



# Personal Evangelism Class

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A Class Curriculum Guide for  
Bible Institutes, Colleges, & Seminaries

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Based on Good Soil Evangelism & Discipleship

# Good Soil Evangelism and Discipleship

## *Striving to Plant God's Seed in Good Soil*

### Guiding Assumptions:

- This course will be an extension of the Good Soil E&D seminar. The workbook for that seminar will be the basic in-class text for this course. Every student will have his/her own copy of this workbook. English text Good Soil seminar workbooks are available from [www.GoodSoil.com](http://www.GoodSoil.com) for certified Good Soil instructors.
- The instruction used in this Level One (Bible Institute or Bible College level) academic course is based upon instructional methods used in the Good Soil seminar. The ideas given here are suggestions for supplementing the content and instruction in the Good Soil seminar—slowing down the instruction and expanding the content, allowing for more and deeper reflection on the part of students.
- The instructor will not fall back into a primarily-lecture mode, but will engage students as actively as is done in a Good Soil seminar. We do not believe that the academic setting should change the instructional methodologies in any significant way. Even the new activities added to extend the seminar content into an academic format should be designed to actively engage students in the learning process. Students should be arranged in small groups (table settings, if possible).
- The instructor has been through an official basic Good Soil seminar and has been certified as a Good Soil trainer. The “Training Wheels” document received in the trainer certification process should be used as the basic instructional guide for this course.
- Each session is 50 minutes long. There are 30 in-class sessions planned into this curriculum design.
- Activities to evaluate student mastery of the course material (“tests”) are not included in this course design and have not been factored in to the teaching plan for 30 sessions. At the local level, the course instructor may choose to create traditional exams and/or may choose to evaluate student mastery of the concepts in this course in other, higher-level formats. The evaluative activities in the Good Soil seminar (concentric circle activity, A-Z flip chart activity, and window panes flip chart activity) have not been included as a part of these 30 sessions. But the instructor would be well advised to find a way to build them into this course, given the unique time and space constraints that he/she may face.
- The instructor will read carefully through the instructional plan for this course (below) and will be prepared for each teaching segment and activity (and materials needed for each activity). Required and suggested instructional resources:
  - The Story of Hope* (TSOH) – one book for each student.
  - The Way to Joy* (TWTJ) – one book for each student.
  - Good Soil seminar workbook for every student.
  - Gaining Ground with Good Soil* – required text for each student.
  - Full copy of FREE TSOH Class Facilitator’s Guide.
  - Full copy of FREE TSOH Leader’s Guide.
  - Full copy of FREE TWTJ Leader’s Guide.

- Adapted FREE Worldview Persona Cards (adapted to the local setting) – See session 7.
- Handout with text of Colossians 4:2-6 and Ephesians 6:18-20 – See session 8.
- Gospel tract or some other gospel presentation used in the local setting – See session 9.
- Jesus Film* in the (first) language of your students – See session 10.
- Suggested but not essential: *Firm Foundations* (latest edition) curriculum, published by New Tribes Mission – See session 12.
- Ee-Taow* and *Next Chapter* video/DVD – See session 12.
- Suggested but not essential: Some Good Seed resources by John Cross, such as *Stranger on the Road to Emmaus*, *By This Name*, *All the Prophets Have Spoken*, and *The Lamb* – See session 13.
- Suggested: Samples of Good Soil E&D resources. Check [www.goodsoil.com/resources](http://www.goodsoil.com/resources) for current resources - See session 13.
- The HOPE* DVD – See session 18.
- How to Use the ChronoBridge to Life* DVD – See session 27.
- E-List and D-List cards – See session 30.

