



Instructor Guide

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Teachers and Youth Leaders

Thank you for leading your class, small group, or youth group through *Spiritual Conversations: Sharing Life, Faith, and Jesus with Friends*. It is our prayer that this seven-lesson unit will propel your high school students into deep and meaningful learning, resulting in heart and life transformations for each of you. This Leader Guide is intended to communicate the vision behind the journey, clarify your role, provide a curriculum overview and group procedures, and give you detailed instructions for each lesson.

The Spiritual Conversations Vision

Colossians 4:5-6 exhorts us to “Walk in wisdom toward outsiders, making the best use of the time. Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person.”

Imagine this: All Christians walking in wisdom toward their non-Christian friends, speaking graciously, and knowing how to respond to each person ... that’s a powerful vision!

The Spiritual Conversation Curve is a simple tool to equip Christians to graciously walk in wisdom and to know how to respond to others. It was created by Lutheran Hour Ministries from extensive research into the journey someone takes from being unreceptive toward the Gospel, to becoming receptive, to actively seeking answers. Though based on trustworthy research, the power of the Curve is in its simplicity.

We know that only God can draw people to faith. But we also know that He delightfully uses ordinary people like us to do so through wise, gracious conversations that meet people right where they are on their spiritual journey. That’s the power of this simple tool, the Spiritual Conversation Curve.

Your Role

We have designed and structured this curriculum to be as close to “plug-and-play” as possible. All teaching will be provided for you via video, but discussions and interactive activities will require your guidance.

We can agree that teenagers need *some* live direction, oversight, and facilitation. That’s where you come in. You don’t have to become an expert in Spiritual Conversations or the Spiritual Conversation Curve; we simply ask that you become familiar with the curriculum and each lesson before guiding your students through them.

More than familiarity, we invite you and encourage you to tweak the process as needed to position your students for a great learning experience. For instance, if your kids don't do large group discussions well, then limit discussions to small group discussions. You're the expert in your classroom!

Finally, you are the most important person. You have a relationship with your students that makes all teaching possible. We encourage you to tap into that relational cache whenever and wherever you desire, especially during discussion times of personal experiences with Spiritual Conversations. In other words, share personal experiences, be authentic and transparent (as we're sure you do already!)

Unit Overview

- **Purpose and Objectives**

Each lesson will begin with a brief description of its purpose and objectives to give you a sense of direction (note: these are not listed in the student handouts).

- **Kickstarter Question**

Use these questions as desired: to get students on task, to develop a group culture, to start thinking about the content. Feel free to organize this discussion as desired ... in pairs, groups, or the whole class, or some combination.

- **Opening Activity/Video**

When an opening activity or video is included in the lesson, clear instructions will be provided for you.

- **Teaching Video + Group Discussion**

Again, we have structured these lessons to provide all the necessary teaching so that teachers and youth leaders do not have to become experts in the content. These videos will be available online for direct viewing.

Students should already be in their groups and stay in those groups for the remainder of the lesson.

The video will clearly communicate the timing and content of the discussion questions. Students will take just a few minutes to group process what they have just learned. These discussions are relatively brief.

- **Group Activities**

Along with the teaching videos, these activities are the core of the learning experience.

We hope that these activities produce a fun learning experience. This is not heavy material, so the mood we're going for is lively, collaborative, and engaging.

- **Wrap-Up Video**

Most lessons will wrap up with a short, informal, personal reflection on the content. These videos are not necessary to show if time is limited. We ask that you watch it beforehand, so that if you run out of time, you can briefly reflect on the content yourself.

- **Exit Ticket**

Each lesson will include an "exit ticket" question. Present the question, allow students to respond on an Exit Ticket (provided), and then allow for discussion (if time permits).

Collect the Ticket after class. Encourage students to add any questions, comments, and/or prayer requests for you to review and gain more insight.

Like the Wrap-Up videos, Exit Tickets are not necessary for learning to occur, but it is our experience that this is an effective way to give students unique opportunities to personally reflect on the content.

Group Procedures

- **Classroom Setup**
Students should be placed in groups of 4 in an arrangement ideal for conversations (e.g., in a circle or around a table), so they can still see the screen for the videos.
- **Handouts**
Each student should have access to the handout for the day (available in digital and print form), along with the necessary tools for completing the handout. Students should be encouraged to bring past handouts to the following classes for review. The information builds as the lessons progress.
- **Group Discussions**
The teacher should serve primarily as a facilitator when needed, checking in with groups regularly, but allowing for student-lead discussions.

If time allows, questions can be discussed in small groups first and then presented to the rest of the class. Just do what works best for your students.

As You Begin ...

Thank you again for playing such an important role in this *Spiritual Conversations* curriculum. Gospel impact happens in our world when people like you are willing to step up and step out, leading by example as you guide others to deeper levels and expressions of faith-sharing. May God grant you wisdom, humility, courage, and power as you lead.

Life, Faith, and Jesus in the Open Generation



Purpose

The purpose of this lesson is to address preconceived notions, clarify basic Gospel truths, and get students engaged in Spiritual Conversations.

Objectives

Students will be able to ...

1. Define a Spiritual Conversation;
2. Answer the core questions, "Why do Christians have Spiritual Conversations?" and "What is so good about the Good News?";
3. Identify common obstacles to engaging in Spiritual Conversations.

