

USING THE STUDY SEQUENCE :

INTRODUCTION :

This six lesson study sequence is the latest version of a three year old, ongoing project. It has been my goal to develop an effective and concise method of teaching non-Christians the gospel. It has undergone many revisions in the past and will continue to be revised in the future. If I was to give credit to other sources who supplied me with ideas, illustrations and insights, the list of names would be long.

There are four basic approaches to teaching the gospel. Each have strengths and weaknesses:

1. FILM STRIPS: These are excellent because they are filled with visual aids and are easy for anyone to teach. But they can tend to be too impersonal since the focus is the machine not the soul winner. The "SOS" method overcomes this somewhat.
2. LECTURE/LESSON The most common method of teaching the lost is where the preacher pulls out his sermon on baptism and teaches it. Here the focus is the impartation of knowledge which is good. But these lessons tend to be just what they really are: sermons and lectures. They tend to be a one-way communication and dry.
3. QUESTION/ANSWER These are excellent for student feedback and gets them to think for themselves. The Bible is the primary focus. They are easy to learn to teach. For example, you read "enter by the narrow gate...few find it" then ask, "Will the majority get to heaven?" But these studies lack visual aids and illustrations that can greatly enhance any study.
4. LESSONS FROM MEMORY
Some teach lessons from memory. They walk into a person's house with nothing more than a Bible, a pen and a pad of paper. This is excellent for a number of reasons but is too much to expect for anyone other than the preacher. You also may have "chicken scratch" for hand writing or be a terrible "drawer" which partially defeats the benefits.

What I have tried to do it take the best of all four approaches. There is a focus to impart knowledge, while incorporating visual aids and illustrations. Woven into the studies are questions which require the student to think and answer. The main points of the lessons are question oriented rather than statement oriented. (example: "Word of God" study: Rather than stating in section IV, "Most people run to their preacher when they want the Bible explained", We ask them to answer, "When people want the Bible explained, who do they usually go to?") There are also sections where the student must determine what the Bible says on his own with little help from you. (see "CHECK IT FOR YOURSELF" in the "Baptism" study section III). The teacher is also required to finish partially constructed charts.

This study series is not perfect, but I believe it combines the best of what is currently available. It will continue to change and be revised further with time. It will be even better when you incorporate your own personal touches. Change it, add to it or delete, but make it yours! (Non-profit reproduction in whole or part permitted)

This lesson series was written in such a way, that every member of the congregation can learn it and use it. I believe that we must "equip that saints for the work of service". This series is a partial answer to the question, "How can we activate the common membership to become active in evangelism?"

I ORGANIZING THE MATERIALS FOR USE:

You have about 70 pages of material stapled into six sections. Here is how I organize the material in each lesson. Remember that these 70 pages are originals. Keep them in good condition in a separate file.

WHAT YOU WILL NEED:

1. Buy a good quality 3 ring binder and vinyl paper protectors. Make one set up for each Christian who is interested in learning how to teach the series. Take this binder with you to each study.
2. You will need a second binder (duotang) to place all the "how to teach materials" in. These are for reference and study at home. You do not take these materials with you to the study, thus they need to be in a separate binder.
3. Buy 500 sheets of each of six different colors of paper to photocopy on. I use the following colors for each lesson respectively: blue, green, yellow, pink, brown, peach. Using colored paper is cheap yet it greatly enhances the look of quality. It also separates the materials by color. Each color is like an index which helps you to find a certain lesson.
4. Find some space to put the lessons so that they are easily available to all. A shelf or a file cabinet are fine. Let's say you need a copy of lesson 3 at 10:30 PM. You can get a copy at this location whether at home, office or church building.

WHAT DO YOU PUT IN THE TWO BINDERS? ALL MATERIALS for each lesson should be photocopied in one of six colors. (including Illustrations and How to teach)

1. BINDER WITH VINYL PROTECTORS: Take this with you to each study. You place everything in this binder EXCEPT the "how to teach materials". Place lessons, illustrations, reference materials and quizzes in this binder. Here is the order you put the materials in this binder: lesson, then reference, then illustrations, then quiz. correctly complete the quiz in your binder and refer to it when you grade the student's quiz. This saves time and errors!
2. DUOTANG BINDER: This you never take with you on a study but leave it at home for your private study. Place only the "how to teach" materials in here.

WHAT DO I GIVE TO MY NON-CHRISTIAN FRIEND?

Each lesson consists of:

1. The actual "LESSON" itself: Give to student
2. "QUIZ": give to student
3. "REFERENCE" materials: do not give to students.
4. "ILLUSTRATIONS": do not give to student
5. "HOW TO TEACH" do not give

REFERENCE MATERIAL OR LESSON MATERIAL???

Here is how you distinguish between REFERENCE MATERIALS which you don't give to the student, and LESSON MATERIALS which you give them at completion of each study.

WORD OF GOD:

1. LESSON: 2 pages
2. REFERENCE: none

COVENANTS:

1. LESSON: 3 pages (1 of which is the 3 part chart: "OT, NT, ETERNITY")
2. REFERENCE: 4 pages: tabernacle in wilderness, court, outer tab, inner tab

NT CHURCH:

1. LESSON: 4 pages (including "government of church" chart)
2. REFERENCE: 12 pages
 - 1 page: falling away
 - 7 pages: creed book photocopies
 - 1 page: "centralized church government"
 - 3 pages: DOES BAPTISM SAVE? FAITH ONLY? BECOMING A MEMBER?

PLAN OF SALVATION:

1. LESSON: 3 pages (including chart)
2. REFERENCE: none

BAPTISM:

1. LESSON: 4 pages:
2. REFERENCE: none

BECOMING A CHRISTIAN:

1. LESSON: 3 pages
2. REFERENCE: none

II OVERVIEW OF THE SERIES:

THE LESSONS:

There are six lessons in the series. They usually go in the following order:

1. WORD OF GOD: this lesson shows them that the Bible is the only standard of authority in religious matters. It is reliable, all-sufficient, understandable, uncorrupted and our judge.
2. COVENANTS: This shows that we must use the NT to establish doctrine and worship. It also shows how religious division is caused by bringing OT practices into NT worship.
3. NT CHURCH: Here the church is defined. Religious division is shown to be sin and the cause of division is identified as human creeds. A basic description of the church in name, work, government, worship and membership is given.

For the next lesson in the series you choose one of the following 2 lessons. Your choice depends on the needs of your non-Christian friend.

