

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.