What to Print:

- Lesson 1 Handouts:
1 / person
- Lesson 1 Exit Ticket:
1 / person

Instructions:

Organize students into groups of 4. Ask the Kickstarter Question. Feel free to ask and lead in a way that works best for your group. You can ask them to discuss in groups, or you can ask the entire class, or some combination of the two. But only devote 2-3 minutes in total for these Kickstarter Questions.

Kickstarter Question:

What would you say is the difference between a "friend" and an "influencer"?

Part 1: Video + Group Activities

Play Video: "Course Introduction"

Spiritual Conversations Activities

1. As a whole class, reinforce what a Spiritual Conversation is.
 - a. Ask students, "What comes to mind when you hear 'Spiritual Conversations'? Allow for some feedback.
 - b. Then write the following on the board: "It's any conversation that has anything to do with spirituality, faith, non-faith, religion, God, Jesus, etc. So, it's not necessarily about sharing the Gospel or even talking about God; it's just talking about anything spirituality related."

2. Predictions: Nationwide research of people who regularly have Spiritual Conversations with non-Christians were asked what they experienced during a typical conversation. Give students a moment to choose which three were their top responses from the choices below:
 - a. Peace, Laughter, Joy, Exhilaration, Stress, Annoyance, Confusion, Shame, Anger (SC p.46)
 - b. Answer: Peace, Laughter, Joy
3. Ask the students: How did you guess? What do you think of these responses?

Part 2: Spiritual Conversations Trivia

What Does the Research Say?

Instructions:



1. Refer to the handout.
2. Students should work in teams (the group they are sitting with).
3. Groups will work together to answer all of the questions before seeing the answers.
4. When groups are done answering all of the questions, reveal answers one at a time.
5. Use the discussion questions below to lead a summary reflection discussion.
6. Have fun!

Trivia Questions:

- a. How many Spiritual Conversations does the average Christian have in a year?
Answer: Less than 10
- b. Who is someone most people will likely engage in a Spiritual Conversation with?
Answer: Friend
- c. What is the most known fact known about Jesus for Open Gen?
Answer: Crucified
- d. What percent of teens around the world today own a Bible?
Answer: 59%
- e. What percent of Christians today believe that “when you die you will go to heaven because you confessed your sins and have accepted Jesus Christ as your Savior”?
Answer: 49%
- f. More Christian teens than non-Christian teens believe they can make a positive impact on the world.
Answer: True, Christian (65%), Other Faiths (59%), No Faith (47%)
- g. What percent of Christians believe it is their responsibility to share the faith?
Answer: 64% of Christians believe it is their responsibility to share the faith

Discussion Questions:



Which answer is the most surprising to you? Which is the least surprising to you? (Answer in groups and/or with the whole class.)

Part 3: Bible + Group Discussion

What Does the Bible Say About Having Spiritual Conversations?

The purpose of this activity is to use Scripture to answer the foundational question: “Why do Christians have Spiritual Conversations in the first place?” Get students interacting with the Bible and with one another in a safe space in which they have the freedom to come to their own nuanced conclusions.

Instructions:



1. This is a small group activity.
2. Students will read each core question, then read/discuss the Bible verses, writing a brief summary of each verse.
3. Then they will synthesize the verses by writing a summary answer to the core question. Do this for both core questions.
4. When each small group is done with both core questions, discuss each group’s summary answer to both core questions as a whole group.
5. Finish the exercise by collectively viewing and reacting to the data graphic provided.

1

Why Do Christians Have Spiritual Conversations (Faith, Doubt, God, Jesus, Spiritual Things)?

Instructions:



In small groups, read each verse and discuss how they each partially answer the question: “Why do Christians have Spiritual Conversations?” Write a brief explanation of each verse. In the end, write your own one-sentence answer to the question.

Scripture Passages:

Matthew 22:36-40
Matthew 28:19-20
Deuteronomy 11:18-19
Romans 1:18
2 Corinthians 5:20

Possible One-Sentence Answers to the Core Question:

- We’re called to share our hope in God.
- We recognize that people (and the world) are broken and need help.
- Loving our neighbors involves sharing God’s love with them.
- This is how we can change the world, one Spiritual Conversation at a time.

Instructions:



In small groups, read each verse and discuss how they each partially answer the question: “What is so good about the Good News?” In the end, put all of them together into one sentence.

Scripture Passages:

John 3:16
John 14:6
1 Peter 3:15
John 10:10
Matthew 4:24

Possible One-Sentence Answers:

- First and foremost, God loves the world and all people.
- Jesus is God’s remedy to a broken world.
- God offers good news to a world in desperate need.
- The Gospel is the greatest gift a person can share with another!
- The invitation is to all people as a gracious gift.

