



## LISTENING ON PURPOSE, PART 2

### The Incredible Power of Influence

May 21, 2022

## 1 PREPARING

### A. THE SOURCE

**James 1:19, 20 (NIV)** • “Take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, because human anger does not produce the righteousness that God desires.”

**Matthew 5:13-16 (NIV)** • “You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled underfoot. You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

**Acts 13:47 (NIV)** • “I have made you a light for the Gentiles, that you may bring salvation to the ends of the earth.”

**Romans 1:14-16 (NIV)** • “I am obligated both to Greeks and non-Greeks, both to the wise and the foolish. . . . I am not ashamed of the gospel, because it is the power of God that brings salvation to everyone who believes.”

**1 Corinthians 9:19-22 (NIV)** • “Though I am

free and belong to no one, I have made myself a slave to everyone, to win as many as possible. . . . I have become all things to all people so that by all possible means I might save some.”

**Revelation 2:7 (NIV)** • “Whoever has ears, let them hear what the Spirit says.”

(See additional passages in student material.)

### B. WHAT'S TO BE SAID ABOUT “LISTENING ON PURPOSE, PART 2”

In last week’s lesson we talked about listening well. This week we will talk more about listening techniques and how crucial they are to spreading the gospel.

We again turn to communication professionals to explain the importance of listening well. In the communication field, the name for listening well is effective listening. In the field of psychology, it is called active listening.

**Effective listening** is essential for anyone who wishes or needs to understand how to motivate and influence other people. Effective listening also:

1. enables us to control our feelings while we concentrate on hearing what another person is saying.
2. helps us avoid misunderstandings and wrong interpretations of what people are saying and to clarify what is actually being said to us.
3. is important when other people have

- ideas or knowledge we don't have.
- 4. enables us to capture ideas and knowledge and learn new ways of doing things.
- 5. helps us recognize and reward other people for the contributions they make to achieving our aims and objectives.
- 6. is important when other people are blaming us for something.

**Active listening** is important when people are asking for advice. Active listening:

- 1. prevents us from giving solutions to problems prematurely.
- 2. helps us to avoid or minimize conflict.
- 3. gives us confidence in promoting an argument if we have correctly understood someone else's argument to their satisfaction.

### C. WHERE WE'RE GOING WITH "LISTENING ON PURPOSE, PART 2"

As a result of this lesson we would like the students to be able to:

- 1. Learn active and effective listening skills.
- 2. Be clear about the need to listen before speaking.
- 3. Because they have learned to be good listeners, speak in a way that answers questions people are asking.

### D. MATERIALS NEEDED

**Beginning** • (Activity A) balls of yarn, twine, ribbon, or string; (Activity B) white/chalkboard, markers/chalk.

**Connecting** • Bibles and/or student lessons.

## 2 BRIDGING

### A. WHERE WE'VE BEEN

**Allow 10 minutes at the beginning of class for students to:**

- 1. Share anything that was meaningful to them in this lesson.

- 2. Engage in a discussion about the topic of the lesson in connection to the belief highlighted this week.
- 3. Say the Bible memory text either individually or in a group.

### B. OTHER SABBATH SCHOOL COMPONENTS

- >> Song service
- >> Mission emphasis (find a link for Adventist *Mission* for youth and adults at [www.realtimfaith.net](http://www.realtimfaith.net))
- >> Service project reports

## 3 BEGINNING

**NOTE TO TEACHER:** Put together your own program with options from the categories below—Beginning, Connecting, Applying, and Closing. Please keep in mind, however, that the students need to have an opportunity to be interactive (participate actively *and* with one another) and to study from the Word.

### A. BEGINNING ACTIVITY

**Get ready** • Have the class group themselves in sets of five to seven.

**Get set** • Introduce a provocative or controversial topic for the class to discuss or a problem to solve. (This may be in the form of a question.) And tell them that they have five minutes to come up with a list of solutions.

**Go** • Give one person in each group a ball of yarn, twine, ribbon, or string. The first person to speak gets the ball and passes it on to the next person to speak, while still holding onto a piece of the yarn, and so on. After they have finished have them examine the pattern of the yarn created by their sequence of speakers.

