

Speaking to Teenagers

HOW TO THINK ABOUT, CREATE,
& DELIVER EFFECTIVE MESSAGES



Doug **FIELDS** + Duffy **ROBBINS**

A PDF COMPANION TO THE AUDIOBOOK



Speaking to Teenagers: How to Think About, Create, and Deliver Effective Messages
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CHAPTER ONE

“The Stakes Have Never Been Higher”

Does the student..

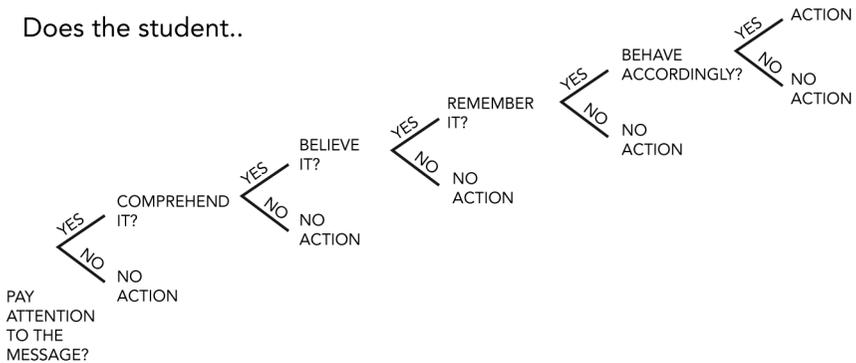


FIGURE 1-1 FROM MOUTH TO EAR TO HEART TO LIFE.
THE OBSTACLES TO COMMUNICATION ARE REAL.

1	2	3	4
Communication Challenge	What are we doing that might be leading students to say "Yes"?	What are we doing that might be leading students to say "No"?	What could we do to create a better "Yes" environment?
EXAMPLE: PAY ATTENTION	<ul style="list-style-type: none"> • Using media to gain attention; • Incorporating student testimonies to grab interest; • Trying to give attention to what part of the program leads into the message 	<ul style="list-style-type: none"> • Bad seating; some kids can't see very well; • No relationships with students outside the meeting; • All the adult leaders sit together in the back of the room. 	
PAY ATTENTION			
UNDERSTAND THE MESSAGE			
BELIEVE THE MESSAGE			
REMEMBER THE MESSAGE			
DECISION TO HEED THE MESSAGE			
TAKE ACTION ON THE DECISION			

FIGURE 1-2 DO A QUICK SURVEY OF YOUR COMMUNICATION ENVIRONMENT.

(Unfortunately, speaking to teenagers is not as simple as "We talk, they listen.")

CHAPTER TWO

Building Bridges That Connect

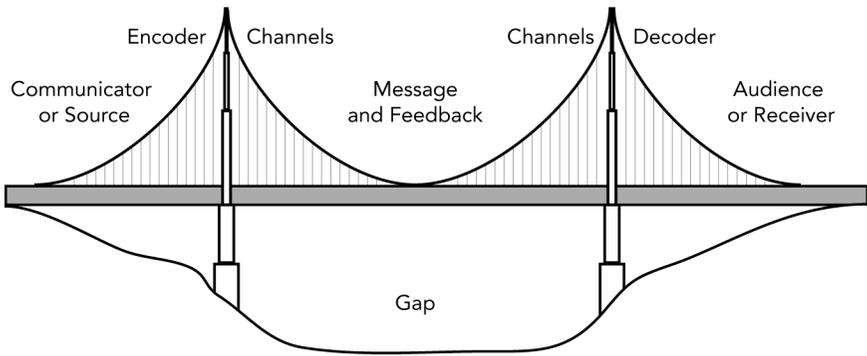


FIGURE 2-1 COMMUNICATION IS ABOUT BRIDGES AND GAPS.

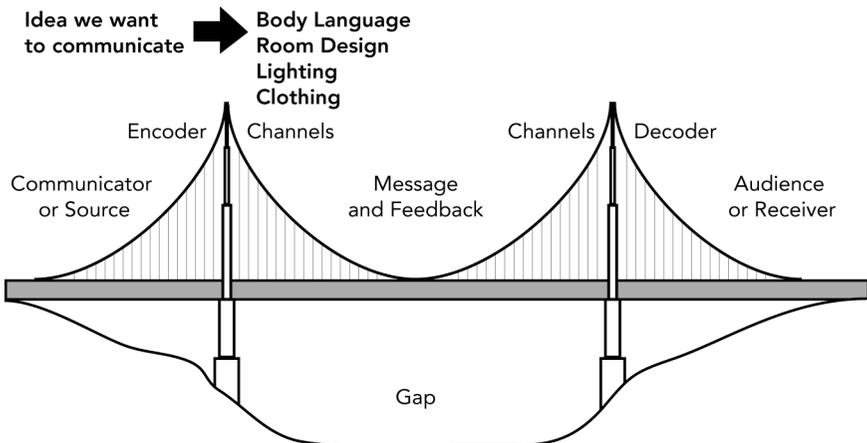


FIGURE 2-2 WE ALWAYS COMMUNICATE THROUGH MULTIPLE CHANNELS.