Take a Look at the Data Graphic



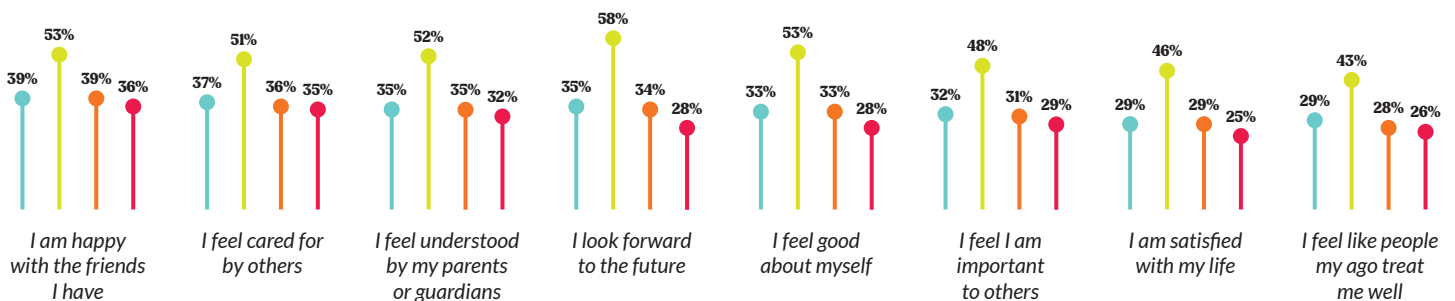
Instructions:

Collectively view the following data graphic and discuss as a class. What does or does not surprise you about this data?

Data Graphic: Christian teens’ vs. non-Christian teens’ view of life

A Place in the World

● All teens ● Bible engaged ● Bible open ● Bible unengaged



n=24,870 teens ages 13 to 17, July 21-August 24, 2021.

Ask: “What does or doesn’t surprise you about this data?”

Part 4: Wrap-Up Video



Play Video: "Lesson 1 Wrap-Up"

Exit Ticket

Exit Tickets give students a chance to share their honest thoughts in a confidential manner with the teacher.

Instructions:



Distribute this lesson's Exit Ticket at the end of class and ask them to fill out the information individually. Then collect them as the class concludes. If time permits, the class can discuss the question after students have been given time to fill out the Ticket.

Exit Question:



Given that these conversations are so positive, why do you think Christians don't have Spiritual Conversations more often?

What Kind of Person Has Spiritual Conversations Regularly?



Purpose

The purpose of this lesson is to introduce EAGER, an acronym from research into Christians who regularly, naturally, and confidently have Spiritual Conversations.

Objectives

Students will be able to ...

- Articulate the five characteristics common to EAGER conversationalists.

What to Print:

- Lesson 2 Handouts: 1 / person
- Lesson 2 Exit Ticket: 1 / person

Instructions:

Organize students into groups of 4. Ask the Kickstarter Question. Feel free to ask and lead in a way that works best for your group. You can ask them to discuss in groups, or you can ask the entire class, or some combination of the two. But only devote 2-3 minutes in total for these Kickstarter Questions.

Kickstarter Question:

What is something about Spiritual Conversations that stuck out to you from the last lesson?

Part 1: Icebreaker Activity

Instructions:

1. Stereotypical evangelist hieroglyphics. Students draw hieroglyphs, featuring 5 stick figures. Each figure illustrates one characteristic or practice of stereotypical evangelists, in their opinion.
2. Students then share their hieroglyphics in their groups (and/or with the whole class).
3. Ask the students: From your perspective, what's the difference between "evangelizing" and having "Spiritual Conversations"? Why is this distinction important to make?

a. Possible Answers:

- i. Evangelizing feels more one-sided, like a presentation; a Spiritual Conversation feels more equal, like a dialogue among equals.
- ii. Evangelizing feels like there's another agenda, instead of just conversing about things that matter.

Part 2: E-A-G-E-R

Play the Video: "EAGER Conversationalists"



Video Group Discussion:

(Pause the video at the pause prompt and refer students to their handout.)

1. Try to predict these 5 characteristics and/or practices that were revealed in nationwide research. What is it about people who regularly, naturally, and easily have Spiritual Conversations with others? What do they do regularly and what are they like?
2. After 3 minutes, prompt each group to report their five characteristics and/or practices.

Restart the Video: "EAGER Conversationalists"

EAGER conversationalists ...

1. Embrace the Gospel (personal trust in Jesus' cross and resurrection);
2. Apply spiritual practices (prayer and Bible);
3. Grasp the calling (to share the Gospel);
4. Expect Spiritual Conversations (in everyday life);
5. Respond confidently (when the opportunity arises).

Instructions:



Lead this discussion in a way that best benefits your group. The students can discuss in groups, jot down their answers, then share in groups or with the whole class; or you can lead a whole-group discussion.

Group Discussion - EAGER:



1. What was encouraging? Challenging?
2. How do you feel differently when talking about conversations rather than evangelism and conversions?
3. EAGER conversationists are people who love God because they have gotten to know Him (embraced the Gospel, apply spiritual practices, grasp the calling). What can we do to grow in our love for God?

Part 3: Group Activities

The activities will reinforce the lesson, allowing students to replace the pictures in their minds of evangelism and evangelist stereotypes with EAGER conversationalists. Do both or choose one, depending on the time remaining. Have fun!



Instructions:

1. Group competition. Give groups 90 seconds to recreate the EAGER acronym as best they can. Offer a sweet reward for those who are most successful.
 - a. Embrace the Gospel (personal trust in Jesus' cross and resurrection)
 - b. Apply spiritual practices (prayer and Bible)
 - c. Grasp the calling (to share the Gospel)
 - d. Expect Spiritual Conversations (in everyday life)
 - e. Respond confidently (when the opportunity arises)
2. Redraw the hieroglyphics, this time emphasizing one aspect of EAGER for each figure. Then share in groups and/or with the whole class.
 - a. Option 1: Each member of each group draws 5 stick figures illustrating E-A-G-E-R.
 - b. Option 2: Assign/choose one of the EAGER characteristics to each of the group members, with all drawing a hieroglyph for R. Then share these hieroglyphics with each other and other groups.