**Debriefing** • **Ask: Did one person speak more than others? Was there anyone who did not speak at all? Why do you think that**

**was?** (They were shy, the speakers didn't give them a chance, we didn't have enough time.) **What would the ball pattern have looked like if the listeners got the string instead of the speakers?** (We would have used more/less string.) **What role did the listeners play, if any?** (They silently encouraged the speakers. They didn't help at all.) **How did the listeners relate to the speakers?** (They deferred to the speakers. They encouraged the speakers with their nonverbal communication.) **How did the speakers relate to the listeners?** (They used the listeners for reassurance.) **What does the pattern of yarn reveal about the discussion and how the group arrived at its solution?** (It was/was not a joint effort.) **Let's find and read James 1:19, 20. How might these verses relate to this activity?**

**Say:** The relationship between listeners and speakers is a delicate one. In order for communication to be effective, someone has to listen.

**Ask:** What can you do to make sure someone is listening and everyone can be heard? (Take the role of the listener as much as you can.)

## B. BEGINNING ACTIVITY

**Get ready** • Have the students sit in two rows facing one another.

**Get set** • Have one row of students step outside the door. While they are out, tell the remaining students that they must "mirror" or copy everything the person seated facing them does.

**Go** • Bring the other classmates in. Tell them to describe to their partner an embarrassing or funny incident that happened to them or someone they knew. Observe the class as if nothing special is happening. Expect some laughter and/or confusion on the part of the students.

**Debriefing** • **Ask:** What is so funny? How does it feel to have someone mirror everything you do? (funny and strange) **How does it feel to have to match a person's every movement?**

(Nerve-racking because you have to watch them so carefully. You can't even think about yourself.) **What is the value of mirroring?** (It forces you to focus on the other person and try to think like they do.) **What, if any, is the downside to mirroring?** (Sensitive people might think you are mocking them.) **How can mirroring be used as a listening skill?** (You show that you are interested or that you want to understand what the other person is saying to you. You repeat back to the person what they said to you.) **Do any of you have thoughts to share from doing this activity as listed in yesterday's section of your lesson? How might 1 Corinthians 9:19-22 relate to this exercise?** Have volunteers find and read the texts, then discuss.

**Say:** An important part of listening to others is showing that you are interested in what they are saying by reflecting their interest back to them.

**Ask:** What are some of the ways we did that in this exercise? (leaned forward, copied the other person's facial expressions)

**Say:** Although in this exercise we exaggerated what to do to show that you want to hear what someone is saying, here are some things you should do. (These may be listed on the board.)

1. Face the person and maintain eye contact.
2. Maintain an open posture; don't cross your arms or legs.
3. Lean forward.
4. Nod your head.
5. Without interrupting, ask questions or paraphrase to clarify what you don't understand.
6. Ignore distractions. Don't look at your watch or answer your cell phone.

## C. BEGINNING ILLUSTRATION

**Share the following illustrations in your own words.**

"There is a form of deafness known to

physicians in which the person affected is able to hear everything except words. In such a case the ear, as an apparatus for mere hearing, may be so perfect that the tick of a watch or the song of a bird is really appreciated. But owing to a local injury deeper than the ear, for it is in the brain itself, all spoken words of his mother tongue are as unintelligible to the sufferer as those of a foreign language.

“Give him a book and he may read as understandingly as ever, but every word addressed to him through his ear reaches his consciousness only as a sound, not as a word.”—W. H. Thomson, in Paul Lee Tan, *Encyclopedia of 15,000 Illustrations: Signs of the Times*. Copyright © 1998 Paul Lee Tan. All rights reserved. Database © 1998 NavPress Software.

**Debriefing • Ask: What does this illustration tell us about listening effectively—about listening in such a way that we can make a difference in our world, particularly as agents of God’s kingdom?** (Accept various insights from your students. Point out that listening is not just a matter of using one’s ears, nor is it something we can fake.) Have students find and read **James 1:19** together.

## 4 CONNECTING

### A. CONNECTING TO THE KINGDOM

**In your own words, share the following:**

Agents of God’s kingdom need to be willing to go wherever God asks them to go. **Matthew 5:13-16** compares believers to salt and light. Salt does no good just sitting in the shaker. It has to be poured out to be effective. It changes the flavor of whatever it becomes a part of. Not enough salt makes things tasteless; too much makes them inedible. If salt is not salty, it has no reason to exist.

In the same way, light is useless if it is covered. But if you put light in a dark place, it chases away the darkness. Darkness has never been able to overcome light.

Christians need to be involved in the lives of people who do not believe in God, and share the

light they receive from living in His Spirit.

