

Help Them Understand What They (Church, Religion) Believe

(Lesson V: Conversational Evangelism – Third Type of Conversations)

➤ = next PowerPoint slide

➤ Intro:

- continue series on Conversational Evangelism

➤ Review this series: Conversational Evangelism

- What is Conversational Evangelism

- sharing God's word with people in everyday conversation, rather than in a formal class
 - normally, conversations lead to home study or attending church, leads to obedience to Christ
 - rarely, lead to obedience without home study and visiting at church

- **illus.:** Pam and friend met 2 boys at bowling alley, came to church the next day, continued to come and visit at house, in a few weeks studied, one obeyed gospel that day and other a few weeks later

➤ - First two lessons:

- #1 Cultivate, Stimulate, and Recognize Opportunities
- #2 Review and Exemplify: Cultivate, Stimulate, and Recognize Opportunities – men helped

➤ - Next five lessons: – five different types of conversations we need to have with people

- #1 Learn About Them and Their Religion (Church)
- #2 Identify Common Ground, Based on God's Word and Authority – last lesson
- #3 Help Them Understand What They (and their church, religion) Believe – this lesson
 - many people are going to a church, and don't know its beliefs
- #4 Introduce Bible Teaching in Everyday Conversation
- #5 Overcome Objections

➤ **Use questions to help people learn about their religion.**

- **Col. 4:5-6 wise conduct toward outsiders:** use of questions often a wise way to talk with people, and teach – get people to think

➤ - **illus.: Jesus**

- **Matt. 16:13-16f** Jesus used 2 questions, teach about building His church

➤ - **Lk. 20:1-8** Jews confronted Jesus with question, Jesus used question to answer, they could answer own question, not willing

➤ - **illus.: Paul**

- **Acts 21:37** Paul speaking to commander, wanting to defend himself, after Jews' false accusations

- **illus.: Christians today** – have to care about people and about what they think

- Farrell: "I want to ask you a question. . . ."

- Have you thought about. . . ?

- Did you hear about. . . ?

- What do you think about. . . ?

- Have you studied. . . ?

➤ - **no pressure approach is usually the most effective today** – we're not Jesus or an apostle – the only reason to get mad and defensive is if not have the truth

- **illus.: Aquila and Priscilla**

- **Acts 18:24-27** took Apollos aside and explained the area where his teaching was incorrect - gentle

- **illus.: Paul**

- **Acts 21:37-22:1f** Paul asked to speak, not one accused of being, didn't speak till had permission, polite, gentle, courteous, speech seasoned with salt, gracious speech, etc.

- **Acts 24:1-11** Paul before Felix, after been falsely accused by Jews – not angry, calm, instructive

- **don't try to say everything in one conversation** - information overload, not effective

- stay focused on getting one or two points across, build on it later

- **questions can help us:**

- clarify religious terms

- believe, repent, confess, baptize

- clarify beliefs

- when is a person saved, why are we baptized

- expose uncertain beliefs, questions they have about religion

- I'm not sure about. . . / I don't believe. . . .

- help people see discrepancies in their thinking without further help

- perseverance of saints / can commit murder and still do to heaven without repenting

- help introduce Bible principles

- What does Peter mean in 1 Pet. 3:21: there is an anti-type that now saves us, namely baptism

- stimulate thought and Bible study

- raise questions that can only be answered by God, in His word

- place the burden of proof on the individual espousing the belief

- Jesus (Lk. 20:2-4) when His authority questioned, answered with question

- allows for a non-defensive mode of discussion

- can bring up a topic without being on the attack

➤ **Help them identify areas in which they've been misinformed.**

- by helping people understand what they believe, and their church or religion believe, it often helps them learn that they've been misinformed, taught wrong, or made false assumptions

- **illus.: Paul on Mars Hill**

- **Acts 17:22-23** Paul began by stating what they were doing

- **Acts 17:24-25** he showed the inconsistency of their religion (tried to serve God with human hands)

- **Acts 17:26-27** he showed them why they were doing what they were doing, although their worship was wrong

- **Acts 17:28** he quoted their own poets to prove it his point secularly, in addition to religiously

- **Acts 17:29** he then concluded from the religious and secular evidence, that God was not an idol made with hands

- **Acts 17:30** proclaimed that God now requires all men to repent

- **Acts 17:31** introduced a hot topic to stir their minds resurrection

- some sneered and some wanted to hear more – result of throwing how line (catechism allegory)

- many people think they (or their church) believe one thing when they really believe something else

- **illus. baptism remission of sins:** many times we talk with people who think they were baptized for the remission of sins, only to find out they were not

- **illus.: baptism / sprinkling:** sometimes people think they were baptized, because of terminology used in a religion that is different from the Bible, when they were only sprinkled

- **illus. Calvinism:** sometimes people think their church does not hold any of the 5 major doctrines of Calvinism, but find out they do (their religion does) – **illus.: lady in dentist's office**

➤ - **Rom. 1:16** God's word is the power

- many people have been told what it says, but not investigated, anger often the result because taught wrong

- **illus.:**

- **lady in Kissimmee:** shocked to learn that what she had been taught at catechism class was not in the Bible, eventually got to point where she could joke about it – what they told us isn't in the Bible

- **young man in Thomasville:** learned that what he had been taught contrary to the Bible, had to deal with anger

- **summary:**

- use questions to help people learn about their religion

- help them identify areas they've been misinformed – God's word is the power

➤ **Help them identify areas of inconsistency in their beliefs, so they'll be encouraged to investigate the truth of the gospel.**

- **when people see they are inconsistent in their beliefs, sometimes engenders desire to investigate**
 - **Rom. 1:16** use questions relating to God's word(above), to help people walk themselves through the process with God's word

➤ **- illus.: Jews, Pentecost**

- **Acts 2:14-38** Peter's sermon, Jews learned misinformed about Jesus, thought had killed a sinner worthy of death when actually **had killed the Messiah**
 - their beliefs about Jesus were **inconsistent with Scripture – Peter convinced with Scriptures**
- **Acts 2:37** asked what to do
- **Acts 2:38** Peter told them what to do, 3k obeyed

➤ **- now is a good time to let them know you're available for Bible study**

- **usually not good to bring up subject in a way requiring a decision**, but letting know available
- **illus.:**

- **good:** I've. . . (relate). If you ever want to study the Bible together, just let me know.
- **poor:** Do you want to study the Bible Monday night? (requires immediate decision, not time to think about)

- **summary:**

- use questions to help people learn about their religion
- help them identify areas they've been misinformed – God's word is the power
- help them identify areas of inconsistency in their beliefs, so they'll be encouraged to investigate the truth

➤ **Other things to keep in mind, while learning about them and their religious beliefs:**

- **try to get a grasp on what might give them trouble in coming to Christ**, if you have the chance to teach them (uncovering barriers)
 - **Phil. 2:12** try to address in advance, obstacles they'll have to work through

➤ **- learn about their personality** and how best to get through to them

- **illus.: if they have a B personality, you don't talk to them like you would a person with an A personality**
- visa versa
- **illus.: if they are a visual learner, it's helpful to write things down and draw pictures**, but if they are a verbal learner you'll need to be more verbal

➤ **Summary / Inv.**

- **summary:**

- use questions to help people learn about their religion
- help them identify areas they've been misinformed – God's word is the power
- help them identify areas of inconsistency in their beliefs, so they'll be encouraged to investigate the truth
- try to get a grasp on what might give them trouble in coming to Christ
- learn about their personality and how best to get through to them

- **inv.:** not a lessons on first principles, but can obey the gospel tonight - inv.