

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”

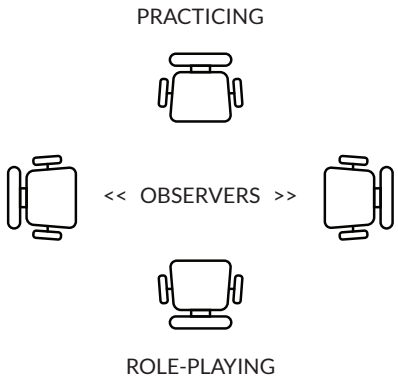
Part 2: Group Activities – Chat and Relate

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

- a. Set up in groups so that two students are facing one another, and the others are observing.
- b. 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?