangelism (4 units)

Instructor:

Contact Information:

Class Meetings:

Required Texts:

Know the Joy by F. Carlton Booth

PE304 Study Guide

Testimony Writing Instruction Notebook

Course Description:

The class develops the topic of personal evangelism in three ways:

Instruction on the issues

- What is Personal Evangelism? Why is it important?
- Who can do it? How it is done?
- Areas of faulty thinking
- Answering questions, meeting objections
- Reaching the decision, Conserving results

Learning to write one's personal conversion experience

Responding to journal questions concerning the Christian experience

Course Objectives:

Upon conclusion of the course, students will:

- Be able to cite Scripture that teaches the need of Salvation
- Understand Christ's method for spreading the Gospel
- Understand the consequence of being lost
- Have a passion for articulating the claims of Christ
- Be inspired to witness to unbelievers as one of life's goals
- Be able to share the Gospel naturally from genuine Christian experience and deeply held beliefs.

ORIENTATION

Class Meetings:

- Orientation:** Distribution of course materials
Overview of course
Introduction of semester project and weekly journal questions
Handout #1: Weekly Journal Questions
- Week 1** **What is Personal Evangelism and Why is It Important?**
Overview of Course/Review Chapter 1 of *Know the Joy* (p.1-13)
Discuss: Answers to Lesson #1 of the Study Guide
Writing Guidelines for Semester Project
- Week 2** **Who Can Do It and How It Is Done**
Review Chapter 2 of *Know the Joy* (p.15-29)
Discuss: Answers to Lesson #2 of the Study Guide
- Week 3** **Areas of Faulty Thinking On the Part of Christians**
Review Chapter 3 of *Know the Joy* (p.31-46)
Discuss: Answers to Lesson #3 of the Study Guide
Handout #2: Salvation Story Rough Draft Outline
- Week 4** **Qualifications for Soul Winning**
Review Chapter 4 of *Know the Joy* (p.47-61)
Discuss: Answers to Lesson #4 of the Study Guide
“Must Have” Checklist
Small Group Outline Activity
- Week 5** **Making the Approach**
Review Chapter 5 of *Know the Joy* (p63-78)
Discuss: Answers to Lesson #5 of the Study Guide
Rough Draft Exercise
- Week 6** **Answering Questions and Meeting Objections**
Review Chapter 6 of *Know the Joy* (p79-94)
Discuss: Answers to Lesson #6 of the Study Guide
Handout #3: Salvation Story Criteria Sheet
Reminder: Rough Draft is due in two weeks!
- Week 7** **Reaching the Decision**
Review Chapter 7 of *Know the Joy* (p.95-111)
Discuss: Answers to Lesson #7 of the Study Guide
Rough Draft Exercise (Bring the criteria sheet and current draft to class.)
- Week 8** **Follow Up – Conserving the Fruits of Evangelism**
Review Chapter 8 of *Know the Joy* (p.113-129)

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Discuss: Answers to Lesson #8 of the Study Guide
Turn in Salvation Story Criteria Sheet with Rough Draft

- Week 9 Rough Drafts Returned**
Discuss: Strengths and Weaknesses of the Drafts
- Week 10 Student/Instructor Conference**
Use this time to discuss any concerns they have about their testimony and oral presentations.
- Week 11 Oral Presentations**
- Week 12 Oral Presentations (cont.)/ Turn in Final Drafts**
Final Journal Grades Given
- Week 13 Conclusion: The Value of the Salvation Story**
Final Grades Given

Weekly Assignments

Study Guide Lessons – Each week you will be required to answer the questions according to that week's lecture. Pay attention to the Homework headings at the beginning of each Lesson in your workbook. They will provide additional Scriptures to be read with the lesson as well as verses to memorize.

Semester Project

The following assignments will be given as a means of properly drafting your testimony:

Journal Entries – All students are required to keep a Personal Evangelism Journal for the duration of the course. For this purpose, you should obtain for use in this course an 8 1/2 X 11, spiral-bound notebook to be used only for Personal Evangelism journal entries. Each week, you will have a few questions to answer regarding your faith and personal evangelism.

Journal entries will not be graded on content; feel free to write what is in your heart. But all assigned questions must be written in your journal and answered with at least one paragraph. Again, journal entries will be graded on completeness. You must answer the required questions for each week, writing the question in your journal and answering with at least one paragraph (no one-word or one-sentence answers). The teacher will provide you with a handout listing these questions.

Salvation Story Rough Draft Outline – This is a handout for you to complete which will help you formulate the proper structure of their paper. To have the proper structure, the paper must have an introduction (beginning), a body (middle), and a conclusion (end).