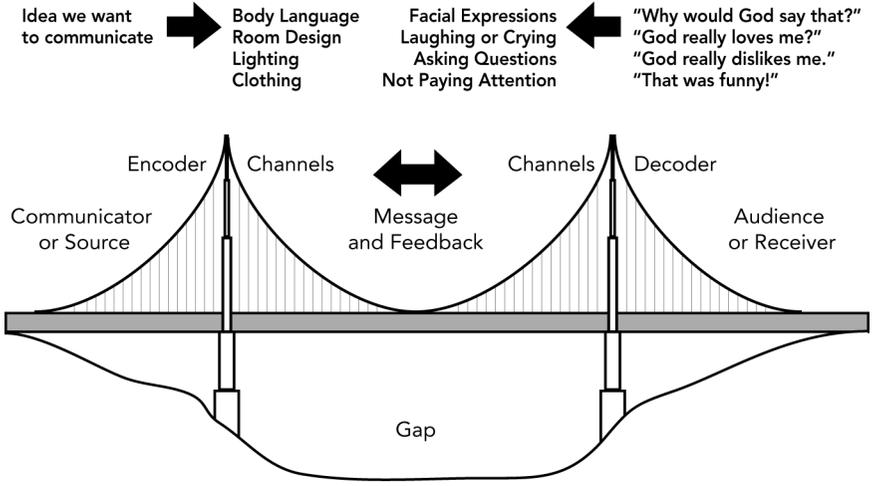


FIGURE 2-3 THE COMMUNICATION BRIDGE ALLOWS TRAFFIC FROM BOTH DIRECTIONS.

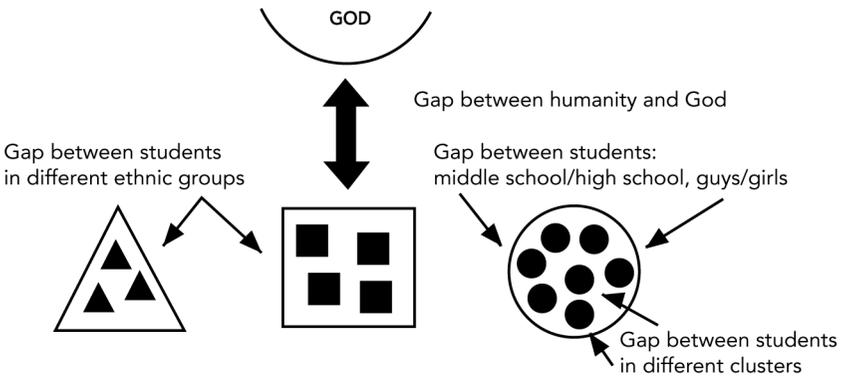


FIGURE 2-4 COMMUNICATING WITH TEENAGERS IS ABOUT BRIDGING GAPS.

CHAPTER FOUR

Who You Are Speaks Louder Than What You Say

Biggest Fear	Citing as Greatest Fear
Speaking before a group	41%
Heights	32%
Insects and Bugs	22%
Financial Problems	22%
Deep Water	22%
Sickness	19%
Death	19%
Flying	18%
Loneliness	14%
Dogs	11%
Driving/Riding in a car	10%
Riding in a car driven by dogs	9%
Darkness	8%
Elevators	8%
Escalators	5%

FIGURE 4.1

CHAPTER FIVE

Listening to the Audience

UNIVERSAL HUMAN QUESTS

Longing to know and be known Psalm 139; 1 Corinthians 13:1-7a	"How can I love and be loved? How do I relate to other people?"	Community
Longing to know who I am Jeremiah 1:4-10, 1 Timothy 4:12	"Who am I and who do I want to be?"	Character
Longing to know why I am here Ecclesiastes 1:2-10	"What will I do with my life: do I want my life to count for something?"	Calling
Longing to know God Psalm 42:1-11	Is there is a God, and does God care about me?"	Communion

FIGURE 5-1 THE FOUR UNIVERSAL HUMAN QUESTS

HOSTILITY [permission not granted]	NEUTRALITY [permission, but no promises]	ACCEPTANCE [permission granted]
Defiant	Curious	Hungry to Hear
Disruptive	Willing to Listen, but Noncommittal	Eager to Learn
Unwilling to Listen	Came for the Food, Willing to Listen to the Talk	Teachable
Forced to Attend		

FIGURE 5-2 STUDENTS MAY GRANT US (OR WITHHOLD FROM US) PERMISSION TO SPEAK INTO THEIR LIVES.

ACTION CONTINUUM

HOSTILE	BELIEVE AGAINST: DON'T BUY IT BUT NOT HOSTILE	NEUTRAL	BELIEVE FOR: BELIEVE IT BUT DON'T BEHAVE IT	WILLING TO ACT: BELIEVE & BEHAVE
Entertain	Inform	Change Belief	Convince	Move to Action

MAIN EFFORT IS PERSUASION

FIGURE 5-3 IF WE UNDERSTAND WHERE STUDENTS ARE ON THE ACTION CONTINUUM, IT HELPS US SHAPE THE BEST COMMUNICATION APPROACH.