Session	Lesson Content (& instructions for supplementing seminar content and activities)	Pages	Time
<b>Unit One—Introducing Good Soil Evangelism and Discipleship</b>			
1	<b>What is Good Soil? (Understand&gt;Embrace&gt;Retain)</b>	1-2	35
	Supplemental Instruction: Study all ten of the word studies texts and guide students to consider how the use of the Greek words in those texts help to clarify the meaning of the words as used in Matthew 13:23, Mark 4:20, or Luke 8:15. You will want to use the “Word Studies for Three Good Soil Verbs” document (in the Supplements section of the workbook).		
	<b>Conversion, the Process-Perspective</b>	2	15
	Supplemental Instruction: Ask students to list and discuss some of the events that occurred in their lives that God used to prepare their minds and hearts for being born again (regenerated – converted in the way that we generally use the word).		
2	<b>Good Soil E&amp;D Scale—Vertical Dimension</b> <b>Required Reading: Through chapter 3 of Gaining Ground</b>	3-4	50
	Supplemental Instruction: Just slow it down and help students extract as many principles as they can out of the scale. Also spend a workable amount of time on the “scale in relationship to...” activity on the bottom of page 4. You will want to use the “Some Observations from the Good Soil E&D Scale” document (in the Supplements section of the workbook).		
3	<b>Horizontal Dimension of the Good Soil Scale</b> <b>Required Reading: Chapters 4 &amp; 5 of Gaining Ground</b>	5	25
	Supplemental Instruction: Allow adequate time for students to process this. This is a very important dimension of the scale that often is forgotten.		
	<b>Initial Contact or Relational Evangelism?</b>	6-7	20
	Supplemental Instruction: Unless there is a specific local need for this to be discussed thoroughly, do not spend more than the allotted time here.		
	<b>How Should the Good Soil Matrix...?</b>	7	5

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	Supplemental Instruction: Emphasize that where an unbeliever is on the matrix informs us as to whether Initial Contact Evangelism or Relational Evangelism is most appropriate. People who are high on understanding and high on receptivity may respond with understanding and sincerity to an initial contact presentation.		
	<b>Assignment:</b> If internet access is available in the classroom, display the <a href="http://www.GoodSoil.com">www.GoodSoil.com</a> site to students and tell them to familiarize themselves with the site as soon as possible. Or, if internet is not accessible from the classroom, give them a reasonable amount of time (days) to familiarize themselves with the Good Soil site.		
<b>Unit Two—Understanding the Gospel</b>			
4	<b>Worldview Noise</b> <b>Required Reading: Chapters 6 &amp; 7 of Gaining Ground with Good Soil</b>	8	25
	Supplemental Instruction: Allow adequate time for students to process this. Focus this on worldview noise issues common to the setting where the course is taught.		
	<b>Early Church Case Study (Acts 2)</b>	9	25
	Supplemental Instruction: Follow the same procedure that was used in the seminar, but all groups will be working through this exercise (rather than it being assigned to just one group).		
	<b>Assignment for next session:</b> Instruct students to read and study Acts 14:6-18 and Acts 17:16-34 prior to the next session. If possible, ask them to read two or more commentaries related to these passages in the process.		
5	<b>Early Church Case Studies (Acts 14 &amp; 17)</b>	10-12	50
	Supplemental Instruction: Instead of assigning half of the class to read, study, and discuss the Acts 14:6-18 passage and the other half to do the same with the Acts 17:16-34 passage (as is done in the seminar), everyone will study both passages. Focus on the Acts 14 passage for the first half of the session and the Acts 17 passage for the last half of the session.		
6	<b>Your Host Culture</b>	13	50
	Supplemental Instruction: If there are multiple dominant religious worldviews in this host culture, divide the class into sub-groups, assigning one worldview per group for this activity. Pace the class to complete each of the three sections in the amount of time that you allot them: <ul style="list-style-type: none"> <li>• 5 minutes—Choose a worldview for this real-life exercise.</li> <li>• 15 minutes—Compare host culture to Good Soil scale.</li> <li>• 30 minutes—Evaluate degree of false beliefs.</li> </ul>		
	<b>Assignment to be completed prior to the next session:</b> If there is not sufficient in-class time to complete this activity, require students to complete it out of class, prior to the next session. This is a very important and practical assignment.		
7	<b>Worldview Onions</b> <b>Required Reading: Chapter 8 of Gaining Ground with Good Soil</b>	14-15	50
	Supplemental Instruction: Prior to this course, adapt the Worldview Persona cards used in the seminar to the real-life setting where you are. Eliminate the worldview personas that would not be common in your setting and create others to replace them. Cover pages 14-15 first. Then, in the next session you will come back to the Colossians 4 passage (as well as the parallel Ephesians 6:18-20 passage) that is introduced on the bottom of page 14.		
8	<b>Colossians 4:2-6 and Ephesians 6:18-20</b> <b>Required Reading: Chapter 9 of Gaining Ground with Good Soil</b>	14	20