Rough Draft – This is the salvation story written in sentence and paragraph form. You will learn from writing their rough drafts and receiving critiques on them where their strengths and weaknesses as writers lie, and what additional questions regarding their salvation stories

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must be answered. You will be graded on completion and critique participation for their rough drafts.

First Edit/Rewrite – The purpose of the first edit and/or rewrite is to give you the opportunity to take the critiques of your rough draft received in class and edit or rewrite the paper, as necessary, before turning it in to the facilitator/reading assistant for a critique. You will be graded on whether or not you made an effort to revise your paper, not on actual improvement.

Second Edit/Rewrite – The purpose of the second edit/rewrite is to give you the opportunity to edit or rewrite the papers based upon the advice of the facilitator or a reading assistant. The results of the second edit/rewrite will be evaluated in the final draft.

Final Draft – The final draft is the completed salvation story. You will be graded on all the components of the paper, as stated in the writing guidelines.

Oral Presentation in Class – The purpose of the oral presentation is to give you the opportunity to share your own personal salvation story in class. Personal evangelism entails taking the bold step of sharing one's own testimony, and you receive valuable preparation for witnessing to others by sharing their testimonies aloud in class. Students will be graded on participation and willingness to answer questions and give information, rather than on oratory skills or showmanship.

Grading

Grading for this course is as follows:

Study Guide Lessons: 50%
(Average of all Graded Exams)

Semester Project: 50%
This grade includes the following elements:
Final Draft
Oral Presentation
Journal Questions
Draft Assignments

For further assistance, please refer to the Grade Sheet in the beginning of the manual.

WHAT IT IS AND WHY IT IS IMPORTANT**AGENDA:**

- I. Overview of *Know the Joy*, Chapter 1, pgs.1-13.
 - II. Discuss Homework including the answers to the study guide questions
 - III. Review Writing Guidelines for Semester Project
 - IV. Assignments for next week
-

Overview of Know the Joy, Chapter 1:

The basic question, which must be asked and answered, is this: "What is evangelism?" And then the next question must be answered, "What is personal evangelism?" In this preliminary study Dr. Booth answers those two questions and faces fearlessly and frankly the question of the importance of personal evangelism. Why evangelism? Why should I do personal work? Who is exempt from this ministry? These and other salient questions are answered Biblically.

I. INTRODUCTION

- A. We need to know what evangelism is.
- B. We need to relate evangelism to personal witnessing and soul winning.
- C. We must sense the privilege of being workers together with God

II. A DEFINITION OF EVANGELISM

Definition as given at the Madras conference earlier in this century by Archbishop Canterbury of the Anglican Church.

“Evangelism is to so present Christ in the power of the Holy Spirit that men shall come to put their trust in God through Him and, accepting Him as their Lord, seek to serve Him in the fellowship of His church.”

- A. What it is not
- B. What it is

III. WHAT IS MEANT BY PERSONAL EVANGELISM

- A. It is an individual reaching other individuals
- B. It is illustrated in Andrew leading his brother Peter to Christ
- C. It is illustrated in Edward Kimball's leading Moody to Christ

IV. FIVE REASONS WHY PERSONAL EVANGELISM IS IMPORTANT

- A. It is important because we are disciples of Jesus Christ
- B. It is important because it is essential to health, growth and vitality in the Christian life
- C. It is important because the principle of individuals working with individuals is sound.
- D. It is important because of the account we must give.

E. It is important because our reward depends on faithfulness as soul winners.

V. WHAT KEEPS PEOPLE FROM WITNESSING FOR CHRIST

- A. The lack of a genuine experience with Christ
 - 1. The need to search one's heart
 - 2. Salvation by grace through faith
- B. Unconfessed sin in the life of the believer
- C. The fear of witnessing
- D. The fear of being ridiculed and laughed at
- E. The lack of any real, genuine, heart concern.

Verses that accompany the lesson:

John 1:35-51	Romans 10:9,10	I John 1:1-10
Matthew 4:18-25	Romans 14:11,12	Proverbs 29:25
II Corinthians 5:10-21		John 6:37-40

MEMORIZE: 1. Romans 3:10; 3:23; 6:23

Have the class repeat the memory verses in unison.