HOSTILE	BELIEVE AGAINST: DON'T BUY IT BUT NOT HOSTILE	NEUTRAL	BELIEVE FOR: BELIEVE IT BUT DON'T BEHAVE IT	WILLING TO ACT: BELIEVE & BEHAVE
Entertain	Inform	Change Belief	Convince	Move to Action

MAIN EFFORT IS PERSUASION

FIGURE 5-4

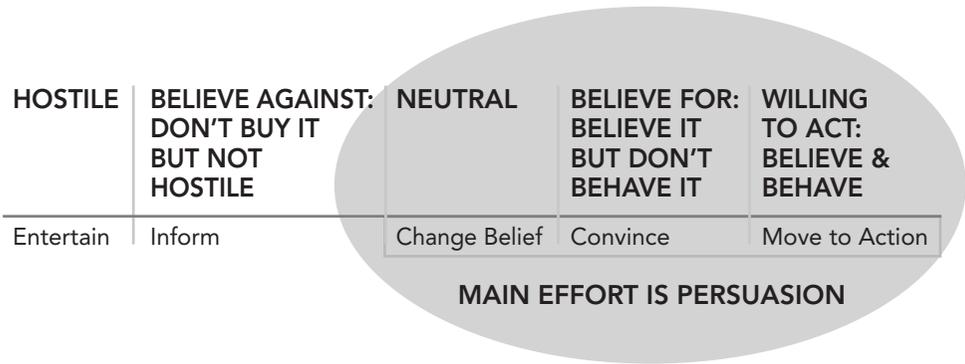


FIGURE 5-5

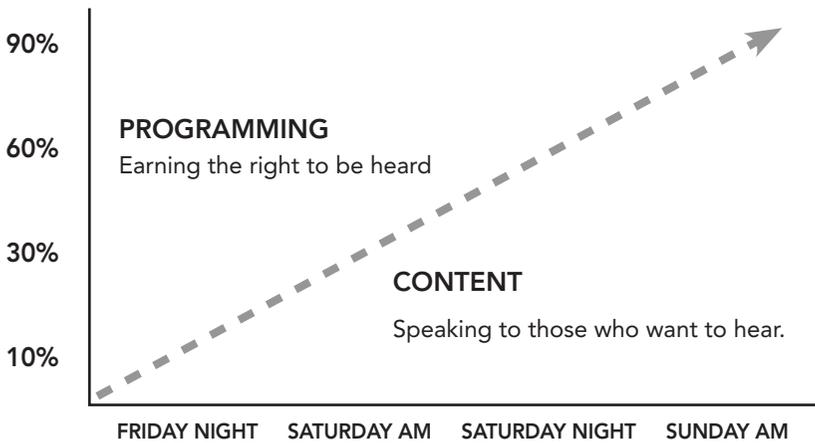


FIGURE 5-6 PROGRAMMING FLOW CAN HAVE AN IMPACT ON HOW RECEPTIVE TEEN-AGERS ARE TO A MESSAGE.

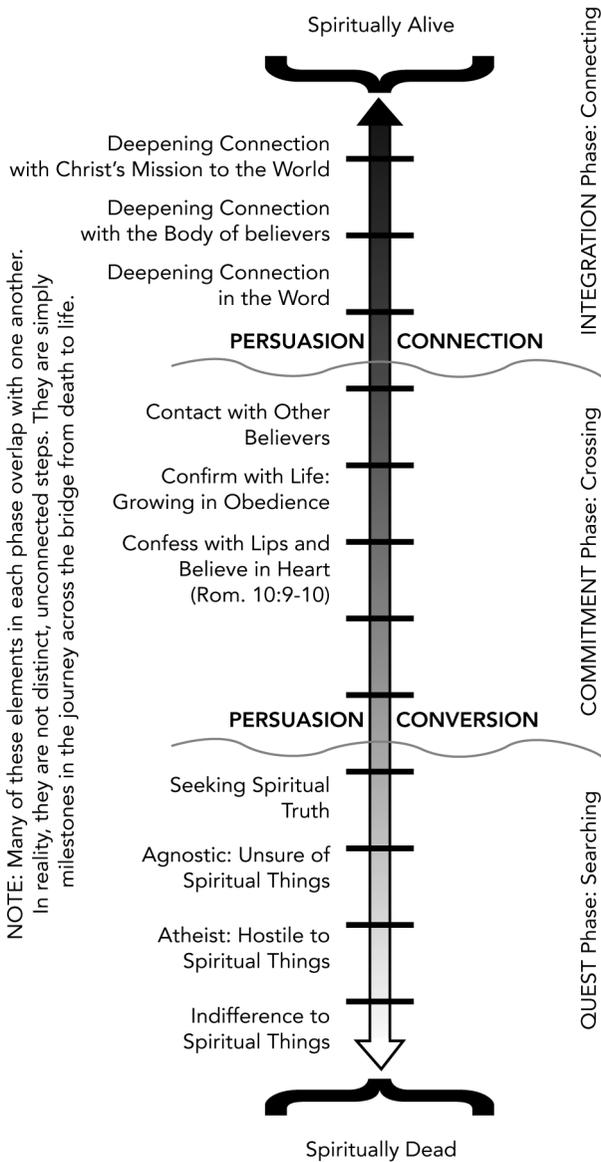


FIGURE 5-7. PEACE'S THREE PHASES OF SPIRITUAL RESPONSE HELP US TO EVALUATE THE SPIRITUAL MATURITY OF OUR STUDENTS SO WE CAN MEET THEM AT THEIR POINT OF NEED.

