



# COLORADO CHRISTIAN UNIVERSITY

*Grace and Truth*

YTM 197 Lead THE Cause: Evangelism Training

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CCU and Dare 2 Share

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Course Description: The course works in harmony with Lead THE Cause in conjuncture with Dare2Share Ministries and Colorado Christian University. The additional academic work builds upon the intense training offered by the Dare 2 Share Staff over the course of the event.

Cost: \$200 and a CCU online registration form found at [www.ccu.edu/academy/dual-credit/](http://www.ccu.edu/academy/dual-credit/) registration. Select Registration Form and complete the correct form (if you have a CCU ID enter your data on the right.) Make sure to update your high school as Dare 2 Share.

Cognitive Objectives: Upon successful completion of this course student will be able to:

1. Identify specific Biblical prayer models
2. Reflect upon service learning components in the practice of evangelism
3. Explain key ideas on evangelism and discipleship based on assigned reading
4. Discuss specific Biblical models of leadership
5. Articulate a vision and plan for implementing new evangelism strategies in a local school context

Textbooks: All text books will be supplied at the Dare to share web site or at [www.ccel.org](http://www.ccel.org). Each student will be expected to read a combined 375 pages. Specific details are outlined in the reading Guide Assignment sheet.

Course Requirements:

1. Attendance at Lead THE Cause. Full attendance at all sessions is required for full attendance points. See Attendance Statement for details. 100pts.
2. Completion of a reading guide based on assigned on-line readings totaling 375 pages. See Reading Guide Assignment sheet for details. 150pts.
3. Daily journal prompts will facilitate student reflection on the key ideas, applications and experiences of each day. See Daily Journal Assignment Prompts for more details. 100pts.
4. Case studies designed to stretch student application and reflection will be completed on a daily basis. See Case Study Packet for more details. 50pts.

5. 8 hours of onsite service learning projects and debrief. See Service Learning Project Reporting Sheet for more details. 50pts.
6. Selection/identification of a person's "Cause Crew". See Cause Crew Reporting Sheet for details. 50pts.
7. Completion of a written vision and action plan for new/revised student evangelism/discipleship strategies at the student's school in the coming year. The "Get MULTIP-L-1-E-D STRATEGY sheet may be substituted for a paper. 200pts
8. Completion of a post event reflection paper at least 5 pages in length, typed, double spaced and written in a recognized format (APA, Chicago, MLA, etc.) To include key lessons learned, reflections on the service learning projects, specific points of personal spiritual growth and key ideas from the assigned reading. Due by midnight the 30 day following the completion of your event. Please email to [kturner@ccu.edu](mailto:kturner@ccu.edu). 300pts

Grading Scale: A 1000-900 B 899-800 C 799-700 D 699-600 F < 600

Any assignment turned in late may result in the loss of up to 5% of the assignments point total for every day the assignment is not turned in.

Transcript Information:

Since CCU's systems are not compatible with Safari, please use Chrome, Firefox or Internet Explorer as your browser for the follow steps on our **website [www.ccu.edu/academy/transcripts](http://www.ccu.edu/academy/transcripts)**

**CCU Unofficial Transcripts:** Only active CCU Academy students with a CCU Digital Services Account (DSA) may access unofficial transcripts through Self Service. Activate your DSA and enter the following information:

- Student name (as it appears in the CCU record)
- CCU student ID emailed immediately after a successful registration has been completed
- Student SSN (no dashes or spaces)
- Student Date of Birth (format: MM/DD/YYYY)
- Select **CCU Academy Student**
- A CCU email becomes available to each dual credit student
- Set up password and three security questions
- To finish this activation, check each box to indicate you agree to use all CCU systems as they are intended to be used.

Once you activate your DSA, follow these steps to access an unofficial transcript:

- Log into Self Service to access your unofficial transcript with your User ID (7-digit CCU ID) and password from your DSA.
- On the left side, click the graduation cap icon—this will expand the "Academics" menu. Then click the "Unofficial Transcript" link.
- Download and save the transcript on your computer. Some computers can use Control P to print to PDF.