### B. CONNECTING TO THE LESSON ILLUSTRATION

**Ask someone beforehand to read or tell the story from Sabbath’s section of the lesson.**

**Ask: What does this story have to do with listening?** (It is important to be willing to talk about God’s love to anyone, anywhere. We also need to get over our fears and preconceived ideas so we can listen and understand others.)

**How did the spiritual leader respond?** (He thanked the man for sharing principles of God’s kingdom.) **Do you believe this was helpful to the spiritual leader?** (Yes. He appreciated the man sharing his faith. It may have helped him know what to do in a situation he was facing.) **How is this like relationships we have with people?** (When we listen to people and take care of their needs, they allow us to become a part of their world. Then we can share our world, God’s kingdom, with them.)

**Share the following concepts in your own words:**

Being an active listener means participating fully in the communication process. This means listening to everything the other person has to say. It also means listening to yourself. You must be sensitive to the signals of your own body. You must realize the impact of your body language in the communication process. Active listening involves paying attention to the nonverbal as well as verbal messages you send to the other person.

Remember we said last week that 93 percent of communication is nonverbal. Your posture and behavior reflect your interest. This can be demonstrated in several ways.

**Say: Sit across from one another again. I am going to give some commands and I want those on my right to do what I say. Those on my left should do the opposite:**

1. Face the other person squarely.

2. Adopt an open posture.
  3. Lean slightly toward the other person.
  4. Make good eye contact.
  5. Be comfortable and relaxed.
- Now switch and do the opposite.

**Debriefing • Ask:** How did it feel to have someone show interest in you nonverbally? How did it feel to have someone push you away with their nonverbals?

**Say:** Try to show your interest in others by your nonverbal communication. As the apostle Paul says in **Romans 1:14 and 16 (NIV)**, we are “obligated” to people who do not believe as we do. Have students find and read the verses.

### C. CONNECTING TO LIFE

**NOTE:** For the following scenario, use clothing descriptors considered offbeat in your region of the country.

**Say:** A teenager wearing all black and sporting multiple piercings, tattoos, and strange hair walks onto the playing field at your Christian school. He doesn’t seem drunk or high. How do you approach him? If that same teen seemed drunk, high, or violent, what would you or should you do?

**Debriefing •** Allow the students to discuss their answers to each question. (Say “Hi.” Ask him about his tattoos or piercings or hair; ask if he lives in the neighborhood. If someone looks high, drunk, or violent, quickly move away from him and head for shelter or the nearest adult. Call the police if he seems out of control.)

## 5 APPLYING

### A. APPLICATION ACTIVITY

**In your own words share the following:**

Three basic listening modes exist, but only one of them is really effective.

1. **Competitive Listening** happens when we are more interested in promoting our own point of view than in understanding or exploring someone else’s view. We either listen for openings to speak, or look for flaws or weak points we can attack. We pretend to pay attention, but we are really waiting for an opening, formulating our argument, and planning our attack on the other person. Jesus’ many conversations with the Pharisees are examples of competitive listening. Let’s look at two of them in **Mark 2:23-3:6**. (Have the students read the story. Discuss what the Pharisees said or did to show they were not genuinely interested in what Jesus had to say.)
2. In **Passive Listening** we are genuinely interested in hearing and understanding the other person’s point of view. The problem is that we assume that we hear and understand what they said correctly. We just don’t bother to clarify it with the speaker. Jesus’ conversation with Nicodemus in **John 3:1-9** is one example. (Have the students read the passage.) Nicodemus came late at night to talk with Jesus for two reasons: because he was genuinely interested and because he was afraid of what the other members of the Jewish ruling council would think. Because of the conflict in his heart between his position in Israel and what Jesus was saying, Nicodemus did not become a believer at that time, but it appears from the Bible record he did later. (See **John 7:50-52; 19:38-42**.)
3. **Active Listening** is the single most effective listening skill. In active listening we want to understand what the other person is saying, thinking, feeling, or needing. We check with them to see if we understand what they mean. We wait to respond until we’re sure we understand. We restate or paraphrase what they say to make it clear to both of us. Jesus’ conversation with the Samaritan woman in **John 4:7-26** is a good example of active listening. Jesus not only responded to the woman’s words, but to her heart. When she tried to change the subject, He kept coming back to the point that He was the Messiah she was seeking.

Divide the students into three groups. Assign them each a listening mode and have them make up a skit demonstrating the modes.