CHAPTER SIX

**A Good Message Starts with
Thoughtful Planning and
Careful Preparation**

7TH/10TH GRADE	8TH/11TH GRADE	9TH/12TH GRADE
BIBLE		
Gospels	Letters of John	Book of Acts
Who Is Jesus?	Romans	The Holy Spirit
What is a Christian?	Who is God?	Study of Nehemiah
Genesis	Study of Jeremiah	Study of Jonah
Study of David	Study of Exodus	1 Timothy, 2 Timothy
Study of Paul	Study of James	1 Thes., 2 Thes.
How to Study the Bible	Prayer	Parables of Jesus
LIFE		
Peer Pressure	Making Wise Choices	Knowing God's Will
Dealing with Temptation	Stewardship/Money	Sex/Dating
Friendships	Drugs/Alcohol	Lifestyle Evangelism
Self-Image	Family	Christian View of Marriage
BODY		
What is the Church?	Worship	Spiritual Gifts
Body Life	Caring for Others	Mission
Call to Service	Church Membership	Relationships within the Body; confrontation, encouragement, etc

FIGURE 6-1. LONG-RANGE CURRICULUM PLAN

CHAPTER EIGHT

Study: Improve Your Content and Increase Your Confidence

TWO BASIC APPROACHES

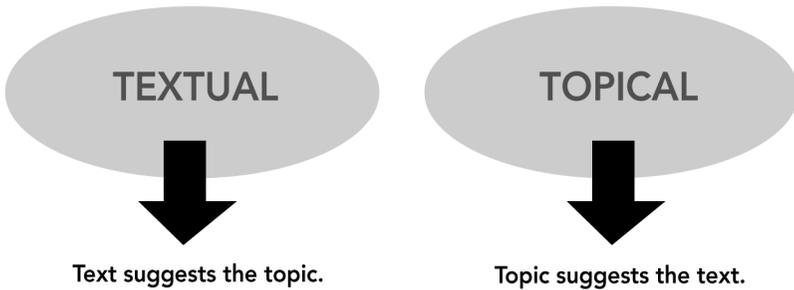


FIGURE 8.1

Speaker #1: Tom Topical is doing a five-week series on evangelism.

Emphasis: What is God's story?	Emphasis: What is your story?	Emphasis: How do you dis- cover another's story?	Emphasis: How Jesus did 3- story evangelism (John 4)	Emphasis: Body piercing and other marks of the Beast
WEEK #1	WEEK #2	WEEK #3	WEEK #4	WEEK #5
Emphasis: The Word Be- came Flesh (John 1)	Emphasis: Wedding at Cana (John 2)	Emphasis: "You must be born again" (John 3)	Emphasis: How Jesus shared his faith (John 4)	Emphasis: The healing at Bethesda Pool (John 5)

Speaker #2: Tammy Textual is doing a five week series on the first five chapters of John.

FIGURE 8-2. NOTICE THAT IN WEEK 4, BOTH THE TOPICAL MESSAGE AND TEXTUAL MESSAGE WILL SOUND PRETTY SIMILAR.

CHAPTER ELEVEN

Construct: Organize and Pull It All Together

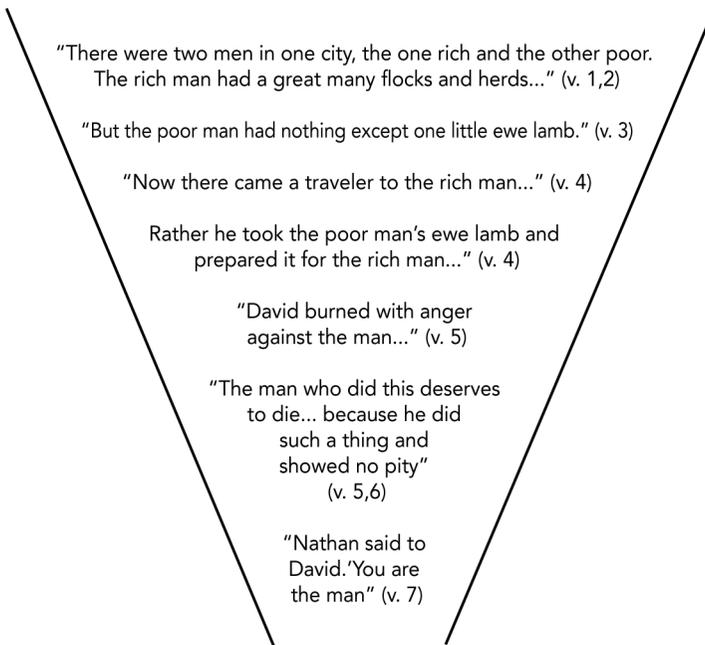


FIGURE 11-1 2 SAMUEL 12:1-11 STRUCTURED IN THE INDUCTIVE FUNNEL.



FIGURE 11-2

HOSTILE	BELIEVE AGAINST: DON'T BUY IT BUT NOT HOSTILE	NEUTRAL	BELIEVE FOR: BELIEVE IT BUT DON'T BEHAVE IT	WILLING TO ACT: BELIEVE & BEHAVE
Entertain	Inform	Change Belief	Convince	Move to Action

"What is the babblor trying to say?" (v. 18) = Skeptical

"He seems to be advocating foreign gods" (v.18) = Believe Against, but not Hostile

"May we know what this new teaching is...?" (v.19) = Not Hostile, Closer to Neutral

"Do you know any stories about baby sheep...?" = Did Poorly in Philosophy class

FIGURE 11-3. PAUL FACED A TOUGH CROWD AT THE AREOPAGUS (ACTS 17:16-21).

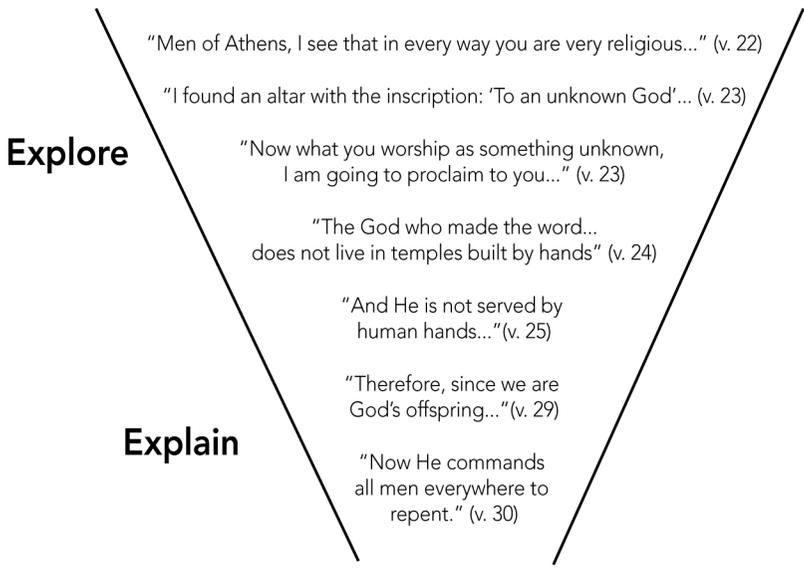


FIGURE 11-4. ACTS 17:22-31 AND THE INDUCTIVE BLUEPRINT.

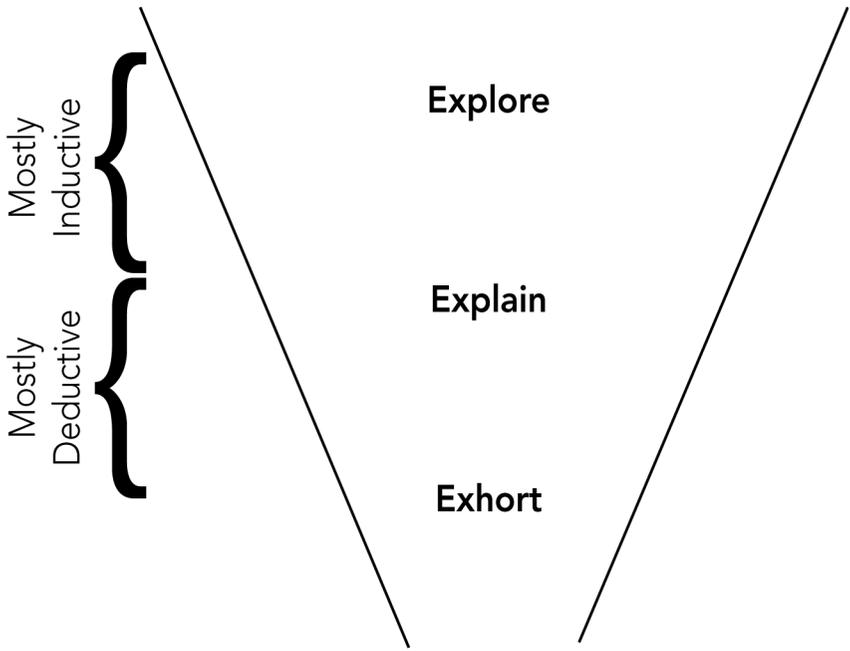


FIGURE 11-5. MOST MESSAGES WILL HAVE A BALANCE OF BOTH INDUCTIVE AND DEDUCTIVE COMMUNICATION.

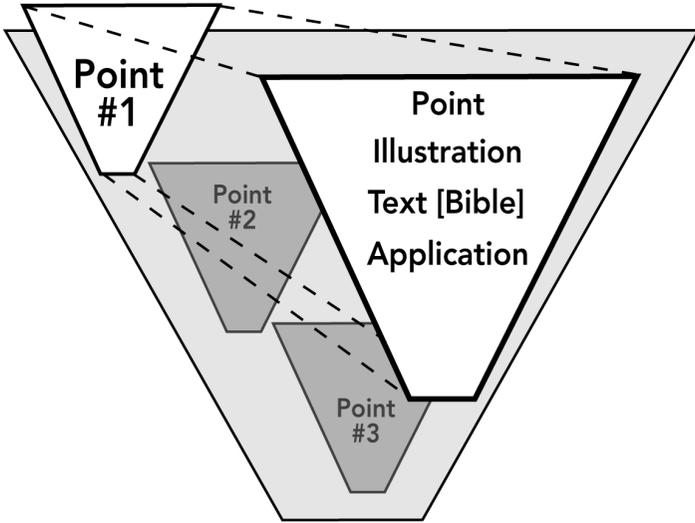


FIGURE 11-6. EACH POINT IN A LARGER MESSAGE SHOULD ALSO BE FUNNEL SHAPED.



FIGURE 11-7. THE FUNNEL STRUCTURE ALLOWS FOR LOTS OF FLEXIBILITY SO YOU CAN BUILD YOUR TALK IN THE WAY THAT WORKS BEST FOR YOU.

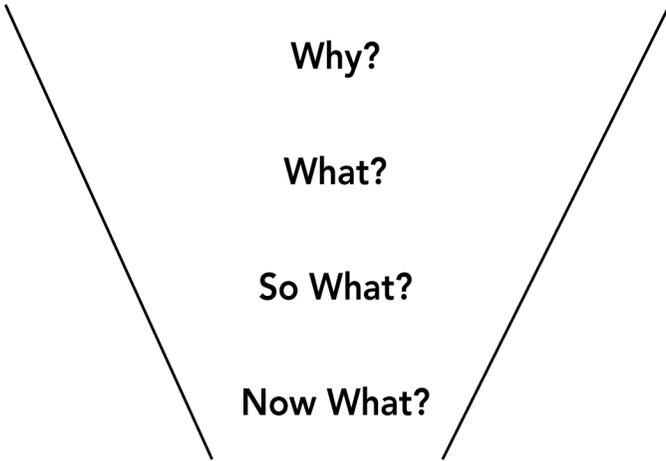


FIGURE 11-8

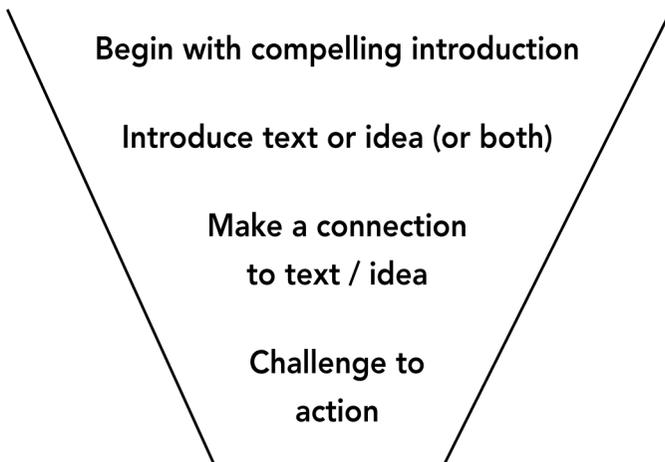


FIGURE 11-9

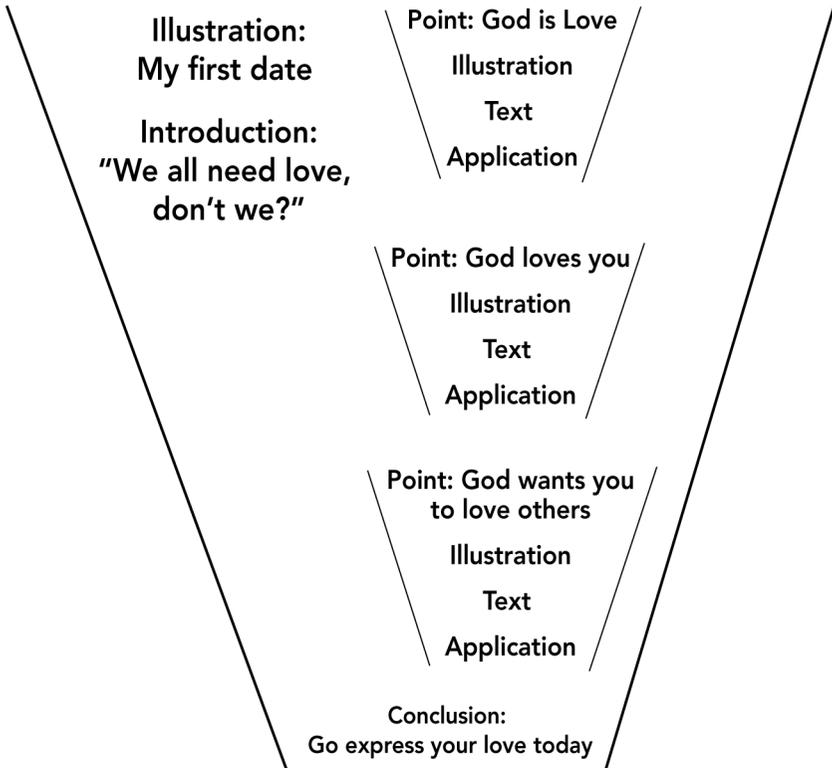


FIGURE 11-10

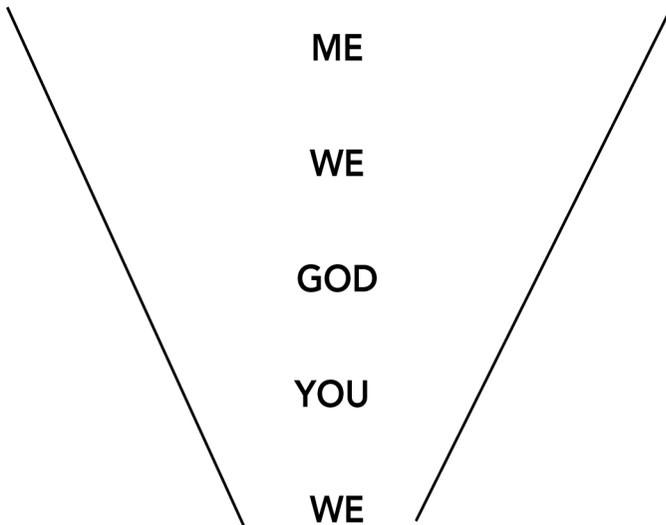


FIGURE 11-11

CHAPTER TWELVE

Keep Focused: Crafting for Clarity

My Focus Checklist

On this page we've listed the nine questions with their corresponding chapter numbers so you can reference the needed material later. On the next page, the same questions appear in a checklist format for you to photocopy and leave in the location where you're most likely to finish your prep.

1. Do I know the big-picture hurts and specific needs of my audience? (Chapters 2, 3, and 5)
2. Have I prayed for them? Do I have a spiritual burden and genuinely care that my students understand and apply this particular message? (Chapter 4)
3. Do I have a good grasp of the content I'll be teaching? (Chapters 5, 8, and 9)
4. Have I thought about how my content will connect and how it might matter to my teenage audience? (Chapters 2 and 5)
5. Do I have a clear, simple map for how I'll communicate my content? (Chapters 6, 9, and 12)
6. Do I have good illustrations, graphics, experiences, or exercises that will help me engage and connect to my audience? (Chapters 10)
7. Have I chosen the clearest, most powerful words? (Chapter 10)
8. Have I identified one main idea that I really want them to know when they get home? (Chapters 11 and 12)
9. What's in my message that isn't essential? (i.e., What can I cut?) (Chapter 12)

My Focus Checklist

- Do I know the big-picture hurts and specific needs of my audience?

