

## 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

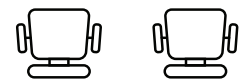
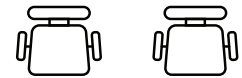
The purpose of these activities is to give students the opportunity to apply the SCC to Spiritual Conversations with Seeking friends. In groups, you will complete one or both of these activities, depending on how much time is available.

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.

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

##### Step 2: Tally Answers While Groups Secretly Guess

- Instruct groups to secretly discuss and determine what they believe are their class’s top 5, in order from most popular to least popular.
- 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?*