2. The definition of the word EVANGELISM as given by Dr. Booth.

EXAMINATION QUESTIONS:

1. In your own words write out your own definition of evangelism. (2 points)

2. What is the fundamental meaning of the word "Evangelism?" (1 point)

3. Is a silent witness for Christ in our community true evangelism? Briefly explain your answer. (2 points)

4. Is being a good neighbor and making friends with people evangelism? Explain your answer. (2 points)

5. Is personal evangelism holding mass meetings and evangelistic services in churches? Briefly explain your answer. (2 points)

6. Where will you find the story of Andrew leading his brother, Peter, to Jesus Christ? (1 point)

7. Who was the Sunday school teacher who led Dwight L. Moody to Jesus Christ? (1 point)

8. Who preached the first Pentecostal sermon and how many received Jesus as Savior? (2 points)

9. Do you feel there are enough preachers to evangelize the world? Explain your answer. (2 points)

10. There are at least five reasons why personal evangelism is important. Name four of the five reasons. (4 points)

11. What was Jesus' promise to his disciples if they followed Him? (1 point)

12. If you do not convince someone that they need to personally accept Christ on the first try, what should you do? (1 point)

13. Will some laugh at you or ridicule you if you do personal work? How should we react? (2 points)

14. Name three reasons why people do not witness for Christ in personal evangelism.
(3 points)

FORMULA FOR CALCULATING THE LESSON EXAM GRADE:

Each point in this lesson is worth 3.8 percentage points. To calculate the final grade for the lesson take the # of points the student has correct and multiply it by 3.8. Record the percentage in the grade sheet located at the front of the student's study guide.

For example: A student has earned 24 points for the lesson,
 $24 \times 3.8 = 91.2$ The student's final grade would be 91%

REVIEW WRITING GUIDELINES FOR SEMESTER PROJECT

(Located on the following page)

Writing Guidelines: Telling Your Story Through Personal Evangelism

Assignment: Write your own story of how you found the Lord.

Length: No less than three (3), no more than five (5) pages, double-spaced.

1. Structure

Your personal story must have a beginning (Introduction), a middle (Body), and an end (Conclusion).

Structuring your paper with an Introduction, a Body, and a Conclusion will help other people understand your story. So, **start at the beginning, follow the logical chain of events to your salvation, and conclude with your hopes for the future.** Do NOT label your paper "Introduction, Body, Conclusion." Rather, just keep in mind that these three parts are required for an acceptable paper. Below are some hints:

- a. **Introduction** (1 page): Tell what happened first. Here are some questions you may want to think about as you begin your story. Remember, these questions are just to get you started. Don't repeat them in your paper, or feel you have to answer all of them: just think about how they may apply to your own salvation story.
 - i. What was your life like before you found the Lord?
 - ii. How did you feel about God?
 - iii. How did the people around you feel about God? Were the people you loved the most Christians? If not, where did you first hear about the Lord?
 - iv. What were the events leading up to your salvation?

- b. **Body** (1-3 pages): Tell what happened next. Here are some questions you may want to think about as you talk about your decision for Christ:
 - i. How did you make your decision for Christ? How old were you?
 - ii. Where were you when you made your decision for Christ?
 - iii. How did you ask Jesus into your heart? What did you say/think?
 - iv. How did you feel during and after your salvation?
 - v. What did you do immediately afterward? How did you feel?
 - vi. Did you talk to anyone about your salvation? How did it go?
 - vii. What was the next decision you made after you made your decision for Christ?

- c. **Conclusion** (1 page): Briefly describe what life has been like since your salvation, and what you foresee in your future life.
 - i. What changes have you noticed in yourself? In others?
 - ii. Why is Christ so important to you?
 - iii. Has the way you look at your life changed? If so, how?
 - iv. Have your future plans changed? If so, how?

2. Writing Your Rough Draft

Write your first draft from the heart. Be honest!

The best way to go about writing this paper is to look at the questions on the previous page and take some time to think about the events leading up to, during and after your salvation. Then, write down those events. Don't worry about how it sounds, about grammar or misspelled words—you can fix those later. Just write it all down, using the first words that come to mind.

You want your salvation story to sound like you, to have your own personal flair.

For example, the evangelist Greg Laurie describes his life as a wild, non-Christian teenager in the 1960s. It's a little surprising to read his references to surfing and the drug culture of that time, but his description of the way things were at that time in his life adds color and interest to his story—and makes his conversion to Christ all the more amazing.

Does that mean you have to have led "la vida loca" before your salvation in order for your story to be good? Not at all. The great Christian writer C.S. Lewis led a quiet life, but the way in which he came to his intellectual understanding of God makes for fascinating reading. Remember, **no matter what your personal salvation story is, there is someone out there who has gone through or is going through a similar situation.**

3. Use Proper Grammar and Style to Make Your Story Better

Write in complete sentences.