Part 4: Wrap Up



Play Video: "Lesson 2 Wrap-Up"

Exit Ticket

Exit Tickets give students a chance to share their honest thoughts in a confidential manner with the teacher.



Instructions:

Distribute this lesson's Exit Ticket at the end of class and ask them to fill out the information individually. Then collect them as the class concludes. If time permits, the class can discuss the question after students have been given time to fill out the Ticket.



Group Discussion: Exit Ticket Question:

Which of the 5 characteristics of being an EAGER conversationalist is the most challenging for you?

How Can I Recognize and Respond Graciously and Confidently in Spiritual Conversations?



Purpose

The purpose of this lesson is to introduce the Spiritual Conversation Curve, a helpful “wisdom tool” that equips us to meet people where they are on their spiritual journeys and respond graciously and confidently.

Objectives

Students will be able to ...

1. Articulate how faith and salvation are unique and personal journeys;
2. Apply Colossians 4:5-6 to Spiritual Conversations;
3. Apply 1 Corinthians 9:19, 22-23 to Spiritual Conversations;
4. Recognize the Spiritual Conversation Curve components;
5. Explain the SCC’s three main components: postures, conversation types, God’s work.

Kickstarter Question:

How would you describe our role and God’s role in “Spiritual Conversations?”

What to Print:

- Lesson 3 Handouts:
1 / person
- Lesson 3 Exit Ticket:
1 / person

Instructions:

Organize students into groups of 4. Ask the Kickstarter Question. Feel free to ask and lead in a way that works best for your group. You can ask them to discuss in groups, or you can ask the entire class, or some combination of the two. But only devote 2-3 minutes in total for these Kickstarter Questions.

Part 1: Intro Group Discussion

Group discussion

1. Think about your spiritual journey ... what has it been like? Fast? Slow? Simple? Complex?
2. How has God used other people to encourage and inspire you in your journey?
3. Were you ever at a different place on your spiritual journey? How has your response to Spiritual Conversations changed over time?

Part 2: Video + Group Learning



Play the Video: “Spiritual Conversations”. *Pause the video at the pause prompt and refer students to their handout.*

Read Colossians 4:5-6 — “Live wisely among those who are not believers and make the most of every opportunity. Let your conversation be gracious and attractive so that you will have the right response for everyone.” (NLT)

- In your own words, what are the two instructions we get in verse 5?
- In your own words, what might be a “gracious and attractive” response to non-Christians?
- What do you think it means to “have the *right* response” to non-Christians?

Read 1 Corinthians 9:19, 22-23 — “Even though I am a free man with no master, I have become a slave to all people to bring many to Christ. ... When I am with those who are weak, I share their weakness, for I want to bring the weak to Christ. Yes, I try to find common ground with everyone, doing everything I can to save some. I do everything to spread the Good News and share in its blessings.” (NLT)

- How does Paul sacrifice himself to serve others?
- How might we summarize Paul’s approach to spreading the “Good News”?



Restart the Video: “Spiritual Conversations”

Part 3: Group Activities

Check for Understanding

1. Competitive Curve labeling. Groups are given an unlabeled Curve diagram and challenged to fill in the Curve in 2 minutes from memory. Maybe provide a sweet treat for all groups that are able to accomplish this.
2. Take it one posture at a time: Unreceptive, Receptive, Seeking. Assign one person in each group to explain that part of the Curve, how each of the parts relate to one another, and how they are helpful to us.



Instructions:

In groups, read each passage, then answer the questions. Feel free to lead this activity in groups or as a whole class, or some combination of both.



Instructions:

These activities are designed to give students fun and effective ways to reinforce the basic components and usefulness of the SCC. Depending on time constraints, feel free to choose any or all of these activities to complete in groups and/or with the entire class.

3. “Who Am I” Tweets
 - a. Each person in the group secretly chooses a spiritual posture, then secretly writes a Tweet on paper that reflects that posture. Encourage them to be creative, to challenge their friends to recognize the spiritual posture.
 - b. When each person is done writing, they all share with the other group members who try to guess, “Who am I?” ... an Unreceptive, Receptive, or Seeking friend.
 - c. Repeat as many times as desired.

Part 4: Discussion/Responses

1. What responses, questions, concerns, likes, or dislikes do you have about the Spiritual Conversation Curve?
2. How might a “spiritual conversation model,” like the Curve, with language about spiritual postures be helpful to those of us who want to graciously respond to our non-Christian friends? How might it be unhelpful?
3. What do we need to keep in mind in order to make sure the SCC remains helpful and not unhelpful?
4. Optional discussion question to correspond with the “Tweet” activity: How does social media make it easier or more difficult to graciously engage in Spiritual Conversations?

Instructions:

Feel free to lead this discussion to benefit your group—in their groups or as a whole class, or some combination of both.

Part 5: Wrap-Up Video



Play Video: “Lesson 3 Wrap-Up”

Exit Ticket

Exit Tickets give students a chance to share their honest thoughts in a confidential manner with the teacher.

Exit Question:

Where on the Curve do you think most people in our society (and/or in your state or school) would be placed? Why do you think that?