4. PLAN OF SALVATION (for the unchurched and worldly) This lesson discusses sin and why we need Jesus to overcome this great problem. It doesn't deal much with how to be saved. This is done in the "membership" section of the NT church study.
 5. BAPTISM (for the churched and those who feel they are saved) This lesson assumes the person understands why we need Jesus but deals more with the "how to be saved" aspect.
 - c. Sometimes both lessons are needed at your discretion.
5. WHAT IT MEANS TO BE A CHRISTIAN (counting the cost) This lesson identifies your non-Christian friend's greatest single point of resistance to becoming a Christian and gets them to agree to pay the cost before they are baptized.

III FLEXIBILITY:

ONE SHOT APPROACH OR MULTI-STUDY SEQUENCE FLEXIBILITY:

When teaching the gospel, there is a need for both a one shot approach and a multi-lesson series. A multi-lesson series is always preferred but not always possible. Often, you know that you are only going to get one chance with a person. In these cases a one shot approach is important because you will not get a second chance. Lesson three, "The NT Church" serves as a one shot approach that is quite effective. It encompasses Bible authority, religious division and the plan of salvation in about 1.5 hours. You can also teach the lesson in two nicely divided parts. (45 minutes each)

INDIVIDUALLY TAILOR MADE LESSONS:

Every study will require a slightly different approach. Each lesson therefore, has a wide range of material. It is up to the soulwinner to know where to place emphasis and where to skim over points of little application to the student. Some material can be skipped altogether.

IV FEATURES OF THIS STUDY SEQUENCE:

ILLUSTRATION You will notice on each lesson there are large numbers like #1. These indicate that there is a corresponding written illustration in the reference section. You must memorize these illustrations.

HOMEWORK: Each lesson has a quiz, a memory verses and daily Bible reading. You will need to print up some daily Bible reading schedules of your choice and take them with you on your first lesson. See "diagnostic check" in "TEACHING WORD OF GOD" study.

CONTAINS A NUMBER OF IMPORTANT RUNNING THEMES:

BIBLE AUTHORITY: in lessons 1,2,3

RELIGIOUS DIVISION: in lessons 1,2,3,5

BAPTISM: in lessons 2,3,4,5,6

INSTRUMENTAL MUSIC: in lessons 2,3

ATTENDING CHURCH: in lessons 1,2,3,6

COMMITMENT: homework assignments in each lesson and major topic of lesson 6

THE LESSONS ARE REALLY WORKSHEETS

Ideally it would be nice to memorize the entire study series and teach it from memory. While this is the best method, it is not practical for the average member to do. Constructing whole charts from memory is impressive to the student but is very time consuming.

Many diagrams and charts have been partially constructed that will require you to complete as you teach that section. This enhances the study as well as increase your credibility as a teacher to the student. It also saves time and is ledgable.

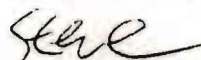
The lessons are written in such a way that you use them like a worksheet. When you study with someone it is good to write points you are verbally making in the wide left margin of the study. Underline and circle words that are important on the page.

V GETTING STARTED:

If you would like to learn how to use this series, I recommend you:

1. Learn one lesson at a time.
2. read the "HOW TO TEACH" section first
3. then sit down and learn the lesson yourself, reading the illustrations when they are used.
4. Memorize the illustrations and memory verses for each lesson. (You can't expect people to memorize something you haven't.)
5. Choose another Christian to practice on a few times.
6. Teach the lost!

Your fellow worker,



Steve Rudd
33 Highcliffe ave
Hamilton, Ont. Canada L9A 3L3
416-575-8437

Please write me and tell me how I can further improve these lessons. If you have a chart, illustration or idea, please send it to me so I can use it too! If you would like some point clarified, I would be pleased for you to phone me direct at the number above.

TEACHING THE WORD OF GOD STUDY

PURPOSE:

This is always the first lesson in the study sequence. The purpose of this lesson is of critical importance and forms the foundation for all other studies.

OVERVIEW OF THE LESSON:

The lesson has six parts. If you cannot get your non-Christian friend to agree with EVERY major part, it is a waste of time to advance to the next study. It is important to realize that if any of the points are not accepted you WILL CERTAINLY encounter difficulty in a later study. So be sensitive for this. For example, there is no sense teaching them that baptism is for the remission of sins if they don't accept the inspiration of the Bible.

YOU MUST DETERMINE THEIR NEED:

This study should take between 50-70 minutes, no longer. There is enough material here to exceed that time. You, as a soul winner, need to determine which of the four areas your non-Christian friend needs the greatest teaching. With one person, you can race through some sections, while the next person will need great emphasis on that same section. Here are some examples of where you will give "least and most emphasis" with different religious groups.

	SECTION II	III	IV	V	VI
	<u>INSPIRED</u>	<u>COMPLETE</u>	<u>UNDERSTAND</u>	<u>NOT LOST</u>	<u>STANDARD</u>
PENTECOSTAL:	least	most	most	least	most
MORMON CHURCH:	least	most	least	most	most
CATHOLIC CHURCH:	least	most	most	least	most
UNITED CHURCH:	most	most	least	least	most
BAPTIST CHURCH:	least	most	most	least	most
THE UNCHURCHED:	most	least	least	least	most

AS YOU BEGIN:

Key thing to keep in mind is to break the ice and make them feel comfortable with the study. They don't know what is going to happen. They may wonder if you are you a religious fanatic. Bible study may be new to them. Most people are a little shy and reserved at first. The sooner you get them thinking and talking the better. So don't sit down and chat about "nothings" for more than a few minutes. They know why you are there, so get down to it! Sit down, get comfortable and start. Don't begin with prayer, this can contribute to their uneasy feelings. Do your prayer before you get there.

DIAGNOSTIC CHECK

Whether or not they do their three homework assignments by the next time week you get together, will tell you a lot about their spiritual interest.

THE QUIZ: They should get 100% on the quiz. If they don't, review the questions they got wrong before teaching the next lesson. Sometimes they understand the point but misread the question. Usually, however, questions they get wrong represent future problems if you don't correct them now.

DAILY BIBLE READING: This is the true acid test which measures spiritual interest and motivation to change lifestyle. If someone has done their reading even once or twice since you last got together, the person is a good contact because they are willing to "be doers and not merely hears". If someone has not done any readings or didn't even try, it isn't terminal but is an early indication of problems. Get them to verbally recommit to doing the readings a second time and see what happens next week.

