

THE ROMAN ROAD (With Illustrations)

(1) **Romans 3:23**—Have student read verse out loud and ask student to underline it in his Bible. (Then you: (a) emphasize the word “all”—then ask student: “does the word ‘all’ mean just some,” “does ‘all’ include our Pastor,” “does ‘all’ include the Pope,” “does ‘all’ include you,” (b) next, emphasize the word “sin” in this verse--ask if student knows the definition of “sin” and then give the Greek definition of “sin” as an archery term that was yelled back at the archer when he missed the bull’s eye; (c) then use Bear-Hug-with-Hitler Illustration: draw a line across a sheet of paper with the word “Jesus” at one end of the line and “Hitler” at the other end of the line and have student make a mark on the line where he thinks he would be between the two in moral terms; (d) next, have student turn to and read **James 2:10** which says if you commit one sin you’re guilty of all sins; (e) ask student to look at their “**Change List**,” and ask him if he has ever committed one sin; (f) ask if he now understands that he would be in “a bear-hug with Hitler” in God’s eyes, no matter how “good” he was; (g) use Swimming Contest Illustration: give metaphor of a contest to swim from our Beach Retreat beach to Hawaii (3,000+ miles) in that better swimmers will swim further, but none will win the contest on their own swimming abilities—all will die no matter how good they are);

(2) **Romans 6:23A (read only the first part of verse up to the comma)**—Read and underline in student’s Bible, “The wages of sin is” and stop there and cover up the next word (“death”) so the student can’t read it until you have done the following.: First, ask student if he knows what “wages” are. Use Lawnmower Illustration: Ask student if ever heard the term “minimum wage.” Then say, “A wage is what someone earns when they do a job.” Ask if student has ever mowed a lawn or done any job for money, explaining that what they were paid was their “wage” for doing that job. Thus, for instance, the “wage” for mowing a lawn is \$20. Tell student that the Bible says that we each get paid a “wage” for sin, and ask them if they know what that “wage” for sin is. Up to this point, have the word “death” covered up with one finger, and have the student guess what the covered word is. Then remove your finger and reveal the word “death.” Ask student if he knows what “death” means. Let him guess. Say, “We all die once a natural death but the Bible talks of a ‘second death.’” Tell student that the Bible defines “death.” Turn to **Revelation 20:14** and have the student read aloud and underline it. Have student tell you what the “second death” is defined as being (“the lake of fire”). At this point review the entirety of what has been said so far by saying: “So far I have only given you bad news; but you must understand the bad news before the good news makes sense. Use Lifeguard Illustration: “Look out at the ocean. If you are swimming and about to drown but do not realize it, you will never cry out for a lifeguard. It is only when you realize the bad news (that you are about to drown) that you see the need for a lifeguard to save you and you cry out. When the lifeguard saves you, the lifeguard becomes your ‘savior.’ It is only when you realize the bad news about your own life that you realize why Jesus is so important. Only then will you cry out for a Savior. Until you understand the bad news, you won’t see the need for Jesus and will never appreciate what He has done for you so that you can be saved.” Now let’s get to the good news:

(3) **Romans 6:23B (now read second part of the verse)**—Have student read out loud and underline this second part of the verse, “but the free gift of God is eternal life in Christ Jesus our Lord.” Emphasis the words “free gift.” Use Pencil Illustration: To illustrate to student what “gift” means, hold out an object (such as a pencil) in the palm of your hand and have student

pretend it is a valuable gold/diamond bar from King Tut's tomb worth millions and that you are offering this as a gift to the student. Then ask, "As you are sitting there with me holding this out to you, do you possess this gift yet?" Student will say "no." Ask, "What do you have to do to possess this gift?" Point out that "it is only when you reach out and take this gift that it becomes yours." "God is offering the gift of eternal life to everyone, but it is only the ones who take it who will actually possess it." "The Bible outlines how to take and possess the "gift" of eternal life; would you like to know what the Bible says to do?" If the student says "yes":

(4) **Repent:** "The Bible speaks of a **3 step process** to receive the gift of eternal life. The first step is essential. Do you know what the first step is?" Let student guess. Then say, "I will give you a hint: it was the first word that Jesus said when he started His preaching ministry." Then say, "I will give you a second hint: it was the first word John the Baptist said when he began his preaching ministry. Then say, "I will give you a third hint: it was the first word the Apostle Peter said when he began his preaching ministry on the day of Pentecost when 3,000 people came to Christ and the Church began." Let them guess. Then say, "You would agree, wouldn't you, that whatever this word is, it must be central to Christianity?" Let him guess again. Then separately have student turn to **Matt. 3:1-2**, **Matt. 4:17**, and **Acts 2:38** and have him read each verse and underline "**Repent**" in each instance. Ask student if he knows what "Repent" means. To explain, use the Moving Chair Illustration of scooting in one direction ("this is your life") and then abruptly turning the chair around to scoot in the opposite direction. Ask the student if he is sorry for his sins and willing to repent and turn his life around from the direction he has been going in. If the student says yes, then say, "the Bible talks of 2 other steps for accepting God's gift of eternal life."

(5) **Romans 10:9-10**—Have student read out loud and underline this verse. Then say, "After repenting, the second step is to confess Jesus as Lord, and the third step is to believe that God raised Him from the dead." To explain the phrase "confess Jesus as Lord," explain that a person cannot be a "closet Christian" but must "put their flag up" and unashamedly confess Jesus as Lord. Ask student, "If you are serious about this, I want you to look at me and tell me that "Jesus is Lord" and that "God raised Jesus from the dead" if you really believe this. [Let student confess these statements so that it is fixed in his mind for all time]. Then pray with student and have student pray verbally and confess sins, ask forgiveness, and invite Jesus into his life. After prayer, assure student that if he sincerely repented, confessed Jesus as Lord, and believes that God raised Jesus from the dead, he has been saved and can know 100% that he has eternal life. Have student read and underline **Romans 5:8**: "God demonstrates his own love toward us, in that while we were yet sinners, Christ died for us." Then, **Romans 8:1**: "There is therefore now no condemnation for those who are in Christ Jesus." Then ask, "Is Jesus now in you and are you 100% sure you have eternal life?" Have student turn back to the "Spiritual Journey Chart" and ask student to fill in his new % of sureness. Ask, "How do you know?" Then say, "Because the Bible says so, and God's Word is true." Then have student read and underline **2 Corinthians 5:17**: "Therefore if any man is in Christ he is a new creature; the old things passed away; behold, new things have come." Finally, the first verse a new Christian should be taught is **Luke 8:11-15** (seed sower). Have student read and underline. Explain that the student will be one of the 4 people described by Jesus.