**CCU Official Parchment Transcript:** \$5.00 electronic transcripts are emailed within 48 hours and \$10 paper transcripts are delivered within seven days or \$35 rush paper are delivered next day. If HOLD FOR GRADES is not checked, the transcript may be sent incomplete. Once all grades are posted, a new transcript will have to be purchased. No refunds are given for incomplete transcript orders. Official transcripts must be sent directly from CCU to the other college and are available for 30 days. If the order was meant for the college but was completed as sent to yourself, another transcript will have to be purchased.

1. Access Parchment thru [www.ccu.edu/academy/transcripts](http://www.ccu.edu/academy/transcripts) and scroll down and select Order Official Transcript
2. Create a student parchment transcript account which is matched to their CCU ID by an email and password. Only boxes with red \* are required.
3. If you already have a transcript account, Log in with your email and password, this is different than the CCU System Login of your student ID and DSA password.
4. Select Document – Transcript (Dual credit students will not have a CCU Diploma).
5. Search by College Name for the email or address where to send. Take note of details and click green select button for appropriate location.
6. Or click enter your own if you need to send a paper transcript or if you have the information where the transcript needs to go.
7. Choose eTranscript or Paper Transcript (from enter your own), dual credit student should not request letter of completion as they have not completed a CCU degree.
8. Select Hold for Grades to ensure incomplete transcript not sent.
9. Select Add Another Item for additional transcript orders, up to five can be purchased at one time.
10. Or Click Continue to proof order(s) and then Checkout.
11. Check the box I ACCEPT for FERPA Law, then click Next.
12. The next pages will be regarding completing your purchase by credit card.

## Lead THE Cause: Attendance Sheet

Name: \_\_\_\_\_

Location: \_\_\_\_\_

I signify by my signature and the signature of my youth leader that I have attended the worship, teaching, small group and service elements of Lead THE Cause Event.

I further signify that I have engaged and fully participated in the learning activities of Lead THE Cause to the best of my ability.

Signature of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Youth Leader: \_\_\_\_\_

Date: \_\_\_\_\_

Reading Guide Assignment: YTM 197 Lead THE Cause Evangelism Training

The website [www.ccel.org](http://www.ccel.org) contains a comprehensive collection of great Christian writing that is now considered "out of print". You may choose from any of the following books available on the website or any Dare 2 Share book as well, the key is to read a full 375 pages

***Words To Winners of Souls***, Horatius Bonar

***Essentials of Prayer***, E. M. Bounds

***David Brainard***, Jonathan Edwards

***With Christ In The School of Prayer***, Andrew Murray

***All Of Grace***, C.H. Spurgeon

***Selected Sermons*** by George Whitfield

***Lord Teach Us To Pray***, Alaxander Whyte

Once a book is selected please fill out the following reading guide:

1) Title: \_\_\_\_\_

Pages Read: \_\_\_\_\_

Key Quotation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One specific idea that I can apply to my life is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Title: \_\_\_\_\_

Pages Read: \_\_\_\_\_

Key Quotation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One specific idea that I can apply to my life is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Title: \_\_\_\_\_

Pages Read: \_\_\_\_\_

Key Quotation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One specific idea that I can apply to my life is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) Title: \_\_\_\_\_

Pages Read: \_\_\_\_\_

Key Quotation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One specific idea that I can apply to my life is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