TEACHING THE NT CHURCH STUDY

PURPOSE:

This study is the second in a two part series on the cause of religious division.

Part 1: The covenants (people misusing the Bible)

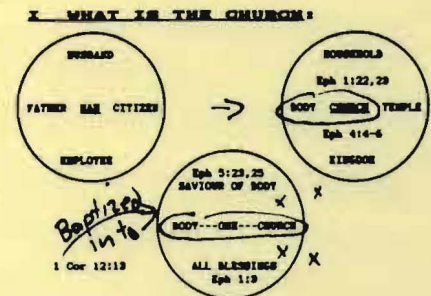
Part 2: The NT church: (people using things in addition to the Bible)

We will examine actual photocopies of creed books. This study will also show the pattern for the local church. The study can take up to 2 hours, but usually 1.5 hours. Move quickly to make your points but don't progress until you are sure that they agree with each point. This study also serves as my one shot approach lesson when I deem such necessary. The study can also be broken down nicely into two parts. Part 1 Sections I - III; Part 2 Sections IV - V

I WHAT IS THE CHURCH

OVERVIEW: This section defines the church and shows how it is described in different ways. It shows there is only one church and that salvation is in this church. Remember that you are dealing with the universal church in this section. It is easy to get the local and universal mixed up. For example, it is essential to be in the universal church and we are commanded to attend local church, but we can't attend the universal church. It is mistaken logic to state that one must be a member of the one true church (UNIVERSAL) and then conclude that if you aren't a member of this specific LOCAL church you are lost. (This is teaching the right conclusion for the wrong reasons.) RATHER TEACH THAT WE MUST BE PART OF THE UNIVERSAL CHURCH TO BE SAVED, THEN BECAUSE WE ARE COMMANDED NOT TO FORSAKE THE LOCAL ASSEMBLIES Heb 10:25, WE MUST FIND A LOCAL CHURCH THAT ACCURATELY TEACHES THE WORD OF GOD AND WORSHIPS ACCORDING TO THE NT PATTERN.

After introducing by asking how many churches today vs in NT times, begin by illustrating how a man can be referred to as a father, citizen etc. The point is to show that in the same way the church is referred to as a body, temple (especially a kingdom for premillennialists) Read the verses in the circles from top to bottom for the most logical sequence. Each circle builds upon the fact established in the previous circle. The last circle you do is the one where you ask how to get into the body with 1 Cor 12:13. Draw in the line and write baptized into just like at the right.



II RELIGIOUS DIVISION

OVERVIEW: This section is very important. Here you drive home the fact that religious division is sin. We call three witnesses to this fact: Jesus, HS, then Paul. Say, "Now let's hear what apostle Paul has to say about this..."

NOTES:

You are dealing with a very important subject, but also a very sensitive one. Throughout this study you will mention many religious groups and show their doctrinal errors. For example, in 1 Ti 4 you will show how the Catholic and Adventist churches fits the description of forbidding to marry and abstaining from foods respectively. The key is to do it in a tactful and proper way. If they sense slander or hatred in your tone, you will defeat yourself. Remember, they are good moral people, it is their doctrine you are taking issue with not the individual. So be extra careful here.

The verses chosen will do the job. There are many more, but time is a factor. Here is a simple way of effectively teaching from these verses. The verses explain themselves if you follow them logically as I have tried below. Look for the who, what where and why of the verses and it will flow naturally.

A. Jn 17:20-23: Jesus prayed for unity

1. WHO does Jesus pray for: V 20
 - a. his present disciples
 - b. all His future disciples
2. WHAT does He pray for: V 21
 - a. unity: "that they all be one"
3. To what extent does He want unity: V 21
 - a. as the Father is in unity with the Son
 - b. and the Son with the father
4. WHY does Jesus pray for unity: V 21
 - a. For the salvation of believers: "that they may be in Us"
 - b. For the salvation of non-believers: "that the world may believe"
(Ever hear: "How can there be one God/Bible and 500 churches?"

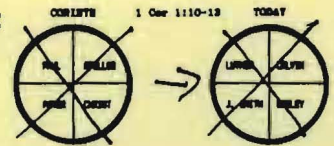
B. 1 Ti 4:1-5 Holy spirit foretold church division

1. HOW sure is the Holy Spirit that denominationalism will happen: V1
 - a. "explicitly says"
 - b. Have them read along with you and say "the Spirit suggests" pause and ask them is that what it says? NO. Explicitly says!
2. WHAT does HS say will happen: V1
 - a. "in later times some will fall away from the (one) faith"
3. WHY will it happen: V 1,2
 - a. men will pay attention to deceitful spirits
 - b. doctrines of demons
 - c. men who are hypocritical liars
 - d. men with no conscience (seared)
4. WHAT are two of the false doctrines that will be taught: V 3-5
 - a. forbidding marriage (Catholic priests)
 - b. forbid eating meat (Catholics on Friday & 7th day Adventist anytime)

NOTES ON 1 Ti 4: Be careful how you make the application to specific religious groups. Read V3 and ask the student, "Do you know any religious groups who forbid marriage" If they draw a blank rather than telling them at this point ask "a religious group that forbids certain members to marry". If still blank, "They forbid the priests to marry..." Usually they will say at this point, "Oh yes, the Catholic church" If still blank tell them the answer. But the key is to get them to say "Catholic church" rather than you. Then there is no way they can be angry with you. You forced them to think it out for themselves! The same is true with "abstaining from meats". Ask, "do you know any religious groups that abstain from certain foods?" Prior to 1968 the Catholics were only allowed to eat fish on Friday, but not any other meat. The best example is the Adventist church. To get them to answer this point (if they know at all) I ask, "Do you know any religious groups that believe it is wrong to eat any meats at all...they are total vegetarians?" Get them to tell you. Make them think a while. Don't tell them right away, but don't go overboard with theatrics or irritate them. Once you have established the point fully, then turn to the "FALLING AWAY" chart that shows all the different denominations.

C. 1 Cor 1:10-13 Paul corrects the church at the city of Corinth:

1. What Paul is about to say is of critical importance: V 10
 - a. "I exhort you by the name of Jesus"
2. What is Paul telling them: V 10
 - a. that all believers agree
 - b. no "divisions" (I insert "denominations" when I read the text)
 - c. be of same mind and judgement
3. What were they doing: V 12
 - a. I am of Paul, Apollos, Cephas (Peter), Christ
 - b. Today: I am of Luther, John Calvin, Joseph Smith, John Wesley
 - c. I cross with an "X" on the corinth "Pie" and say this is what Paul said was wrong. I draw an arrow over to the "today pie" and say, There is no difference...this is just as wrong, then I "X" it out too!