We often don't use complete sentences when we're talking with other people. Usually we give "non-verbal" cues--gestures or facial expressions--that allow the person to whom we are speaking to guess what we mean without our completing our thoughts out loud. For example, take the following exchange between Kris and Karla.

KRIS:	Since making my decision for Christ, I feel so ...	<i>(incomplete sentence)</i>
KARLA:	You look ...	<i>(incomplete sentence)</i>
KRIS:	Happy?	<i>(incomplete sentence)</i>
KARLA:	Yeah.	<i>(incomplete sentence)</i>

People talk this way all the time, and sometimes, in the excitement of writing our stories down, we may be tempted to write this way, too. But your written story needs to be recorded in complete sentences, because you want to make sure nothing is misunderstood or misinterpreted. Remember, you want whoever is reading your story to understand what you're saying. **The person whom you've just met, or who comes across your written story, will not get any benefit if they don't understand you. Go slowly and take the time to complete your thoughts.**

What is a complete sentence?

To put it simply, a complete sentence must have a subject (a noun or a pronoun) and a predicate (verb). The subject is what you are talking about; the predicate is what is happening to what you are talking about. A sentence doesn't have to be long: it just needs both these ingredients to be complete.

Incomplete: Jesus. (*noun*)
Complete: Jesus wept. (*noun + predicate*)

A complete sentence should also answer any questions the reader may have. Remember, **a sentence should not leave the reader asking a question or unsure of what's going on.**

EXAMPLE:

Sounds Incomplete: I feel. (*Question: You feel what?*)
Sounds Better: I feel happy. (*Question answered.*)

EXAMPLE:

Sounds Incomplete: I don't have to. (*Question: You don't have to what?*)
Sounds Better: I don't have to feel afraid. (*Question answered.*)

An easy way to determine whether a sentence is complete or not is to read it out loud, slowly, to yourself. When you read it out loud, does it make sense? Would another person who doesn't know you or your story understand what you are talking about? **If the sentence doesn't make sense to you or sounds incomplete, rewrite it so it does make sense and sound complete.**

Group your sentences into paragraphs.

What is a paragraph?

A paragraph is a group of sentences, all relating to the same idea, that are strung together in a neat bundle so the reader knows all the sentences in the paragraph are talking about the same subject. A paragraph should contain at least two sentences, preferably three or four sentences. When you go on to a new thought, start a new paragraph by indenting (hitting the "tab" key on your computer). Starting a new paragraph with each new thought will make your story easier to read.

EXAMPLE:

I grew up in a small town of only 2,000 people. Everyone, it seemed, knew my name and what I was up to. If I got in trouble, I didn't stand a chance of keeping it a secret. So when Mr. Jenkins caught me stealing gum from his general store one fine autumn day, I knew it was only a matter of time before the whole town would be whispering about me.

"You're in for it now, boy!" Mr. Jenkins yelled as he dragged me by the scruff of my neck into the tiny back room where he kept the accounts. He shoved me into a hard wooden chair as he grabbed the receiver of an old rotary phone. "I'm fixin' to call your father!"

As Mr. Jenkins dialed the numbers, several thoughts raced through my adolescent mind. I thought about jumping up and running away while Mr. Jenkins talked, but I knew it would do no good. My father, along with everyone else in town, would know before I even made it home. I thought about trying to talk my way out of the situation, but Mr. Jenkins had caught me and I knew no lie would change the fact. As I looked around the makeshift office and tried to think of another solution, my glance rested on the Bible Old Mr. Jenkins kept at the topmost corner of his desk.

(Notice how all the sentences in the first paragraph relate to the writer's experience growing up in a small town. Note how the next paragraph starts a new group of thoughts: what happened between the writer and Mr. Jenkins. And notice how the third paragraph goes on to yet another thought-group: what the writer was thinking about as Mr. Jenkins dialed the phone. Also, notice how all three paragraphs are of different lengths.)

Which leads us to:

Mix up the lengths of your sentences and paragraphs.

Some sentences should be short and to the point; others can be long and descriptive. Likewise, some paragraphs can be ten sentences long, while others may be only two or three. But your story will be more interesting if you have a good mix of both kinds of sentences and paragraphs in your story.

EXAMPLE:

Weak: I felt encouraged. Work went better. My heart felt light. I knew God loved me. I felt Christ's love in my life. *(all short sentences)*

Better: I felt encouraged. Work went better, and my heart felt light, because I knew God loved me. I finally felt Christ's love in my life. *(short sentence, followed by a long sentence, followed by a medium-length sentence)*

Try to limit the use of the word "was" in your story.