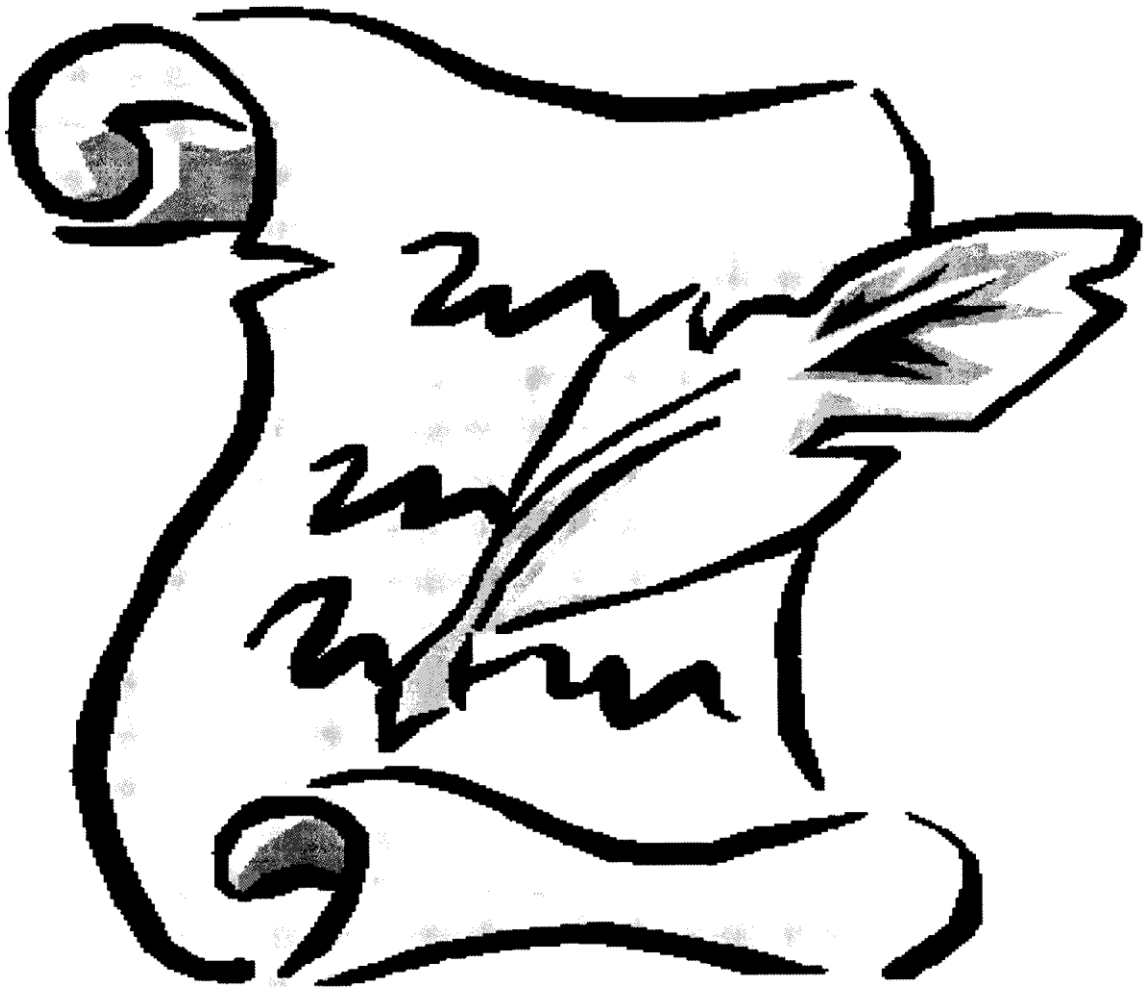
5) Title: \_\_\_\_\_

Pages Read: \_\_\_\_\_

Key Quotation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

One specific idea that I can apply to my life is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lead THE Cause Journal Packet



# Day #

1. Select 5 words to summarize your thoughts of the day.
2. State 2 key ideas you learned today from the conference.
3. Describe a significant conversation you had today about discipleship.



# Day #2

1. What one new principle on prayer have you learned/experienced so far this week?

2. What Biblical Passage has impacted you most so far this week and why?

3. Describe the biggest question you have had so far about evangelism this week.

# Day #3

1. What expectations did you have about the conference before the week started? How has your experience been different than your expectations?