III CREED BOOKS CAUSE DIVISION

OVERVIEW: Now you make the main point of the lesson. You will show that most churches use creed books and that eliminating creed books will promote unity. You will refer to the reference section where there are actual photocopies of creed books to prove the point. I do not give them any of the reference materials to keep.

NOTES: Begin by asking, "When people come up and ask what are you religiously?" They will answer, "A Catholic, Baptist etc". Quickly go through the chart in the box. Next you go through illustration #1 (If I gave you a Bible and a Baptist manual, is it possible to become a Catholic? etc.)

USING THE PHOTOCOPIES: I photocopied sections that were important but when I study with a non-Christian, I only read the underlined sections for time's sake. When I come to their church's creed book, I usually read the whole thing. Do not give them these photocopies. It is best to give them the address where they can order the one for their church and see it first hand for themselves.

REASONS WHY DENOMINATIONALISM GROWS:

Here is how I expound on these Bible verses:

2 Ti 4:2-4 Apostle Paul foretold of religious division:

1. What does Paul tell us to do: V 2 (preach the word)
2. Why should we preach the word: V 3
 - a. time will come when believers will not endure sound doctrine.
 - b. accumulate teachers in accordance with their own desires
3. Why will this happen: V 4
 - a. they turn their ears FROM the truth TO myths

1 Ti 4:16 Paul's warning to Timothy:

1. What is the warning: pay attention to what you teach
2. Why: ensure salvation of yourself and those you teach
3. Should you always trust the preacher teaches truth?
4. What personal risk are you taking when you trust the preacher?

"MY PREACHER TOLD ME HE DOESN'T USE A CREED BOOK FOR DOCTRINE, ONLY THE BIBLE!!

When you show the creed books to people they will often ask their preacher about it. The preacher will tell them that they do not use the creed books to establish doctrine but the Bible alone. The truth of the matter is that most church members do not even know these manuals exist. The reason is because the preacher must study his church's creed book to be ordained. The ordination committee will ensure that he holds to the creed. So in fact he studies the creed in the privacy of his office, then walks out in front of the church Sunday morning with a Bible under his arm. Looks good. Let's not kid the troops! The creed book is the only thing that keep any religious group distinct from another!

RUNNING SHORT OF TIME? If you are short of time, this is an excellent place to stop the lesson. Continue with sections IV & V next time. There is plenty to chew on in both sections.

IV PATTERN OF THE LOCAL CHURCH

OVERVIEW:

Up to this point you have been "unteaching" what the church isn't. This section represents positive teaching on what the church is! Remember that you are talking about the LOCAL church. The five points (name, work, organization, worship and membership) all deal with the functioning of the local church. There is no point in going into great detail on any of the points. That should be done after conversion, in follow-up studies.

NOTES:

BEGINNING:

I begin by reviewing the fact that there are 500 churches today and one Bible. You will then establish that there is a specific pattern of doctrine and worship for the church. The students problem is to know which local church duplicates this blueprint.

I then ask, "If you could know for certain which of these churches is the one true church, one true faith (Eph 4:4), would you want to be a member? Don't say it with the tone, "I'm going to show you" or "I know which one is the one" but emphasise the "IF it was possible to know" They can't say no. If they say no, they are saying they don't want to be saved, reply "Then you don't want any spiritual blessings?" as you refer back to the three church circles on page 1. If they still say no, then say thankyou for your time and leave.

When they say yes, I then close my Bible sit back and tell them a story. This gives them a breather. The study has been pretty heavy. I personally prefer the first illustration because of its humor, but I have included two substitutes to suit individual taste. See Illustration #2 "club foot man."

SUBSTITUTE #1: You at a ball game/mall/hotel and send someone out to find your car. 1 car in 500. You tell them it is a red Ford, 2 door, with 4 big antennas (one at each end of the car.)

SUBSTITUTE #2 You are told to meet someone at the airport whom you've never met. Man, 30 years old, blonde hair, glasses, wearing red coat and a hunting cap.

"THE COUNTERFEIT PRINCIPLE" follows nicely. Counterfeiters try to make money look as much like the real thing as possible!

NAME :

The story about naming all the planets except the moon is interesting to most people. It is a true fact they have never noticed before. We named mars, Saturn, Jupiter and each of Jupitors moons, "What is the name of our moon?" "the moon" doesn't have a name! You know why? You don't name something there is only one of. Names are only used to distinguish. There is only one church and it doesn't have a name. If we do designate it...

WORK :

This section emphasizes more what the work is not. Each of the four items are references to specific churches. Remember, try to get them to tell which churches are like this. For example:

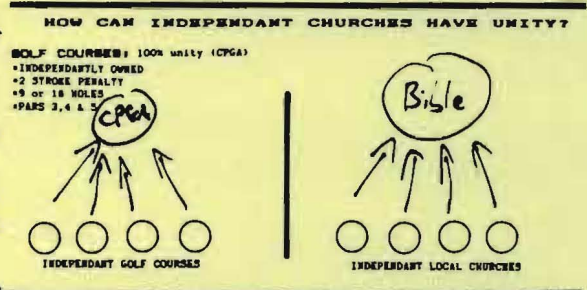
1. Social organization: "There are more benefits to being a member of some churches than the YMCA. Ask them, "Do you know any churches like this?"
2. Benevolent society: Salvation Army.
3. Money raising organization: many to choose from!
4. Political force: many churches interfere with Africa & South America (Contras)

ORGANIZATION:

In this section I don't bother with elders deacons and saints. Rather I show how we are independantly organized rather than centrally as most denomination are. I have never laboured with a church that has elders or deacons and whenever I teach it in a one-on-one study it usually creates more of a problem than do any good. I am usually asked, "Well if you are just a preacher and not an elder, who are the two or more elders who oversee you and the rest of the congregation? I reply, "Well we don't have any elders..." And off you go on a 15 minute unproductive tangent on the case of being "scripturally unorganized. Ax 14." Therefore I leave that part out and cover it in detail in follow-up studies.