Instructions:

Distribute this lesson’s Exit Ticket at the end of class and ask them to fill out the information individually. Then collect them as the class concludes. If time permits, the class can discuss the question after students have been given time to fill out the Ticket.

How Do I Respond Graciously and Confidently to an Unreceptive Friend?



Purpose

The purpose of lesson 4 is to equip students, using the Spiritual Conversation Curve, to recognize the cues for someone who is Unreceptive. With this awareness, they can then respond graciously and confidently to friends who are Unreceptive to the Gospel.

Objectives

Students will be able to ...

1. Identify clues to Unreceptive spiritual postures;
2. Identify the two types of helpful conversations;
3. Respond graciously and confidently to friends who are Unreceptive by applying the SCC;
4. Articulate our role and God's role in this kind of conversation.

Kickstarter Question:

What do you think are the primary reasons someone might be Unreceptive to the Gospel (or God or Jesus or church, etc.)?

What to Print:

- Lesson 4 Handouts: 1 / person
- Lesson 4 Exit Ticket: 1 / person

Instructions:

Organize students into groups of 4. Ask the Kickstarter Question. Feel free to ask and lead in a way that works best for your group. You can ask them to discuss in groups, or you can ask the entire class, or some combination of the two. But only devote 2-3 minutes in total for these Kickstarter Questions.

Part 1: Evaluating Conversations (Unreceptive)

Instructions:

1. Ask students to refer to their handouts for "Part 1: Evaluating Conversations (Unreceptive)."
2. Start the video, "Unreceptive," and pause for 1-2 minutes after each role-played conversation to allow students to briefly discuss each conversation in their groups.
3. Groups will discuss the conversation using the **Recognize** → **Respond** structure. What Unreceptive cues did they recognize (verbal and nonverbal). How do they think the friend responded, in this case, by chatting and relating?
4. When all 5 conversations have been evaluated, summarize briefly with the entire class: What were some cues? How was the response?

Play the Video "Unreceptive"

Group Discussions: Evaluating Role-Played Conversations

Pause the video at the pause prompts and refer students to their handout.

As you watch each role-play, list all the Unreceptive cues; they could be verbal and/or nonverbal. Then evaluate the friend's response. How did they do at graciously "chatting and relating"? What could have been better, if anything?

CONVO	RECOGNIZE: UNRECEPTIVE CUES	EVALUATE RESPONSE: CHAT AND RELATE?	WHAT WAS GOOD? WHAT COULD HAVE BEEN BETTER?
1			
2			
3			
4			
5			

Instructions:



After the fifth conversation has been evaluated in groups, lead a brief whole-class discussion before finishing the rest of the video.

Finish Playing the Same Video: "Unreceptive"

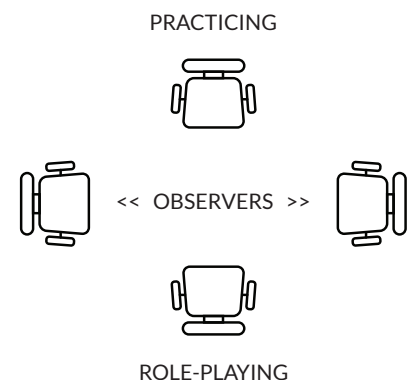
Part 2: Group Activities – Chat and Relate

The purpose of these activities is to give students the opportunity to apply the SCC to Spiritual Conversations with Unreceptive friends. In groups, you will complete one or both of these activities, depending on how much time is available.

The gracious response to someone who is Unreceptive is to "chat and relate."
Let's practice chatting and relating.

1. Practicing Unscripted Conversations Between Pairs in Groups

- Set up in groups so that two students are facing one another, and the others are observing.
- In groups, assign roles for two conversation partners and the others as observers. One person pretends to be Unreceptive, one person is the Christian friend who is practicing chatting and relating; and the others are observers.



- c. The two friends have a realistic *chatting and relating* conversation for 90 seconds (be sure to keep time!). The practicing friend is not pretending; they are themselves practicing with their Unreceptive friend (who is role-playing).
- d. After 90 seconds, signal to end the conversation. Then instruct observers in the groups to provide encouragement and feedback. What was really good? What is one suggestion you have?
- e. Then swap roles and repeat the activity (steps c and d).

2. Creating and Presenting Role-Plays to the Class



Instructions:

Have groups create their own “Spiritual Conversation” between a “Christian” and someone who is “Unreceptive.” It can be a “good” *chatting and relating* conversation or a “not-so-good” one, as long as it is done well and helps to teach the concepts.

After watching the role-play, ask the class to 1) recognize cues; and 2) evaluate the response: What was good? What are some other possible responses?

Part 3: Wrap-Up Video



Play the Video: “Lesson 4 Wrap-Up”

Exit Ticket

Exit Tickets give students a chance to share their honest thoughts in a confidential manner with the teacher.



Instructions:

Distribute this lesson’s Exit Ticket at the end of class and ask them to fill out the information individually. Then collect them as the class concludes. If time permits, the class can discuss the question after students have been given time to fill out the Ticket.



Exit Question:

What do you think would be the most challenging part of having a “Spiritual Conversation” with an Unreceptive person?

How Do I Respond Graciously and Confidently to a Receptive Friend?



Purpose

The purpose of lesson 5 is to equip students, using the Spiritual Conversation Curve, to recognize the cues for someone who is Receptive. With this awareness, they can then respond graciously and confidently to friends who are Receptive to the Gospel.