2. What prayer request are you focused on today?

3. Describe your experience of worship so far this week.

# Day #4

1. Describe 3 highlights from the conference so far.

2. What is one new ministry goal you now have for your school or church?

3. Explain the biggest lesson you have learned about "who God is" this week

# Day #5

1. Explain something you have learned about leadership this week.

2. Describe the impact the conference has had on one of your relationships.

3. What are you most excited about taking home with you from the conference?

## Day #6

1. Write a letter to God about your experiences at Lead THE Cause and its impact on your life.

# LEARN BEFORE YOU LEAP

101 CASE STUDIES  
FOR YOUTH PASTORS

KEVIN TURNER



[ZONDERVAN.com/](http://ZONDERVAN.com/)  
AUTHORTRACKER  
*follow your favorite authors*

# HALFTIME EVANGELISM

“Come on—it will be great!” Alex, a friend from your local youth ministry network, is urging you to bring your students and their non-Christian friends to an evangelism event. “We are hooking a TV up to the big screens in the sanctuary to watch the biggest pro football game of the year. We’re going to have sports-themed food and a ‘rate the commercials’ competition, and at halftime we’re presenting the gospel using football illustrations and metaphors. The whole country is focused on football around the Super Bowl; we are just riding the excitement and momentum. After all, Jesus said we are to fish for people—we’re just updating the bait.”

1. Brainstorm the potential positives of a Super Bowl evangelism event.
2. Brainstorm possible negatives of such an event.
3. Would your ministry ever host an evangelism event built around the Super Bowl? Would you bring your students and their friends to such an event? Explain your answers.
4. How would you respond to someone who commented, “This sounds like a bait-and-switch—inviting people to come watch a football game and then slipping in some evangelism”?
5. Would you be comfortable using ministry funds to purchase NFL-licensed party goods to set the mood for such an evangelism event? Explain your answer.
6. How would you answer someone who raised a concern about linking the Prince of Peace with the violence of professional football?
7. Generally speaking, to what extent are you willing to build on popular cultural events as a way of gathering a crowd for an evangelism presentation?

# THE MEDIUM AND THE MESSAGE

“Did you guys receive the invitation to the online seminar about Internet evangelism?” asks one of the youth workers at your monthly lunch gathering.

“I did,” chimes in another youth pastor. “I’m psyched.”

You didn’t expect your fellow youth workers to be buzzing with excitement about evangelism and the Internet—but most of them are. “I think the seminar is connected to National Internet Evangelism Day,” explains the first youth pastor. “People can receive training in all types of Internet evangelism from chat rooms, to Q & A on Christian Apologetics, to surveys, to ‘Facebook evangelism,’ to developing full-blown evangelistic websites. I think it’s awesome.”

“Well, I guess I’m not so sure,” offers another youth pastor. “I know the Internet is the global marketplace of ideas, and it allows the gospel to reach places where it’s often restricted. But I wonder about the long-term impact of any kind of gospel presentation that’s divorced from personal interaction and relationships. And I also worry that the medium changes the gospel message in subtle ways that we don’t even realize.” Turning to you, she asks, “You’ve been pretty quiet. What do you think about Internet evangelism?”

1. Would you encourage your students to take part in an online training in Internet evangelism? Why or why not?
2. Do you agree or disagree with the idea that the medium changes the message?
3. What do you see as the strengths of Internet evangelism?
4. What do you see as the potential weaknesses of Internet evangelism?
5. What forms of ministry can be done effectively using the Internet?
6. What forms of ministry cannot be done on the Internet?



# PREACHING WITHOUT WORDS

“Can you settle a disagreement we’re having?” The request comes from two members of your student leadership team who are working on outreach ideas for next semester. “Pat says we can only use funds from our missions-and-evangelism budget if our planned activities include a verbal proclamation of the gospel. But I think specific, intentional acts of service can show the love of Christ in such a way that speaking the gospel is not always required—or even appropriate. After all,” Jamie reiterates, “didn’t Francis of Assisi say, ‘Preach the gospel at all times. If necessary, use words’? I think some actions communicate Christ’s message better than words.”