The chart on "GOVERNMENT OF THE CHURCH" flows very well. There are three parts. First you introduce and define the two kinds of government. Having defined this, I go to a second chart called, "CENTRALIZED CHURCH GOVERNMENT". This chart merely proves that most churches have a centralized government. These are photocopies out of creed books again. I especially like the Hiscox quote because he admits that the first century church was independant and not centrally organized. Hiscox then goes on to say, "Experience has demonstrated..." Or human wisdom Vs God's plan. Have you ever tried to prove to someone that the church had no central government? It required reading the NT from cover to cover to prove there is no mention of it! Hiscox admits this point right up front! This whole chart takes only 2 minutes!

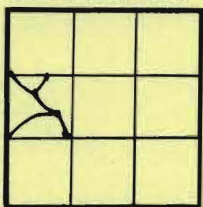
I come back to the first chart and go to point two. You raise a question that is already in their mind, "How can independant churches be unified." The golf course illustration is excellent. All golf courses are independantly owned and operated, yet no matter where you play, Newfoundland, Ontario, BC or the Yukon, the rules are identical. Why? Because all follow the CPGA rule book. (CPGA: Canadian Professional Golf Association) Then is ask, "which rule book do you suppose each of these local churches follows?" When each one strictly follows the Bible then you will have unity just like the Golf courses. I draw a circle above the four church circles, write "Bible" inside, then draw four arrows from each church to the Bible. I do the same with the Gold course side by placing "CPGA" in the circle. Just like at the right.



SINGLE PLATE GLASS



MULTI-STAINED GLASS



Finally I illustrate God's wisdom in the independant organization. Let's liken a collection of local churches to a single plate of glass and multi-stained glass. With the single glass, when the world headquarters begins to teach something that is false and apostacy, the whole body is forced to comply. The best illustration of this is the United church of Canada which last year forced all local churches to allow the ordination of PRACTICING homosexuals! What makes this so excellent of an illustration is that many local churches have rebelled right across the country and the newspapers have covered it heavily. Now if the same thing happened with stained glass only one pane would be broken, but the rest would remain intact. I draw in cracks right on the page to signify the glass is broken just like at the left.

COLLECTIVE WORSHIP:

We will only deal with three of the five basic expressions of collective worship. (I don't bother with "preaching" or "praying".) The section is really a mini lesson on how to establish authority. God told Noah to make the ark out of "Gopher wood". That means that it would have been sin for Noah to use Oak, Pine etc. With each item in this section, get them to read the verse and ask them, (1 Cor 16:1,2) "What day should we take the collection? If God commands us on Sunday, what days does that rule out?" Dealing with instrumental music in this same way is simple and the student fully understands why it is wrong. I like to use Eph 5:18,19 (NASB) because I ask, "what does God tell us to make melody with?" I then read it as they look on the verse, "sing and make melody with your HARP?" They will get the point instantly and say, "no, heart!" If there is any problem I can go back to the "Covenants study" and show how it was part of OT worship. I can also remind them that the main difference between the old and new Testaments was a shift from the physical to the spiritual. (ie. OT: mechanical instruments to the NT: heart.)

MEMBERSHIP:

You will notice that the verses for believe, repent and confess all include baptism. After quickly reading these verses, go to the series of three charts starting with, "DOES BAPTISM SAVE?", then "FAITH ONLY" finally "BECOMING A MEMBER" Only read the underlined parts of the photocopies from the creed books for time's sake.

V APPLICATION

OVERVIEW: Here you are reassuring them what they have learned is true. If you are using this as a one shot approach, then ask them if they want to be baptized and wait silently for their answer.

CUSTOMIZING YOUR CREED BOOK PHOTOCOPIES:

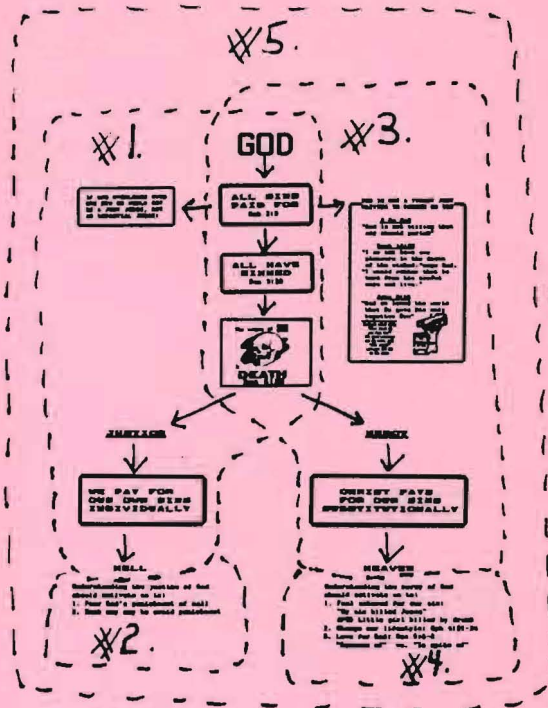
It cost me about \$40 to secure these various church manuals & creed books. You will notice that several are particular to Canada. The Baptist church is "officially non-creedal", yet they have regional associations for every church. You must phone up the local churches in your area and get what manuals they use in your city. I phone up a local church and ask for the address & phone # for their headquarters. I write or phone them and ask, "Please send me a copy of your church constitution, statement of faith and church government." Usually that will do it. They cost from \$1-\$12 each. If they give you any trouble remind them that these books are a matter of public record and that you are doing a research study on the different churches in the area. This is true! Start right away, the process may take 3 months.

There two approaches to using creed books. 1. Some preachers like to take three specific creed books along with them when they study. If the student is a Lutheran, then they make sure that one of the three creed books they take are the Lutheran Catechism. This approach is fine for the preacher but for the average member, it is not practical. This approach focuses on many specific doctrines of each church. 2. The second approach is what I have done. I collected a wide range of creed books and photocopied the critical sections. I was not so interested at this point with any particular doctrines, but rather solid evidence that members and leaders are required to agree with the manual in order to be a member of the church. These statements are usually found in the preface, and in sections which discuss the prerequisites for preacher ordination, local church membership or local church affiliation with world headquarters. When creating the originals for this section, especially include any official logos. Most members have never seen the creed book of their own church, but immediately recognize the logo. This second approach is efficient and powerful. If there is a need to look at any creed book in more detail, then you have the original in your library.

TEACHING THE PLAN OF SALVATION STUDY:

INTRODUCTION:

This lesson is excellent for teaching the basic principles of salvation, heaven and hell. It explains why man is lost and how he can be saved by Jesus. It helps the student to appreciate the mercy of God in salvation. The numerous visual aids in this lesson make it simple to teach and easy for the student to comprehend. The central part of this lesson throughout is the flow chart. You will need to know how to use the chart. I tear the chart out of the outline then draw the arrows as I get to each section. The chart at the right should help in this.



I FLOW CHART: Start by teaching the left hand side of the chart. (Section #1 on the chart above.) Introducing the flow chart takes only minutes.

II WAGES OF SIN IS DEATH: The first thing you want to establish is that death means separation not annihilation. This is illustrated first with physical death then spiritual. Adam and Eve are a good example of spiritual death. Point C is where you get the student to identify if they are lost or saved. You will see there are three questions. Just answer these three questions in order and things will flow smoothly.

III MAN'S AND GOD'S VIEW OF SIN: The point of this section is to show just how serious God views sin and how man thinks sin is no big deal. Conclude this section by going back to the chart and reviewing what you have covered then do section #2 of the chart.

IV JESUS: THE MERCY OF GOD: I begin this by going back to the chart and reviewing all that has been previously covered on the chart, then going on to do section #3 of the chart. I conclude this part by doing section #4 of the chart.

CONCLUSION: Now I review the entire chart. (section #5 on chart above)

1. I will cover with my hand, the "mercy" section (#3) of the chart when reviewing the justice section (#1). After saying, "There was a time when God had no choice but to send all to hell", I then lift my hand and say, "But God provided a second alternative!"
2. At the "MAN'S CHOICE" section of the outline: I point to the mercy side of the chart (#3) and say, "Christ can pay for our sins before we die..." Then pointing to the justice side (#1) I say, "Or we will pay for our own sins after we die." Very powerful!
3. When I'm at the "GOD'S CHOICE" section I say, "If we reject Jesus (God's love and mercy) God will have now choice once again, but to exercise his justice and send us to hell." As I say this, I cover the mercy side (#3) again with my hand. Mercy is unavailable, not because God didn't provide for any mercy, but rather because we have rejected it.

TEACHING THE BAPTISM STUDY:

(AND ILLUSTRATION #1)

WHEN TO USE THIS STUDY:

This study is ideal to use when the person you are studying with feels they are saved when the Bible clearly says they are not. Generally, anyone who is presently attending a local denomination on a regular basis will need this study to show how their church's practice on baptism differs with the Bible pattern. Generally, I do not use this study with the "unchurched". I also do not use this study with these two kinds of people:

1. If someone has never been baptized I cover baptism in the "PLAN OF SALVATION" study. (Baptism is covered in both the covenants and NT church studies as well.) The only exception to this is when they are not sure about baptism and need more solid teaching. Here you are usually dealing with someone who has been quite active in some denomination and feel saved even though they have never been baptized.
2. I do not use this study if someone has been baptized before (usually as a baby). With these I simply state that "infant baptism" is not baptism but "christening". And they need to be baptized. Usually this is enough. The exception to this is people who have been sprinkled but are strong in their religious practice and strongly believe sprinkling is pleasing to God.

OVERVIEW:

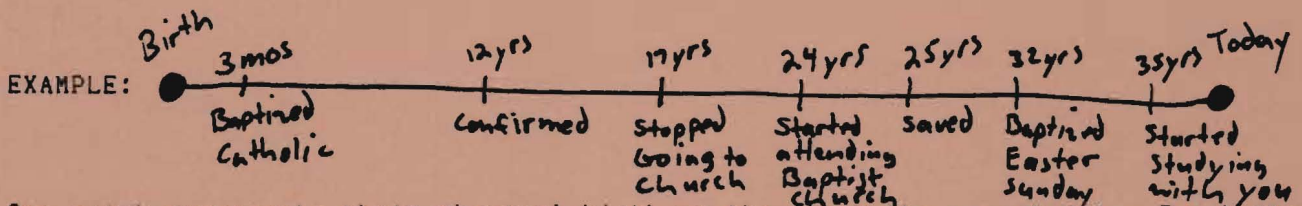
There is a basic logic in this lesson. We break baptism down into three parts and cover them one at a time. Your purpose in this lesson is to show that their previous "baptism" is not recognized by God, that they are not saved and they need to be baptized according to the Bible pattern. Unless you get them to agree to every point it is useless to use the application chart where you actually prove they need to be baptized "again".

In teaching this study you must already know what part of their previous "baptism" is wrong, whether mode, subject or purpose. If the main point of difference is the purpose of baptism (like with a Baptist or Pentecostal etc) then I just skim over mode and subject. Why waist a lost of time on something you already agree on? If they are strong advocates of infant baptism, then go over mode and subject in great detail.

SALVATION EXPERIENCE:

This is a very important step. You must get their salvation experience in writing before you begin the study. The thing you must determine is that they feel (and have been taught) that they were saved before they were baptized.

Another way to get their salvation experience is to draw a line between two points:



One point represents their physical birth and the other the present date. I ask them, "Beginning with your birth please relate to me in sequence the significant religious events in your life. Make specific enquiries as to when they were saved and when they were baptized and plot it on the line."

You make mental
Note →

SAVED at 25 yrs
Baptized at 32 yrs.

∴ Now you know they were baptized for wrong reason.

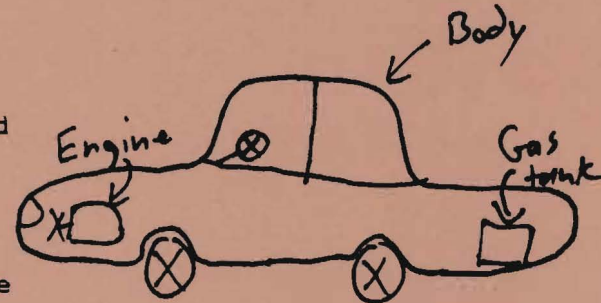
VARIOUS TEACHINGS ON BAPTISM:

In this introductory section you are showing how vast of religious division there is on baptism. IT IS IMPORTANT THAT YOU DO NOT ACTUALLY TELL THEM WHAT YOU BELIEVE AT THIS POINT. Just show them how divided churches are on the subject.

#1 PARTS OF BAPTISM LIKE ENGINE, BODY, GAS OF CAR

After you have identified the 3 component parts of baptism; mode, subject and purpose, I draw a picture of a car in the blank space on the first page of the study. YOUR OBJECT HERE IS TO SHOW THAT ALL THREE PARTS MUST BE CORRECT! 1 out of 3, or 2 out of three is not good enough.

A car has hundreds of vital parts but we are only going to look at three. The body, the engine and the gas. Now what happens when you have a body and engine but an empty tank of gas? You park! How good is a car with a full tank of gas a body but no engine? You park! How far do you get if you have a full tank of gas hooked up to an engine without the body? You see that all three parts are needed and if one is missing you don't have a car. The same is true of baptism. Each part is vitally important. Change just one and you don't have Bible baptism!



1. Body
2. Engine
3. Gas Tank

I MODE and II SUBJECT:

You have two ways of teaching the mode section. The outline (points B. and C.) are written in long form on the chart "Sprinkling, pouring or immersion". The only thing missing in the long text is point B.2. "1611AD king James translators dilemma..." So you can:

1. read the text on the chart or
2. use the outline on the study page.

Remember, don't spend a lot of time on these two sections if they themselves feel that infant baptism by sprinkling is wrong. However, if they stongly advocate sprinkling for infants then go over these with detail.

III PURPOSE:

As you begin this section identify the only two positions on the purpose of baptism. Be sure not to let them know what you believe. If they ask, tell them, "You don't want my opinions, if you want to know what the Bible says, CHECK IT FOR YOURSELF..." and don't tell them.

B. CHECK IT FOR YOURSELF:

Now the first chart is easy to use. I explain to them how to use the chart, then I get them to do all by themselves. I tell them that the two positions or views on the purpose of baptism are represented by the chart. One view on the left column and the other view on the right. REMIND THEM THAT THE BIBLE DOESN'T TEACH BOTH, ONLY ONE! I will say, "What does the Bible say is the purpose of baptism. Is baptism 1. for the forgiveness of sins OR 2. not for the forgiveness of sins" and so on down the chart.

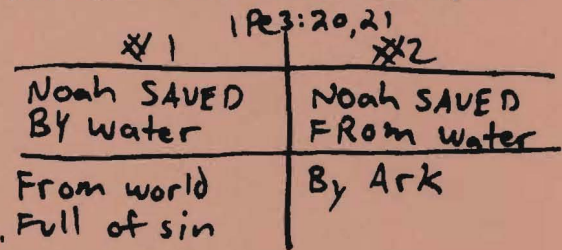
Give them room to do it by themselves. Don't be looking over their shoulders. I will say, "Now you do the chart and I will get a drink for us or go to the washroom or get up and stretch." If they are running into trouble finding a verse or ask for your help then begin helping them. After they have finished I go over the one's they may have gotten wrong. The notes below will aid in teaching the verses mentioned.

Mark 16:16 Use an illustration like, "He who eats and drinks will live, he who eats not will die". Both are essential to physical life just like both belief and baptism are both essential to spiritual life.

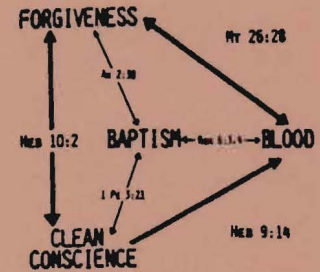
THE "LIKE FIGURE" OF 1 Pe 3:21:

Which of the two statements did Peter make?

1. Noah was "saved by the ark" from the water
2. Noah was "saved by the water" from the ancient sinful world: Gen 6:11-13
3. WE ARE SAVED BY WATER FROM OUR "WORLD OF SIN"



This verse says that baptism saves us not by removing the filth of the flesh [dirt washed off when immersed like a bath] but by an appeal to God for a good conscience (when you have forgiveness of sins your conscience is cleared. There is a direct relationship between blood, forgiveness and a good conscience as seen in the chart at right.



C. FIVE COMMON INTERPRETATIONS OF Mk 16:16

I will get them to first read the verse then tell them that in the denominational world there are five ways people interpret this one verse! Be sure to cover up the right hand side of the chart with paper, called "WHO TEACHES THIS?" or else you will lose some of the effectiveness of the chart as they see the answer before you make the point. I begin by saying, "There are religious groups in the city who teach do you know who? Give them a moment to think about it. Usually they will draw a blank. At that point I will slide down the sheet of paper to reveal the answer. Continue with the chart, keeping the answers hidden until you want to reveal them or they will read the answer before they know the question.

EVERY WORD THAT PROCEEDS FROM MOUTH OF GOD: Mt 4:4

When you have someone that raises an objection saying, "Well John 3:16 (or some verse like it) says if we believe we will be saved." Go through the chart and ask, "If Jn 3:16 teaches faith only, and rules out baptism as part of salvation, then does Lk 13:3 teach repentance only and rule out faith?" etc. We must take all the word, to just one verse to get the truth.

EXAMPLES OF CONVERSION show how in every case of conversion baptism was always present. This chart is to be used as you see fit.

IV APPLICATION CHART:

This is the main point of the lesson where we take the Bible information on baptism and apply it to their personal salvation experience. Remind them about Illustration #1 about the car and parts.

MORMONS: They immerse for the remission of sins, but they do it on behalf of dead people. A living Mormon will be baptized for a relative who has been dead for 300 years. See completed chart to see how to check the boxes.

FAITH ONLY They will not baptize infants and will practice immersion but they do not believe baptism is for the forgiveness of sins.

INFANT Infant baptism is always practiced by sprinkling. Because advocates believe the false doctrine of "inherited sin", they believe infants must be baptized for the forgiveness of sin.

JOHN'S John immersed adults. Why did they have to be "re-baptized" here in the text. Because they were baptized for the wrong reason. They were baptized for this purpose: Ak 19:4 (A baptism of repentance to believe in the one who followed)

IV APPLICATION CHART:

EXAMPLES	MODE	SUBJECT	PURPOSE	BIBLE BAPTISM???
NORRON FOR DEAD	✓	X	✓	NO
INFANT CATHOLIC UNITED LUTHERAN	X	X	✓	NO
FAITH ONLY BAPTIST EVANGELICAL PENTECOSTAL	✓	✓	X	NO
JOHN'S BAPTISM Ak 18:24-28 Ak 19:1-5	✓	✓	X	NO
Steve Rudd	✓	✓	X	NO

SAME

YOUR STUDENT'S NAME Now fill in their name and complete the chart. If their baptism is like "faith only" you can draw a connecting line between their section, John's section and the faith only section. Show them that Ak 19 is positive proof that they must be "re-baptized".