Objectives

Students will be able to ...

1. Identify cues to Receptive spiritual postures;
2. Identify the two types of helpful conversations;
3. Respond graciously and confidently to friends who are Receptive by applying the SCC;
4. Articulate our role and God's role in this kind of conversation.

What to Print:

- Lesson 5 Handouts: 1 / person
- Lesson 5 Exit Ticket: 1 / person

Instructions:

Organize students into groups of 4. Ask the Kickstarter Question. Feel free to ask and lead in a way that works best for your group. You can ask them to discuss in groups, or you can ask the entire class, or some combination of the two. But only devote 2-3 minutes in total for these Kickstarter Questions.

Kickstarter Question:

What might be some key differences between someone who is Receptive vs. Unreceptive to the Gospel?

Part 1: Video + Evaluating Conversations (Receptive)

Instructions:

1. Ask students to refer to their handouts for "Part 1: Evaluating Conversations (Receptive)."
2. Start the video, "Receptive," and pause for 1-2 minutes after each role-played conversation to allow students to briefly evaluate each conversation in their groups.
3. Groups will evaluate the conversation using the **Recognize** → **Respond** structure. What Receptive cues did they recognize (verbal and nonverbal). How do they think the Christian friend responded, in this case, by sharing and connecting?



Play the Video

Group Discussions: Evaluating Role-Played Responses

Pause the video at the pause prompts and refer students to their handout.

List the Receptive cues, both verbal and nonverbal. Then evaluate the response. How did they do at graciously “sharing and connecting”? What, if anything, could have been better about the response?

CONVO	RECOGNIZE: RECEPTIVE CUES	EVALUATE RESPONSE: SHARE AND CONNECT?	WHAT WAS GOOD ABOUT THE RESPONSE? WHAT COULD'VE BEEN BETTER?
1			
2			
3			
4			
5			

Instructions:



After groups have evaluated the fifth conversation, lead a brief discussion with the whole class.

Finish Playing the Same Video: “Receptive”

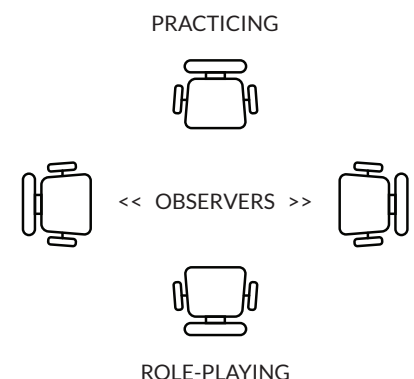
Part 2: Group Activities - Share and Connect

The purpose of these activities is to give students the opportunity to apply the SCC to Spiritual Conversations with Receptive friends. In groups, you will complete one or both of these activities, depending on how much time is available.

The gracious response to someone who is Receptive is to “share and connect.” Let’s get good at sharing and connecting.

1. Practicing Unscripted Conversations Between Pairs in Groups

- Set up in groups so that two students are facing one another, and the others are observing.
- In groups, assign roles for two conversation partners and the others as observers. One person pretends to be Receptive; one person is the Christian friend who is practicing sharing and connecting; and the others are observers.



- The two friends have a realistic *sharing and connecting* conversation for 90 seconds. The Christian friend is not pretending; they are themselves practicing with their Unreceptive friend (who is role-playing).
- After 90 seconds, signal to end the conversation. Then instruct observers in the groups to provide encouragement and feedback. What was really good? What is one suggestion you have?
- Then swap roles and repeat the activity (steps c and d).

2. Creating and Presenting Role-Plays to the Class

Instructions:



Have groups create their own “Spiritual Conversation” between a “Christian” and someone who is “Receptive.” It can be a “good” *sharing and connecting* conversation or a “not-so-good” one, as long as it is done well and helps to teach the concepts.

After watching the role-play, ask the class to 1) recognize cues; and 2) evaluate the response: What was good? What are some other possible responses?

Part 3: Video Wrap-Up

 Play the Video: “Lesson 5 Wrap-Up”

Exit Ticket

Exit Tickets give students a chance to share their honest thoughts in a confidential manner with the teacher.

Instructions:



Distribute this lesson’s Exit Ticket at the end of class and ask them to fill out the information individually. Then collect them as the class concludes. If time permits, the class can discuss the question after students have been given time to fill out the Ticket.

Exit Question:



Do you think it is difficult to determine if someone is Receptive vs. Unreceptive to the Gospel? Why or why not?

How Do I Respond Graciously and Confidently to a Seeking Friend?



Purpose

The purpose of lesson 6 is to equip students, using the Spiritual Conversation Curve, to recognize the cues of someone who is Seeking, and then respond graciously and confidently to friends who are Seeking God.

Objectives

Students will be able to ...

1. Recognize cues to Seeking spiritual postures;
2. Identify the two types of helpful conversations for Seeking friends;
3. Answer apologetics-type questions;
4. Clarify the Gospel;
5. Articulate our role and God's role in this kind of conversation.

Kickstarter Question:

Where do you think most people who are Seeking look for their information about God?

What to Print:

- Lesson 6 Handouts: 1 / person
- Lesson 6 Exit Ticket: 1 / person

Instructions:

Organize students into groups of 4. Ask the Kickstarter Question. Feel free to ask and lead in a way that works best for your group. You can ask them to discuss in groups, or you can ask the entire class, or some combination of the two. But only devote 2-3 minutes in total for these Kickstarter Questions.