- Have I prayed for them? Do I have a spiritual burden and genuinely care that my students understand and apply this particular message?

- Do I have a good grasp of the content I'll be teaching?

- Have I thought about how my content will connect and how it might matter to my teenage audience?

- Do I have a clear, simple map for how I'll communicate my content?

- Do I have good illustrations, graphics, experiences, or exercises that will help me engage and connect to my audience?

- Have I chosen the clearest, most powerful words?

- Have I identified one main idea that I really want them to know when they get home?

- What's in my message that isn't essential—i.e., What can I cut?

CHAPTER THIRTEEN

Prep for Delivery: Making the Space Work for You

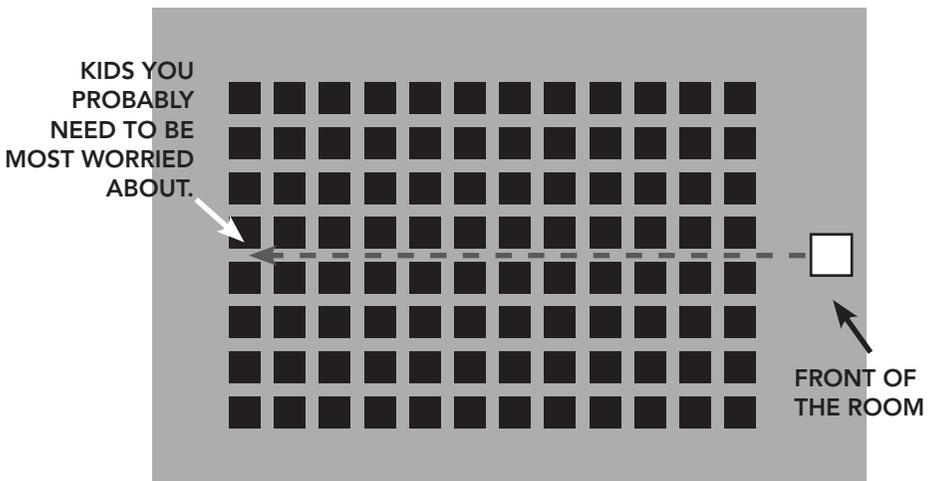


FIGURE 13-1. THIS ROOM IS SET UP DEEP; THE BACK ROW IS AS FAR AWAY FROM THE SPEAKER AS POSSIBLE; YOU MAY AS WELL MAIL THOSE STUDENTS YOUR TALK.

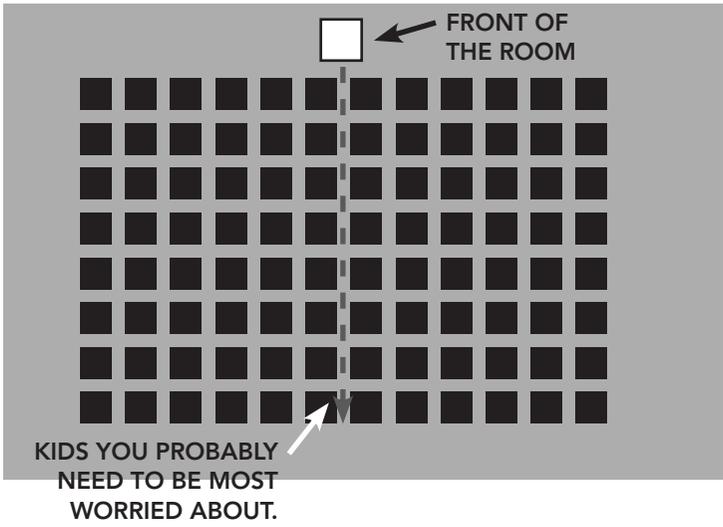


FIGURE 13-2

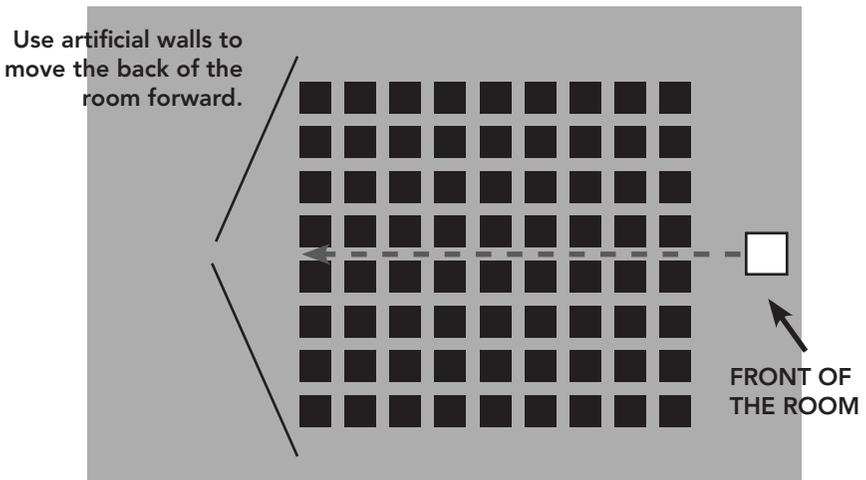
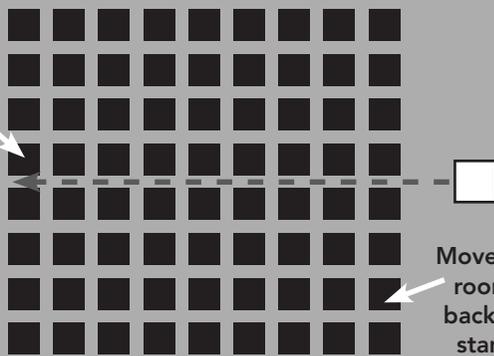


FIGURE 13-3 ARTIFICIAL WALLS WERE USED TO MAKE THE ROOM FEEL SMALLER.