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	Supplemental Instruction: <b>(1)</b> Prior to this session, put the text of Colossians 4:2-6 and Ephesians 6:18-20 on a single sheet of paper and make copies for each student. Give these copies to the students and ask them (in class) to “compare” and “contrast” what Paul says in the two passages. Encourage them to mark-up or highlight the text in preparation for a class discussion. Lead the class in a discussion, highlighting our obligations to communicate the gospel with “clarity” and with “boldness.” <b>(2)</b> Then, emphasize the “initiate conversations...” statement and how it relates to the overall emphasis of Good Soil evangelism and discipleship. <b>(3)</b> Throughout the rest of the course, remind them frequently of this “initiate conversations...” emphasis.		
	<b>Gospel Knowledge Deficiencies</b>	16	30
	Supplemental Instruction: Be sure to pace them through the three stages.		
9	<b>Evaluating the “Romans Road” Presentation at the Tilling Level</b>	17-19	25
	Supplemental Instruction: Allow adequate time for students to process this.		
	<b>Evaluating the Another Gospel Presentation at the Tilling Level</b>	18	25
	Supplemental Instruction: Select a gospel tract or other brief presentation of the gospel that is commonly used by Christians in your setting.		
10	<b>Beginning the Gospel with Jesus—<i>Jesus Film</i></b>	20	30
	Supplemental Instruction: The <i>Jesus Film</i> is approximately two-hours long. For the purposes of this activity, only play the first 12 minutes or so (through the scene where the dove descends upon Jesus).		
	<b>Beginning the Gospel with Jesus—Gospel of John</b>	20-21	20
	Supplemental Instruction: Instruct students to do this in small groups and each small group should read and mark the entire passage—John chapter 1.		
11	<b>Where Jesus Began</b> <b>Required Reading: Chapter 10 of Gaining Ground with Good Soil</b>	22	20
	Supplemental Instruction: Spend a good part of this time discussing events from “Moses and all the Prophets” that Jesus might have used. Ask students: “If you could only choose one Old Testament event to use in sharing the gospel of Jesus Christ, which one would you choose and why?”		
	<b>Systematic and Biblical Theology</b>	23	30
	Supplemental Instruction: Be very sure to allow adequate time for students to process and understand these concepts.		
12	<b>New Tribes Mission – <i>Firm Foundations</i></b>	24	10
	Supplemental Instruction: If possible, show the students a copy of the new <i>Firm Foundations</i> materials.		
	<b><i>Ee-Taow DVD</i></b>	24	40
	Supplemental Instruction: Show the entire <i>Ee-Taow DVD</i> . If time is available somewhere in the course, you may also want to show the sequel to <i>Ee-Taow</i> , it’s called the Next Chapter.		
13	<b>Good Seed Resources</b>	25	10
	Supplemental Instruction: If possible, show the students copies of some of the books written by John Cross and published by Good Seed.		
	<b>Good Soil Resources</b>	25	20
	Supplemental Instruction: If possible, show the students copies of all (or a good variety) of the Good Soil resources. Perhaps, set up a display of these resources in the classroom. But, at this point in the class, do not go in much detail regarding TSOH PowerPoint, ChronoBridge cards, etc. It will be much more meaningful to show those later, after students have become familiar with TSOH.		

<b><i>The Story of Hope (TSOH)</i></b>			
	<b>Introducing TSOH—Browse Through Activity</b>	26	20
	Supplemental Instruction: Only conduct the activity at the <u>top</u> of page 26, in this session.		
14	<b>Introducing TSOH—Triad Activity</b>	26	30
	Supplemental Instruction: Now conduct the activity at the <u>bottom</u> of page 25.		
	<b>Introducing TSOH—Overview and CBS/CBT</b>	27	20
	Supplemental Instruction: No additional instructions needed.		
15	<b>Practice Activity #1—CBS</b>	28	30
	Supplemental Instruction: Only use the “reading” (not the paraphrasing) option here.		
	<b>Prep for Practice Activity #2—CBT</b>	28	20
	Supplemental Instruction: Assign each student one of the 40 TSOH lessons. Show them (and explain) the Leader’s Guide for TSOH. Allow them to use the remaining time in this session to begin their preparation to lead another student through the assigned lesson (as was done in the seminar).		
16	<b>Practice Activity #2—CBT</b>	28	25
	Supplemental Instruction: As students lead other students through their designated TSOH lesson, allow them no more than 10 minutes each.		
	<b>ChronoBible Teaching and BibleStorying Resources</b>	28	10
	Supplemental Instruction: Introduce students to these Good Soil resources that can be used for CBT or CBS. If possible, show them the resources and explain distinctives of each resource.		
	<b>Good Soil—Auxiliary Resources</b>	29	15
	Supplemental Instruction: Acquaint students with the Good Soil resources on this page and explain the distinctives of each. You might want to give them a few minutes to read the page and ask questions about these resources.		
17	<b>Make (or Remind Students of) a Major Assignment</b>		10
	Supplemental Instruction: Sessions 19-23 will be based on work that students should do prior to those class sessions. They need to study eight TSOH lessons in preparation for each of these sessions, 19-23. Encourage to use TSOH Leader’s Guide in their preparations.		
	<b>The HOPE DVD (if available in the language of your students)</b>	29	40
	Supplemental Instruction: Begin showing <i>The HOPE DVD</i> and continue until the end of the session. At some point, you may want to show them (if your students are English-speakers) the free Study Guide that is available for use with <i>The HOPE DVD</i> . <a href="http://www.thehopeproject.com/studyguides/pdf/TheHopeStudyGuide.pdf">http://www.thehopeproject.com/studyguides/pdf/TheHopeStudyGuide.pdf</a>		
18	<b>The HOPE DVD (if available in the language of your students)</b>	29	50
	Supplemental Instruction: Continue and compete showing <i>The HOPE DVD</i> , but pause occasionally for brief discussions.		
	<b>Assignment for next session:</b> Students should work through the first eight events in TSOH, answer all the questions, and be prepared to group-discuss them. Instruct them to use the Leader’s Guide in their preparations.		
Optional Session	<b>Optional Activity-Session:</b> If you have been able to give students a good overview of the Good Soil resources mentioned, thus far, in the seminar workbook, we suggest that you take an entire class session (not accounted for in this curriculum plan) for the “Selecting the Most Appropriate Evangelism Resource” activity on page 30 of the workbook. The documents needed for this can be found in the	30	50



	Instructor’s Resource Center of <a href="http://www.GoodSoil.com">www.GoodSoil.com</a> , for all certified Good Soil trainers.		
19	<b>Discussing TSOH—Events 1-8</b>	-	50
	Supplemental Instruction: Sub-divide the class into groups of between five to seven students. Choose a leader for each group. Assemble them into their groups and instruct them to work through (discuss) the questions for events 1-8, including the “Ways that God is portrayed...” attributes at the end of each two-page (four events) spread. At the end of the session, the current leader appoints a different leader for the next session.		
	<b>Assignment for next session:</b> Students should work through (group-discuss) events 9-16 in TSOH, answer all the questions, and be prepared to group-discuss them. Encourage them to use the Leader’s Guide in their preparations.		
20	<b>Discussing TSOH—Events 9-16</b>	-	50
	Supplemental Instruction: Repeat the process that was followed in the previous session.		
	<b>Assignment for next session:</b> Students should work through events 17-24 in TSOH, answer all the questions, and be prepared to discuss them. Encourage them to use the Leader’s Guide in their preparations.		
21	<b>Discussing TSOH—Events 17-24</b>	-	50
	Supplemental Instruction: Repeat the process that was followed in the previous session.		
	<b>Assignment for next session:</b> Students should work through events 25-32 in TSOH, answer all the questions, and be prepared to discuss them. Encourage them to use the Leader’s Guide in their preparations.		
22	<b>Discussing TSOH—Events 25-32</b>	-	50
	Supplemental Instruction: Repeat the process that was followed in the previous session.		
	<b>Assignment for next session:</b> Students should work through events 33-40 in TSOH, answer all the questions, and be prepared to discuss them. Encourage them to use the Leader’s Guide in their preparations.		
23	<b>Discussing TSOH—Events 33-40</b>	-	50
	Supplemental Instruction: Repeat the process that was followed in the previous session.		
<b>Unit Three—Embracing the Gospel</b>			
24	<b>Clarifying&gt;Personalizing&gt;Persuading</b> <b>Required Reading: Chapter 11 of Gaining Ground with Good Soil</b>	31-32	50
	Supplemental Instruction: Spend an adequate amount of practice time with the ChronoBridge. Instead of just assigning students to practice <u>one</u> of the concepts (as was done in the seminar), assign four—the first four (God, man, sin, & death) or the last four (Christ, cross, faith, & life). Be sure that half of the first four concepts are assigned to half the students and the last four to the other half of students. Give them time in class to prepare. Pair up God-man-sin-death students with Christ-cross-faith-life students and instruct them to take the other person through their halves of the ChronoBridge.		
	<b>Assignment for next session:</b> Read (article) <i>What Must I [Really] Do to be Saved?</i> From the Supplements section of the seminar workbook.		
25	<b>Personal Faith Response</b>	33	45
	Supplemental Instruction: (1) Lead an entire class discussion on the article, <i>What Must I [Really] Do to be Saved?</i> or assign this discussion to small groups and appoint a theologically capable leader. Focus the discussion on issues that are		