Part 1: Video + Evaluating Conversations (Seeking)

Instructions:

1. Ask students to refer to their worksheets for "Part 1: Evaluating Conversations (Seeking)."
2. Start the video, "Seeking," and pause for 1-2 minutes after each role-played conversation to allow students to briefly discuss each conversation in their groups.
3. Groups will discuss the conversation using the **Recognize** → **Respond** structure. What seeking cues did they recognize (verbal and nonverbal). How do they think the friend responded, in this case, by exploring and clarifying.



Group Discussions: Evaluating Role-Played Responses

Pause the video at the pause prompt for 1-2 minutes.

1. Students should list the Seeking cues, both verbal and nonverbal. Then evaluate the response. How did the role-players do at graciously “exploring and clarifying”? What, if anything, could have been better about the response?

CONVO	RECOGNIZE: SEEKING CUES	EVALUATE RESPONSE: EXPLORE AND CLARIFY?	WHAT WAS GOOD ABOUT THE RESPONSE? WHAT COULD'VE BEEN BETTER?
1			
2			
3			
4			
5			

Instructions:



After groups have evaluated the fifth conversation, lead a brief whole-group summarizing discussion.

 Finish Playing the Same Video: “Seeking.”

Part 2: Group Activities—Preparing for Seeking Conversations

Instructions:



Use these activities to provide students with the opportunity to prepare themselves to respond to Seeking friends in the next lesson. Seeking friends ask questions and need clarification of the Gospel. Activity 1 helps students research good answers to tough questions. Activity 2 helps students clarify the heart of the Gospel in a concise way.

Instructors should be prepared to lead a whole-class exercise in clarifying the Gospel in a way that is consistent with your school or church.

1. For Activity 1, Apologetics Questions, you can adapt the process to your group’s needs. You can proceed as shown below, or you can assign certain questions to each group. The purpose of the activity is to prepare them to have exploring and clarifying conversations with one another in Lesson 7. *Please note: Be prepared to point students to an apologetics website of your choice for this activity.*
2. Distribute the Apologetics Questions/Objections Handout.

1

Activity 1: Apologetics Questions

1. Look at the list of common questions/objections. Either let groups decide which 2-3 to answer, or you can assign to each group different ones so that all of the questions/objections are covered.
2. Allow enough time (10-15 minutes) to discuss and, if possible, even “research” responses to these questions/objections using technology.
3. Students write down key points for how they would respond.
4. Each group shares with the class which objections they chose and key points on how they responded. Everyone takes notes.

2

Activity 2: Gospel Clarification

Activity 2 is designed to help students answer this question: How could I clarify the Gospel for my friends who are Seeking?

**Instructors should be prepared to teach a simple form of the Gospel that aligns with your school or church.*

2-Minute Gospel

1. Instruct your class in how to answer the question: What is the heart of the Gospel message?
2. Narrow this down to a 2-minute clarification of the Gospel. Practice as needed.

Draw the Gospel

1. Instruct groups in how to “draw” the Gospel message, that is, visualize the message with a diagram of some kind that helps to clarify the Gospel.
2. Practice their Gospel clarification with the diagram in groups.
3. Instruct students to tweak their diagrams for a few minutes after receiving feedback from other group members.
4. Move on to “Speed Sharing” activity.

Speed Sharing

For the Speed Sharing portion of the activity, feel free to rotate through the entire class or assign new groups just for this activity. The concept is simply to pair students up, with each sharing their diagram and Gospel clarification for 2 minutes, then change partners. Repetition will reinforce the clarifying explanations.

Proceed with as many rounds of Speed Sharing as desired, keeping enough time at the end to give students a few minutes for the Reflection Activity questions below.

Reflection Activity



Instructions:

Feel free to lead this reflection activity to the benefit of your group, having them share in groups, with the whole group, or some combination of both.

1. What was challenging?
2. What went well?
3. What were some questions that came up?

Part 3: Wrap-Up Video



Play Video: "Lesson 6 Wrap-Up"

Exit Ticket

Exit Tickets give students a chance to share their honest thoughts in a confidential manner with the teacher.



Instructions:

Distribute this lesson's Exit Ticket at the end of class and ask them to fill out the information individually. Then collect them as the class concludes. If time permits, the class can discuss the question after students have been given time to fill out the Ticket.

Exit Question:



Do you personally feel confident in answering questions from those that are Seeking? Why or why not?

How Do I Explore Faith and Clarify the Gospel with a Seeking Friend?



Purpose

The purpose of this lesson is to review the application of the Spiritual Conversation Curve by giving students opportunities to practice *Exploring and Clarifying* conversations.

Objectives

Students will be able to ...

1. Respond graciously to their Seeking friends by exploring tough questions together;
2. Respond graciously to their Seeking friends by clarifying the Gospel in 2 minutes;
3. Articulate several ways to help Seeking friends learn more about faith and the Gospel.

What to Print:



- Lesson 7 Handouts: 1 / person
- Lesson 7 Exit Tickets: 1 / person
- Family Feud Secret Ballots: 1 / person

Instructions:



Organize students into groups of 4. Ask the Kickstarter Question. Feel free to ask and lead in a way that works best for your group. You can ask them to discuss in groups, or you can ask the entire class, or some combination of the two. But only devote 2-3 minutes in total for these Kickstarter Questions.

