

## 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:<br>RECEPTIVE CUES | EVALUATE RESPONSE:<br>SHARE AND CONNECT? | WHAT WAS GOOD ABOUT<br>THE RESPONSE? WHAT<br>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”

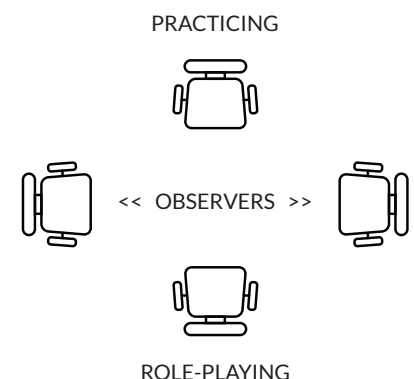
### Part 2: Group Activities - Share and Connect

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?***