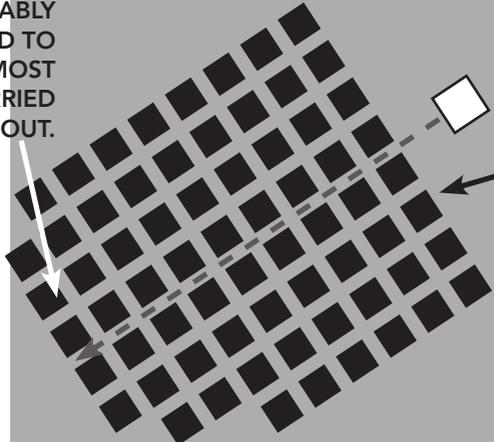
KIDS YOU
PROBABLY
NEED TO
BE MOST
WORRIED
ABOUT.



Move the front of the room closer to the back of the room by standing closer or removing front rows.

FIGURE 13-4 MOVE THE FRONT OF THE ROOM TOWARD THE BACK WALL TO MAKE THE ROOM FEEL SMALLER.

KIDS YOU
PROBABLY
NEED TO
BE MOST
WORRIED
ABOUT.



Move the front of the room closer to the back of the room by backing the room into a corner

FIGURE 13-5 YOU CAN MAKE A ROOM SMALLER BY BACKING IT INTO A CORNER.

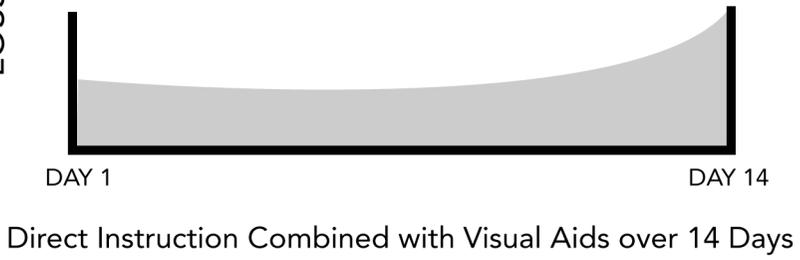


FIGURE 13-6. EFFECTS OF VISUAL AIDS ON STUDENT RECALL.

CHAPTER FOURTEEN

The Wonder of Delivery: Speaking to Birth New Life

Category of Online Site	Avg. Viewing Time for 30-Second Online Video
Home Video	22.5
Technology	22.2
Music	22.1
Theatrical	21.4
Travel	21.2
Consumer	21.2
Automotive	21.0
Gaming	20.5
Television	20.0
Financial	19.0

FIGURE 14-1. OURS IS NOT A CULTURE THAT ENCOURAGES LONG, FOCUSED THOUGHT. THERE ISN'T MUCH TIME TO MAKE THE POINT.

IMPACT OF COMMUNICATION TYPES

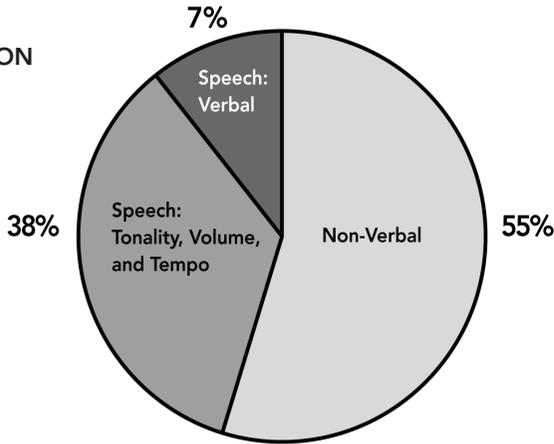


FIGURE 14-2. RESEARCH DEMONSTRATES THAT OUR ACTIONS REALLY DO SPEAK LOUDER THAN OUR WORDS.

MARKS OF ORAL STYLE	EXAMPLES OF WRITTEN STYLE	EXAMPLES OF ORAL STYLE
Conversational	"As was mentioned earlier..."	"It's like we said a few minutes ago..."
Sounds the way you normally speak	"One cannot avoid people with this characteristic..."	"It's really tough to avoid people like that.."
More personal	"A hypothetical case in point might be a situation where government..."	"Imagine this. Let's say Uncle Sam..."
Uses mostly contractions except for emphasis	"It is not..."	"It isn't..."
Descriptive language is awesome, but it has to sound like you, and not Jane Austen	"The azure hues of a wondrous sky bedecked with the jewel of a golden orb..."	"A beautiful, blue sky, with a blazing sun..."
Keep the dialogue in second person (I-You) instead of third person.	"People who say such things are often accused of heresy..."	"Now, I know some of you kids think that last statement smacks of Sabellianism..."

FIGURE 14-3. WRITE OUT YOUR TALK THE WAY YOU'D SPEAK IT; DON'T SPEAK YOUR TALK THE WAY YOU MIGHT WRITE IT.