**Debriefing • Ask:** How did it feel to be on the receiving end of the competitive or passive modes? (I felt defensive, not listened to or understood.) How did it feel to act that way? (strange, unlike me, good) Think of a time when you acted in either of these ways with your friends or family. How did things turn out? What would you do differently next time? What are some other examples from the Bible of people using the three different listening modes in their conversations with one another or with Jesus?

## B. APPLICATION QUESTIONS

1. Why is listening to people who are not Christians so important?
2. What kinds of things would you expect to hear when you listen to people who are not Christians?
3. What may be some of the hidden messages in what they say?
4. What dangers, if any, might there be in befriending people who don't believe as you do?
5. When was the last time you had an extensive conversation with a non-Christian? What did you talk about? Did your faith or relationship with God come up? If not, how will you bring it up in the future?

## 6 CLOSING

### SUMMARY

**In your own words, conclude with the following ideas:**

Many companies have become successful because they listened to their customers. They listened to learn what their customers wanted, and then they gave it to them. Because we have so much more to offer as agents of the kingdom, we need to listen carefully to people in the world around us.



## STUDENT LESSON

### LISTENING ON PURPOSE, PART 2 The Incredible Power of Influence

May 21, 2022

#### Sabbath

#### FOR STUDY

- » **Memory Text:** “Let your light so shine before men, that they may see your good works and glorify your Father in heaven” (Matthew 5:16, NKJV).
- » **Our Beliefs, no. 13, The Remnant and Its Mission:** “The universal church is composed of all who truly believe in Christ, but in the last days, a time of widespread apostasy, a remnant has been called out to keep the commandments of God and the faith of Jesus. This remnant announces the arrival of the judgment hour, proclaims salvation through Christ, and heralds the approach of His second advent.”
- » Ellen G. White, *Thoughts From the Mount of Blessing*, pp. 38, 39.

#### THE INCREDIBLE POWER OF INFLUENCE

“Buckling my seat belt to prepare for a quiet flight, I glanced up and noticed an Indian spiritual leader walking down the aisle of the plane. His long white robe, flowing shoulder-length hair, and full beard attracted my attention. I was even more surprised when he took his seat beside me. His warm brown eyes and gentle smile put me at ease instantly.

“During the flight we discussed our philosophies of life. Of course, I shared the ‘good news’

about my best friend Jesus. I told of His inexhaustible mercy, His limitless love, His infinite power. I told of His creation, His salvation, His friendship, His priesthood, and His soon coming.

“At the end of the two-hour flight, to my utter surprise, this Indian [spiritual leader] placed his hand upon my shoulder and, with his face only a few inches from mine, spoke in distinct, deliberate tones. He hadn’t said much during our flight. He let me do most of the talking. Now it was his turn.

“‘Son,’ he declared, ‘everyone we ever meet in life has influence upon us. There are no chance meetings. No life is an accident. We all influence one another for eternal life or for death. Thank you, young man, for influencing me for the nobler principles of the heavenly kingdom today.’ Then he turned and walked away. . . .

“He was right. There are no chance meetings. Our words and actions have an incredibly powerful influence on other people. Every encounter for the Savior is an opportunity to share the Father’s love. Some of Christ’s most life-changing moments resulted from unexpected meetings. They were not planned ‘witnessing events.’ They were divine encounters in the daily routine of life. . . .

“Today you can be an influence for good on someone around you. You can share God’s love with someone who needs you. Someone needs your hopeful words today. Someone needs your encouragement today. Make yourself available to the Spirit [of God], and look for an unexpected encounter with one of God’s needy children

today.”—Mark Finley, *Solid Ground* (Hagerstown, MD: Review and Herald®, 2003), pp. 122, 123.

## Sunday RESPONDING

- » Read Acts 13:47.
- » To hear the needs of those around us, we need to listen through their pain, anger, and hurt to hear what they are really trying to say. We need to reach out to people to understand what they need. We are called to be channels of God’s love to others. He uses us to meet people where they are; then we can lead them into a saving relationship with God.
- » Priyanth has gone to Christian schools all his life. He doesn’t really know anyone who is not of his faith. But now he will have to go to a public high school. He wants to share his faith, but he is afraid people will think he is strange. What advice would you give him?