Kickstarter Question:



What is something you have learned in this study that has surprised you?

Part 1: Video

 Play the Video: “Lesson 7 Intro”

Part 2: Practicing Exploring and Clarifying Conversations

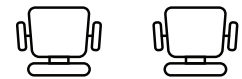
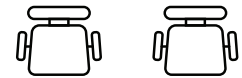
The purpose of these activities is to give students the opportunity to apply the SCC to Spiritual Conversations with Seeking friends. In groups, you will complete one or both of these activities, depending on how much time is available.

The gracious response to someone who is Seeking is to “explore and clarify.”

1. Practicing Unscripted Conversations Between Pairs in Groups

- Set up in groups so that pairs of students are facing one another.
- In groups, assign roles for pairs of conversation partners. One pair pretends to be Seeking; one pair are the “Christian” friends who are practicing sharing and connecting.
- The four friends conduct a realistic *exploring and clarifying* conversation for 90 seconds. The Christian pair is not pretending; they are themselves practicing with their Unreceptive pair of friends (who are role-playing).
- After 3 minutes, signal to end the conversation. Then instruct members in the groups to provide encouragement and feedback. What was really good? What is one suggestion you have?
- Then swap roles and repeat the activity (steps c and d).

PRACTICING



ROLE-PLAYING

2. Creating and Presenting Role-Plays to the Class

Instructions:



Have groups create their own “Spiritual Conversation” between a “Christian” and someone who is “Seeking.” It can be a “good” *exploring and clarifying* conversation or a “not-so-good” one, as long as it is done well and helps to teach the concepts.

After watching the role-play, ask the class to 1) recognize cues; and 2) evaluate the response: What was good? What are some other possible responses?

Part 3: Gameshow

Family Feud: Which Action Steps Are Teens Most Likely to Take?



Instructions:

Step 1: Gather Answers from Everyone and Tally Them to Prepare for the Game.

- a. Hand out “Family Feud Secret Ballot” sheets to everyone.
- b. Instruct each person to keep their answers a secret.
- c. Instruct them to mark the box with an X beside the top 5 actions they themselves are most likely to take.
- d. Have students turn in the ballots for you to tally.

Step 2: Tally Answers While Groups Secretly Guess

- a. Instruct groups to secretly discuss and determine what they believe are their class’s top 5, in order from most popular to least popular.
- b. While they are doing that, use the list below to tally the ballots to determine the top 5 most popular answers, with answer #1 being the most popular answer in the whole class.

Tally Students’ Ballots by Adding a Mark to Each Answer from Their Family Feud Secret Ballots:

- | | | | |
|----------|--|----------|---|
| A. _____ | Invite them to church | H. _____ | Explain Baptism to them |
| B. _____ | Invite them to youth group | I. _____ | Direct them to Christian websites |
| C. _____ | Invite them to FCA, Young Life, CRU, or another student group that meets on campus | J. _____ | Encourage them to follow Christian influencers and ministries |
| D. _____ | Offer to pray with them | K. _____ | Refer them to a Christian author |
| E. _____ | Offer to read the Bible with them | L. _____ | Purchase a Bible for them |
| F. _____ | Send them Christian YouTube videos | M. _____ | Offer to do a devotion or Bible study with them |
| G. _____ | Ask if they would like to talk with your youth pastor | | |

List Top 5 Answers by Popularity (if there is a tie, simply decide the order):

_____ #1 (MOST POPULAR)

_____ #2

_____ #3


_____ #4

_____ #5

Step 3: Play Family Feud (kind of)

- a. Have each group representative reveal their top 5 (verbally or write them on the board). Ask the group representative to briefly explain why they chose those top 5 and not the others.
- b. After every group has revealed its top 5, reveal the top 5 class answers one at a time, beginning with #5 and on through to #1.
- c. Scoring:
 - i. Groups score 5 points for having the class's most popular answer anywhere on their guess list, 4 points for having the class's second most popular answer, and so on:
 1. #1 answer: 5 points
 2. #2 answer: 4 points
 3. #3 answer: 3 points
 4. #4 answer: 2 points
 5. #5 answer: 1 point
 - ii. Also, groups score one extra point for each of their guessed answers that matches the exact placement as that same answer in the class's most popular top 5. For example, if they guessed the #1 answer and it is in spot #1 on their list, it matches the class list, and they receive an extra point.
 - iii. When you reveal the class's answer #5, you can say, "If you have this answer anywhere on your guess list, give your group 1 point; add 1 more point if it is in the #5 spot on your list." Then reveal answer #4, and say, "If you have this answer on your list, give your group 2 points; add 1 more point if it is in the #4 spot on your list."
- d. Tally the scores and declare a winner. Present a prize of some kind.

Part 4: Video

 Play the Video: "Lesson 7 Wrap-Up"

Exit Ticket

Exit Tickets give students a chance to share their honest thoughts in a confidential manner with the teacher.

Instructions:



Distribute this lesson's Exit Ticket at the end of class and ask them to fill out the information individually. Then collect them as the class concludes. If time permits, the class can discuss the question after students have been given time to fill out the Ticket.

Exit Question:



What are you excited about as you move forward? What still makes you reluctant?