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	fairly common in their settings. (2) In the section at the bottom of page 33 of the seminar workbook, only deal with cultural issues that affect evangelism in your setting.		
	<b>TSOH Class Facilitator's Guide</b>	34	5
	Introduce students to the Class Facilitator's Guide for TSOH and the accompanying PowerPoint presentation that contains 400+ slides, including text of all of the Bible passages used in TSOH, plus much more.		
<b>Unit Four—Retaining the Gospel</b>			
<i>The Way to Joy (TWTJ)</i>			
26	<b>Basic Steps to Discipleship</b> <b>Required Reading: Through the end of Gaining Ground with Good Soil</b>	35	20
	Supplemental Instruction: Do not forget to deal with the 2 Corinthians 1:24 text and explain the implications of this verse. Also, be sure to include the FUN activity which challenges students to find a match in the class—someone who progressed up the green part of the scale in the same order that they did.		
	<b>Introducing TWTJ</b>	36-37	15
	Supplemental Instruction: No additional instructions.		
	<b>Lessons One of TWTJ</b>	37	15
	Supplemental Instruction: No additional instructions.		
27	<b>Lessons Two of TWTJ (and overview of Three-Ten)</b>	38	15
	Supplemental Instruction: If you are teaching English-speakers, be sure to use the <i>How to Use the Chronological Bridge to Life</i> DVD. Instruct students to watch how Ron Berrus interweaves the ChronoBible story across the ChronoBridge.		
	<b>Personal Faith Story Development</b>	39-40	35
	Supplemental Instruction: Give students clear instructions on structuring their faith stories. Allow them to use the remaining part of this session to develop the outline of their faith story		
	<b>Assignment for next session:</b> Prior to the next session, students should write down their faith stories in and practice telling them. <b>Time limit = three minutes</b> for their spoken faith stories. They should come to class prepared to (first) read and (later) tell their faith story to the entire class or in a small group, depending on the size of the class.		
28	<b>Personal Faith Story Critique</b>	40	50
	Supplemental Instruction: If your class is small, ask every student to present his/her faith story to the entire class. As the teacher, make notes of suggested improvements on a piece of paper and give this helpful feedback to the student after his/her presentation.		
	<b>Assignments for next session:</b> (1) Students should work on improving their faith stories and come to the next session prepared to share them to one other student. They should be able to share it without looking at their notes. (2) Assign one of the following TWTJ lessons to each student—3, 4, 5, 6, 7, 9, or 10. They should come to the next session prepared to lead another student through the assigned lesson. Point them to the Leader's Guide for TWTJ and encourage them to use that as they prepare.		
29	<b>Personal Faith Story Practice</b>	40	15
	Supplemental Instruction: Ask students to pair up with another student, share their faith stories without using notes, and give each constructive feedback.		
	<b>Practice Leading a TWTJ Lesson</b>	41	30



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	Supplemental Instruction: Pair students up with someone who was assigned a lesson from TWTJ that was different from the one they were assigned. Give each student 12 minutes to lead the other person through a “quick” version of the lesson.		
	<b>TWTJ Class Facilitator’s Guide</b>	42	5
	Introduce students to the Class Facilitator’s Guide for TSOH.		
	<b>Assignments for next session:</b> (1) Instruct students to share their faith story (in a real-life setting) prior to the next session. Let them know that you will ask them to share their experiences with the class. (2) Instruct students to read (article) Disclaimers and Affirmations.		
30	<b>Personal Faith Story Sharing Time</b>	40	10
	Supplemental Instruction: Ask students who shared their faith stories with someone in a real life setting to share their experiences with the entire class.		
	<b>Disclaimers and Affirmations</b>	S-16-18	10
	Supplemental Instruction: Allow students to ask for clarification on any of these issues.		
	<b>Good Soil E&amp;D Online Network</b>	43	15
	Supplemental Instruction: If you have internet access, show these sites to students and explain the purpose for each: <a href="http://www.GoodSoil.com">www.GoodSoil.com</a> and <a href="http://Facebook.GoodSoil.com">http://Facebook.GoodSoil.com</a>		
	<b>E-List and D-List</b>	41	15
	Supplemental Instruction: Follow the regular procedure for this activity		

### Some Possible Additional Course Requirements

- Take an unbeliever through The Story of Hope.
- Take a new believer through The Way to Joy.
- Share your personal faith story with “x number” of unbelievers.
- Present the Chronological Bridge to Life with “x number” of unbelievers.
- Colleges and seminaries may want to add some type of research project, paper, and/or additional reading.