## Monday BIBLE ANSWERS ON THE REMNANT AND ITS MISSION

- » Read 2 Peter 3:10-14; Revelation 14:6-12; Revelation 18:1-4.
- » As children of God we have a message for the world. God loves them. Jesus died for them. And the Holy Spirit helps us to obey God’s command to “go into all the world and preach the gospel to every creature” (Mark 16:15, NKJV). We are to take the three angels’ messages to the world. Jesus is coming soon, and He wants us to help others to be ready for His coming (see Matthew 28:19, 20).
- » Knowing that God is with you, to whom will you reach out to share His message of love?

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- » What are some things you can do to share God’s messages?
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- » Take a piece of paper and lightly draw a background that goes with the verse below. Now, write the verse across your picture. Take a pencil and mark various shapes on the picture and verse—so it looks like a puzzle. Now cut out the pieces, mix them up, and put the puzzle together upside down (so you can’t see the picture). Once you have put it together, glue a piece of card stock on the back. After it has dried, turn the picture verse over. Hang your picture in your room to remind you that everyone needs a chance to become a follower of Jesus and the opportunity to be ready for His coming.
- » “For we must all appear before the judgment seat of Christ, that each one may receive the things done in the body, according to what he has done, whether good or bad” (2 Corinthians 5:10, NKJV).

## Tuesday REFLECTING

- » Read Matthew 5:13-16.
- » We are to be a blessing to those around us who may not know or follow God. Jesus wants us to be like salt—seasoning the area where we are with His love and goodness. We are also to be light to those around us. Since we are God’s children, we must allow our light to shine to reach those in darkness.
- » It is true that today people can get facts, figures, and information about being a Christian from social media and the Internet. But people need to know someone is listening and is willing to be a friend and to offer a helping hand. Humans need one-on-one contact to thrive.



- » You can reach out to others by getting involved. There are many community out-reach projects. Find one that matches your personality.
- » Even though we are not to love the things of this world, we do have a part in this world—we are to carry the Good News to others. So, don't be afraid to reach out to those around you who do not know God and are not a part of your normal circle of friends. Just remember to whom you belong. It is important to be around people who are different from you so you can learn how to relate to them and meet them where they are with the Good News of Salvation.

### Wednesday

## BIBLE INSIGHTS

- » Match the following texts from the New International Version of the Bible (available at [www.BibleGateway.com](http://www.BibleGateway.com)) with the words that correspond to them.

- A. James 1:19, 20
- B. Matthew 5:13-16
- C. 1 Corinthians 9:19-22
- D. Acts 13:47
- E. Romans 1:14-16

\_\_\_\_\_ “. . . A town built on a hill cannot be hidden . . .”

\_\_\_\_\_ “. . . I have become all things to all people so that by all possible means I might save some.”

\_\_\_\_\_ “. . . Everyone should be quick to listen, slow to speak and slow to become angry . . .”

\_\_\_\_\_ “. . . I have made you a light for the Gentiles . . .”

\_\_\_\_\_ “. . . I am not ashamed of the gospel . . .”

### Thursday

## CONNECTING

- » Read James 1:19, 20.
- » Review the memory text.
- » In a few more years you will be in high school and then off to college. You will probably take a course in effective listening. This will enable you to take better notes during class and to retain lots of information for tests.
- » The wonderful thing is that these skills translate into other areas, such as relationships. The skills gained may have eternal consequences for the people that you meet as well. God doesn't need our help to save people, but He can use our talents to reach others if we are willing to be instruments in His hands.

### Friday

## APPLYING

- » Read 1 Corinthians 9:19-22.
- » For one two-hour period today, when you know you will be around a lot of people, make an attempt to clarify everything that another person says by mirroring their actions and paraphrasing what they say. Note the outcomes—their nonverbal reaction, how you felt, what they said. Be prepared to share them in class on Sabbath.
- » **Example 1:** “Today when I talked with Juanita, she was sad about her pet dying. I made a sad face when she made one. I told her I knew that it was hard to lose a pet. She cried a little bit and thanked me for taking the time to talk with her and smiled. I felt good that she seemed to feel better about it.”
- » **Example 2:** “Manny was pumped about

winning the geography bee. At first I wasn't going to say anything because so many people were around him. I gave him a high-five and asked him how he did it. His eyes lit up when I asked him that. He told me how his uncle made map flash cards for him to study

with during the day and how he drilled him at night. I kept nodding my head and asking questions, and he kept talking. I even asked to see the cards. The more interested I was, the more he talked. We talked longer than I thought we would. I learned a lot, though."

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