



Session 9

Lesson 16: Profile of a Relational Youth Minister (con't)

Learning to Listen



Quote

- “Listening involves much more than passively hearing the words that come from another person’s lips. Effective listening is an active process that involves using both your ears and your eyes. The counselor listens to words but also is aware of what the counselee reveals through tone of voice, gestures, posture, facial expressions, and other nonverbal clues.”
-- Gary Collins, *The Biblical Basis of Christian Counseling for People Helpers*, (Navpress, 1993) p.25



Key Terms

- Overcoming fear
- Ask questions
- Listen
- Eye contact
- Posture



Lecture Objectives

- Provide practical ideas for dealing with fear in establishing relationships with youth
- Identify the type and function of various questions in building relationships
- List some practical ideas for improving listening skills



To Think About Before You Go On

- How would you describe a “relational youth minister”? How does it compare and contrast with other types of ministers? Take time to write your ideas here.

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Profile of a Relational Youth Minister (con't)



From last session:

If the church is to effectively reach out to the multitude of lost students, youth ministers must be willing to go where kids are. This means that they must overcome the fears they are experiencing. **The question is how?**

1. Recognize the importance of your mission
2. Pray, and have others pray for you
3. Memorize Scripture
4. Find a companion to go with. Jesus sent the disciples out in pairs
5. Plan to meet kids you know
6. Educate your core kids on what you are doing
7. Don't sit in the parents' section
8. *Stand outside by the concession stand until you meet some students you know*
9. *Bring gum or candy, but be careful; Be fun and be appropriate*

-- Conversation Continues --

10. *Bring cash for doing things afterward*
11. *Never introduce yourself as "Pastor _____"*
12. *Dress your own age, but in style*
13. *Be yourself*
14. *Recognize that as you get to know more students, you will become more comfortable*
15. *Remember kids' names*

16. *Ask fun questions*

17. *Try not to go alone*

Would you rather be "rich" or "famous"?

Asking Good Questions And Learning to Listen

Opening Questions

- Helps the group warm up to each other
- Helps the group get to know one another better
- Begins the trust process
- Allows them to hear their own voice

Launching Questions

- Designed to generate group interaction
- Designed to ask, “What do I know, what do I feel, what should I do?”

Guiding Questions

Spontaneous questions needed to guide the conversation

- Rephrase the question
- Personalize the question
- Test for consensus

Summarizing Questions

- Acknowledge group members contributions
- Maintain biblical integrity and direction

Application Questions

- Transformation not just information
- Situational Specificity

Learn To Listen

Listening is the most important skill to building relationships with kids.

Unfortunately, most of us are poor listeners. Over the years, I have had to learn how to improve my listening skills. On numerous occasions, students have told me I am a poor listener. (I love that kind of encouragement). Having been challenged in this area, I began to ask why it is so hard to listen and how can I change.

Why Listening is Difficult?

- _____
- _____
- _____
- _____
- _____

Becoming a good listener

- Train yourself to have good listening habits
 - a. Maintain good and appropriate eye contact
 - b. Maintain good and appropriate posture
 - c. Avoid distractions
 - d. Be an active listener
 - e. Ask good questions (see previous section)
 - f. Make sure you have time to listen
- Read books on listening
- Watch others who are good listeners
- Practice good listening habits in every conversation

Observations of role-playing:

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Improving your Listening Skills

Even though you are not a professional counselor, you will spend many hours counseling teenagers. The following is a list of questions that help individuals identify the problem areas in their lives. You will use the same questions over and over, gently demanding a different response each time. In doing so, you will enable them to see the real problem.

1. **What's wrong? What do you want?** *(Here you are finding out what is going on in their head.)*
2. **What are you feeling?** *(Here you are trying to identify what is going on in their heart. In the second state you may want to pursue the emotion that they describe, seeking to bring deeper clarity.)*
3. **What are you doing about it? What are you going to do about it?** *(Here you are moving towards change. What do they think needs to happen? What are they willing to do.)*

After you finish this first round of questions, don't give in to the temptation to offer advice. Instead go through the list of questions again, asking them to give you a different answer. The problem will almost always be more serious and complex, and will more than likely deal with a larger area of their life.



- Go back and rethink the 'To think about before you go on' questions on the first page of this lecture.