The word "was" is a "passive" verb; it makes your writing sound weak. It's OK to use the word "was" once in a while, but, in general, try to use an action word that better describes your feelings and actions wherever possible.

EXAMPLE:

Weak: "When I **was** ten years old, I did not know Christ. I **was** angry and confused all the time. I **wasn't** sure whom to turn to. My family **was** not open to talking about God.

Better: When I **was** ten years old, I did not know Christ. I **felt** angry and confused all the time. I **wanted** to turn to someone, but didn't know whom. My family never **let** me talk about God."

Be careful about verb tenses: past, present and future.

The introduction and body of your story will be told in past tense, so make sure your verbs (action words) are in past tense, too.

EXAMPLE:

Incorrect: "When I was ten years old, I **do** not know Christ." (*verb in present tense*)

Correct: "When I was ten years old, I **did** not know Christ." (*verb in past tense*)

But, when you get to your conclusion, you may want to talk about how your life is now (present tense).

EXAMPLE:

Incorrect: My life is better now. I **knew** Christ. (*verb in past tense*)

Correct: My life is better now. I **know** Christ. (*verb in present tense*)

And you may want to talk about how you think your future life will be (future tense.)

EXAMPLE:

Incorrect: I plan to **becoming** a missionary. (*verb in present tense*)

Correct: I plan to **become** a missionary.. (*verb in future tense*)

Again, go slowly and make sure your verbs make sense, whether you're referring to past, present or future.

Pronouns: Make sure your audience knows whom you're talking about.

Again, often in spoken conversation we'll use pronouns—words like "he," "she," "they," "them"—and the person we're speaking to will know who we're talking about. But that's not always the case in writing. So when you use a pronoun, make sure a complete stranger who doesn't know your story would understand to whom you are referring.

EXAMPLE:

Unclear: My mother and my grandma were great spiritual influences in my life.

Sometimes **she** would read the Bible in the evening.

(*Question: who is reading, mother or grandma?*)

Clear: My mother and my grandma were great spiritual influences in my life. Sometimes **grandma** would read the Bible in the evening.

(Question answered: grandma is reading.)

Try not to start every sentence with "I."

It's hard not to begin every sentence with, "I did this, I did that ..." but, again, the more variety you have in your sentences and paragraphs, the better. Try to start each sentence with a different word.

EXAMPLE:

Weak: I grew up in a small town of only 2,000 people. I was always getting into trouble. I knew everyone in town whispered about me. *(heavy use of the word "I.")*

Better: I grew up in a small town of only 2,000 people. It seemed that I got in some kind of trouble every day. And everyone in town whispered about me: that, I knew for sure. *(Each sentence starts with a different word, bringing variety to the writing.)*

4. Read your salvation story out loud to yourself.

Often you can spot problems in your writing just by reading out loud. If you wrote your paper quickly, reading out loud will help you slow down enough to spot any areas that need improvement. Remember, if some part of story doesn't make sense when you read it out loud to yourself, it won't make sense to anyone else reading it, either.

5. Edit and Rewrite

When you're finished thoroughly reading your salvation story out loud, ask yourself what you think needs to be changed. Does this story make sense? Are any important facts missing? **Read or tell your story to the classroom facilitator or other students. Listen to their questions and write them down.** Then, consider what they have said and make the changes you think are necessary.

6. Edit and Rewrite Again

After getting feedback on your first draft, go back, make the changes you think are necessary, and read your story out loud to yourself again. Try reading your story to someone you feel comfortable with. If your audience says something doesn't sound right, ask them why. Then consider making final changes. Remember, this is YOUR salvation story; your story is very important and valuable. **Be ye not afraid to ask questions and get the writing help you need to make your salvation story an effective tool that will help others believe.**

Recommended Reading:

The Elements of Style by William Strunk Jr. and E.B. White, Published by Allyn & Bacon; ISBN: 020530902X; 4th edition (January 15, 2000).

This student's friend; contains lots of simple rules that will make your writing better.

Life: Any Questions? by Greg Laurie, Published by Word Publishing; ISBN: 0849939917; (May 1999).

ASSIGNMENT FOR NEXT WEEK:

READ: Chapter 2 of *Know the Joy* (p.15-29)
 Supporting Scripture:
 John 15:1-27 (Note: verse 16)
 Matthew 28:19,20 John 14:1-6
 John 3:1-21 Psalm 126:6
 John 4:1-42 Joel 3:13

MEMORIZE: John 3:3
 John 3:16,17,18
 John 3:36

ANSWER: Examination questions

JOURNAL QUESTION(Take home): Describe what your life was like before you found the Lord. How did you feel about God before you became a Christian?