TEACHING THE "BECOMING A CHRISTIAN" STUDY:

The purpose of this lesson is twofold: First: To identify the major costs your non-Christian friend will have to pay in order to become a Christian and to identify things that stand between them and Christ that must be removed. Second: To get them to actually AGREE to pay these costs and remove any barriers. This is the commitment lesson which will test the quality of the heart. It is strongly recommended that a person studies this lesson before you baptize him. Even if a person wants to be baptized, it is important to get them to count the cost before baptizing them. This is in keeping with what Jesus said in Lk 14:28-30.

It is often a grave mistake to baptize someone the first time they ask. WHY? Lets say you baptize them before you study denominationalism. You baptize them, they go back to their old church and you never see them again! CHRISTIANITY IS A TAUGHT RELIGION! Another example is baptizing someone before they realize that they can't go fishing Sunday mornings every weekend as they have for the past 10 years. Here they hadn't "counted the cost". You know whose fault it is when they fall away? Yours, for baptizing them before you disclosed the terms of the agreement. Or they want to be baptized but hadn't considered that becoming a Christian requires them to either stop living common law or get married...and they soon fall away. Jesus said we must count the cost first! It is always better to baptize someone a little after they are ready than a little before they are ready.

There is enough material here to study up to 1.5 hours. You will need to place emphasis on areas where they need it and skim over areas where they have no problem so that the study is about 1 hour. For example, you can usually skip illustration #5 for those who are on welfare. You as a soulwinner will never teach this lesson quite the same way twice. You may teach an abridged form of this lesson in about 30 minutes by skipping the entire second page.

Let's say someone wants asks to be baptized the very evening you study the NT church or baptism study. You should count the cost right their and then. This can be done quite effectively in 15 minutes by discussing Lk 14:28-30 then doing Section IV. If things are rushed or both of you are tired, put the baptism off till the next study night and go over this study in detail.

INTRODUCTION :

Most people relate to God's people being refered to as a Christian. This lesson will examine the passages that relate to God's people as disciples. This lesson examines several passages which state, "You cannot be my disciple unless...". In the first century there was an expression, "Caesarian". This word is different from that famous and painless method of delivering a baby (Caesarean section). A "Caesarian" was a member of Caesar's household, whether a slave or blood relative. ISBE says, "To belong to Caesar's household would secure substantial privileges and immunities, and would give a certain social importance which made this position a valued one." Thus the word Christian refers to those of Christ's household and would grant substantial privileges too. (Caesar + ian = Christ + ian)

I COST AND BENEFITS:

This section introduces the main thought of the lesson in that there are costs each of us must pay in order to become a Christian. Most people imagine being a Christian as no fun. They view it as a relationship where you give up everything and get nothing in return. This section discusses this idea and shows it to be false. What you get is more than what you give up! There are present benefits as well as the future reward in heaven.

II JESUS CALLS HIS DISCIPLES:

People followed Jesus for a variety of reasons in the first century. Some followed Him only for food Jn 6. You can use this section to deal with those who are attending church for the wrong reason, like merely the social aspects. In fact most of the section discusses people who were following Jesus, but for the wrong reason or with poor commitment.

Lk 9:57,58 followed because he thought it would make him rich and famous.

Lk 9:59,60 did not realize that following Jesus was the highest priority in life and more important than any excuse. Anyone can go to their boss and get time off with short notice to attend their father's funeral. If Jesus did not excuse this man for what is considered the "ultimate excuse" what do you suppose Jesus thinks about our usual excuses. Jesus "nailed" every excuse in the book by "nailing" this one.

Lk 9:61,62 This man didn't realize that following Jesus requires a lifetime commitment. No turning back. No vacations from the Christian walk!

Lk 22:54 People like to follow Jesus at a distance...just close enough to reap the benefits but far enough away so they don't have to pay any costs.

Jn 6 + Lk 9 Here we are looking at one story from two gospel records. We get a more accurate picture by putting both gospels together. The 5000 were following Jesus for the wrong reason (bread seekers). Jesus would not let them follow Him any more unless they followed Him for the right reason (He was the bread of life). V66 says that as a result of Jesus rebuke, many of His disciples left Him and were not following any more. JESUS WANTS QUALITY COMMITMENT NOT QUANTITY! Don't be afraid to rebuke!

III CARRY YOUR OWN CROSS:

This section defines what the expression "carry your own cross" means. The thought is summed up by Gal 2:20 "I have been crucified with Christ it is no longer I who lives but Christ." Jesus serves as an example of carrying his cross. Remember that Jesus carried his cross all through his life, not just on crucifixion day. Jesus placed God on the throne of His heart and sat at God's feet...an example for us. Jesus said all through his ministry, "It is no longer I, Jesus, who lives, but the Father who lives in me, the life I live in the flesh, I live by faith in the Father" Gal 2:20.

IV WILL YOU PAY THE PRICE?

All through the lesson you have been warning them that they will have to pay a cost, but it has been all academic. Now you actually tell them some of the costs they will have to pay. Remember, don't go easy on them...Jesus didn't.

V YOUR GREATEST COST:

See illustration #7 for more details. It is important that when you identify their greatest single point of resistance to becoming a Christian. It should be evident from the time you have spent together. Rather than saying, "Are you aware that your husband will try to hinder you from going to church every Sunday". Ask, "Are you prepared to be a Christian even if doing so causes your husband to walk out on you?" Rather than saying, "I think that material things will be a hinderance to you". Ask, "Would you still become a Christian if it meant that the government would come and confiscate your house, car and everything you own as happened in the first century?" Rather than saying, "Your friends at school may ridicule you when they find out you have become a Christian". Ask, "Are you prepared to to be shunned by every friend you have when they find out you are a Christian?" Make the point as hard as you can. WE ARE LOOKING FOR A QUALITY COMMITMENT FROM THEM WHICH WILL ENDURE A LIFETIME. This commitment is more important than a marriage commitment and think of how much time and thought goes into tying the knot!

At the end of this study I will read Mt 28:18 and ask them if they want to be baptized. Don't say a word till they answer. If they say I want to think about it ask them what there is to think about. If they delay baptism it could mean they are not "good soil" or it could mean they are truly counting the cost and will be baptized in a few days. The passing of time will give you the answer.