1. What would you say in response to Pat and Jamie? What particular passages of Scripture would you suggest to help them understand your position?
2. How would you explain the connection between service and the verbal proclamation of the gospel?
3. Can you think of any service opportunity or ministry context that would preclude any verbal presentation of the gospel? Explain your answer.
4. If your students were planning an event where they were going to a city park on a hot day to hand out bottles of cold water, would you encourage them to say “Jesus loves you” each time they passed out a bottle? Would you encourage them to give out a Christian tract with each bottle of water? Why or why not?
5. Do people who contribute money to support the evangelistic efforts of your ministry expect a verbal or written gospel presentation to justify the use of their ministry gifts? How do you know?

# EVANGELISM: PERSONAL OR PROGRAMMED?

Your ministry's student evangelism committee is at odds about how to spend the remainder of this year's evangelism budget. "We need to use the remaining funds on personal evangelism training," says Kelly. "We could send all our student leaders to a student training event or purchase a book on how to present the gospel and answer questions one-on-one with fellow students." Mark disagrees: "That's not a bad idea, but I think it'd be even better to host an evangelism event with lots of food and entertainment and a gifted comedian-evangelist who would provide an altar call. We could focus on training our student leaders to do follow-up and leave the gospel presentation to a professional." Both parties look to you for a decision on which plan to pursue.

1. Which plan would you choose based on your understanding of the students you work with? Explain the reasons for your answer.
2. List all the positive elements of stressing a personal, one-on-one evangelism.
3. List all the possible disadvantages of emphasizing a one-on-one evangelism strategy.
4. List the potential positives of "event evangelism."
5. List the possible negatives surrounding focusing your evangelism budget on a big event.
6. Do you believe the best evangelism strategy involves a mix of both event evangelism and personal evangelism—or are there other approaches that better match your philosophy of ministry? Explain your answer.

# THE IRREDUCIBLE MINIMUM

“I think I just led my best friend to faith in Christ!” You smile as you hear the excited voice of one of your student leaders who’s just called your cell phone. “It was just like you said. I simply started talking to Jamie about what Jesus was doing in my life, and before I knew it she said yes. So we said a prayer, and now she’s accepted Christ.”

“That’s great!” you say, “but why did you begin by saying that you think you led Jamie to Christ?”

“Well, I never got to talk about sin or forgiveness or the cross or even heaven. I mostly talked about how Jesus is, like, always with me, and how with Jesus in my life I’m no longer feeling as alone as I go through my parents’ divorce. So, I have to know: Did I tell her enough of the gospel to really lead Jamie to Christ?”

1. How would you respond to your student’s question?
2. What essential truths must someone accept to be considered a Christian?
3. What biblical examples would you use to illustrate your concept of the basic gospel presentation?
4. Is it possible to separate the concept of Jesus as Savior from the concept of Jesus as Lord? Explain your answer.
5. How would you encourage your student to follow up with Jamie?

## **Service Learning Project Reporting Sheet**

**Name** \_\_\_\_\_

Locations of My Service Project:

Type of Service Performed:

3 Lessons I learned Through The Service Projects:

**YTM 197 Lead THE Cause: Evangelism Training**

**Summer 2022 CCU and Dare2Share**

Name \_\_\_\_\_

|                        |            |                                |
|------------------------|------------|--------------------------------|
| Attendance             | 100/_____  | Date_____                      |
| Reading Guide          | 150/_____  | Date_____                      |
| Daily Journal          | 100_____   | Date_____                      |
| Case Studies           | 50/_____   | Date_____                      |
| Service Learning       | 50/_____   | Date_____                      |
| Selection "Cause Crew" | 50/_____   | Date_____                      |
| Vision/Action Plan     | 200/_____  | Date_____                      |
| Reflection Paper       | 300/_____  | Date_____                      |
| Total                  | 1000/_____ | Date Final Grade Recorded_____ |

Notes: