

# YOUTH TALKS

## How-TO-Guide

A Youth Talk should connect the **WORD** to the **WORLD** of our youth and show how it affects their **WEEK**

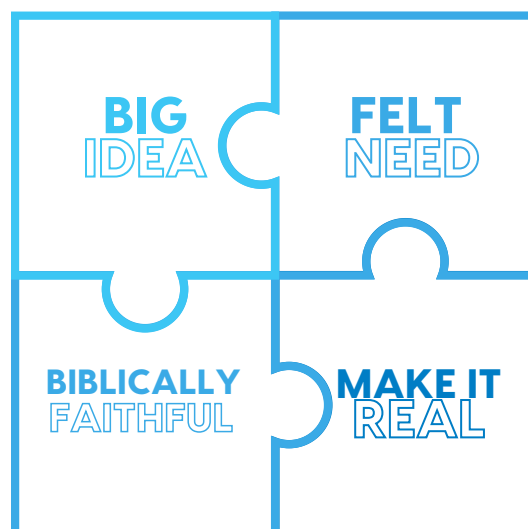
To do this we need to complete the four steps:

**Step 1: The Word** (Finding the Big Idea)

**Step 2: The World** (Finding the Felt Need)

**Step 3: The Week** (Applying the Big Idea to the Felt Need)

**Step 4: Writing the Talk**



# STEP ONE

## *The Word*

**1. Pray** - If you want to talk to people about God, then first talk to God about what you are going to say to people.

**2. Read the Passage** - Read, read and re-read the passage prayerfully.

*Why is this important?*

- *sometimes the obvious is not so obvious – and it takes a few goes to see.*
- *it also helps you personally deal with what is before you.*
- *time (as opposed to outcome) can be a friend.*

**3. Mark the Passage** -

**(a)** As you read, use pens and highlighters to circle key words/idea/themes of the passage - these can be seen in repeated words or phrases

**(b)** As you read, mark important connecting words. (e.g. but, therefore, for, because, so then, since, and, if, etc.)

**(c)** Scribble thoughts and ideas down (even though they may not make it into the final talk)

The following questions taken and adapted from the Youthworks Teaching Target help you to understand the passage:

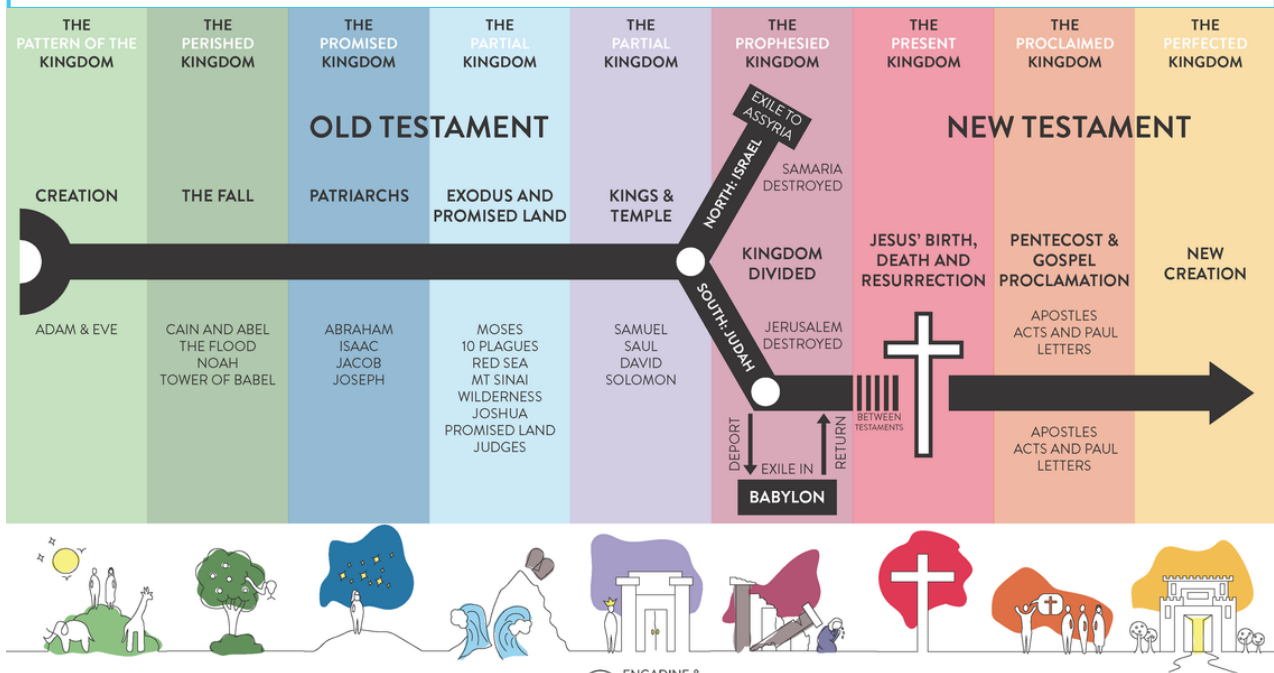
4. Ask the Who, What, When, How, Why questions of the passage -

| WHO  |  |
|--|--|
| Who is the author?   |  |
| Who is the original audience?  |  |
| Who is the main speaker?   |  |
| Who else is involved in the passage? (Watching, listening, participating, being written to or written about) |  |

| WHAT   |   |   |
|--|---|---|
| What happened directly before this passage?                | What are the key events/ideas in the passage? | What happens directly after this passage? |
|  |   |   |
| What words in the passage need to be defined or explained? |   |   |

## WHEN

Mark when the events of the passage take place on the Bible timeline



ENGADINE & HEATHCOTE  
ANGLICAN

used with permission from Ian Morrison

## HOW

How are God's promises made, worked towards, or fulfilled?

How does this passage contribute to the wider message of the Book?

How does this passage fit into God's salvation plan?

| WHY                           |  |
|-------------------------------|--|
| Why was this passage written? |  |

## 5. Break the Passage into logical section 'blocks'

| BLOCK 1 - VERSES: <span></span>                         |  |
|---|--|
| What is the key idea/theme the author is talking about? | <i>look for repeated significant words/themes you marked earlier</i>                         |
| What is the author saying about the key idea/theme?     | <i>What follows on from or is said about the significant words/themes you marked earlier</i> |

**BLOCK 2 - VERSES:**

|   |   |  |   |   |  |
|---|---|--|---|---|--|
| What is the key idea/theme the author is talking about?     | look for repeated significant words/themes you marked earlier                         |  |   |   |  |
| What is the author saying about the key idea/theme?         | What follows on from or is said about the significant words/themes you marked earlier |  |   |   |  |
| What word indicated the start of the block? (highlight)     | <b>CONTRAST</b><br>But<br>Although<br>Whilst<br>However<br>Whereas                    | <b>CONCLUSION</b><br>Therefore<br>Because Since<br>Then So | <b>TIME / SPACE</b><br>Before After<br>While When<br>Now Then | <b>CHARACTER</b><br>New character arrives or speaks | <b>OTHER</b><br>Then<br>This<br>And<br>Also                      |
| How does this block link to the previous block? (Click/tap) | <input type="checkbox"/><br>Zooms in on a specific idea                               | <input type="checkbox"/><br>Zooms out to a general idea    | <input type="checkbox"/><br>Provides an example               | <input type="checkbox"/><br>Provides a contrast     | <input type="checkbox"/><br>Plot twist or tangent point or other |

**BLOCK 3 - VERSES:**

|   |   |  |   |   |  |
|---|---|--|---|---|--|
| What is the key idea/theme the author is talking about?     | look for repeated significant words/themes you marked earlier                         |  |   |   |  |
| What is the author saying about the key idea/theme?         | What follows on from or is said about the significant words/themes you marked earlier |  |   |   |  |
| What word indicated the start of the block? (highlight)     | <b>CONTRAST</b><br>But<br>Although<br>Whilst<br>However<br>Whereas                    | <b>CONCLUSION</b><br>Therefore<br>Because Since<br>Then So | <b>TIME / SPACE</b><br>Before After<br>While When<br>Now Then | <b>CHARACTER</b><br>New character arrives or speaks | <b>OTHER</b><br>Then<br>This<br>And<br>Also                      |
| How does this block link to the previous block? (Click/tap) | <input type="checkbox"/><br>Zooms in on a specific idea                               | <input type="checkbox"/><br>Zooms out to a general idea    | <input type="checkbox"/><br>Provides an example               | <input type="checkbox"/><br>Provides a contrast     | <input type="checkbox"/><br>Plot twist or tangent point or other |

## 6. Find your 'BIG IDEA'

**In 1-3 words, what is the key theme/idea the author is talking about?  
It should feature in all of your BLOCKS otherwise it is not the main idea**



**A one sentence summary of what the author says about key idea**



**The Big Idea**

# STEP TWO

## The World

### FELT NEED

Highlight the felt need/insecurity this big idea addresses

**Insecurity:** Body image, exclusion, lack of acceptance, social media, bullying, internalizing failure

**Mental Health:** anxiety, social anxiety, self-esteem, 'self-care' and self-focused living, lack of hope, climate catastrophe, depression, low motivation

**Social Pressure:** Drug use, alcohol, bullying, pressure to succeed, pressure to conform, woke ideology, climate catastrophe, bullying, family conflict, parents divorce, friendship, family responsibility, employment/study

**Sex and Relationships:** LGBTIQ, woke, sexual exploration, desensitization to sex and violence, dating, rejection, boundaries

**Big Questions:** Science and Origins of Universe, Lack of Hope, Search for Meaning and Purpose, Suffering - Health and Illness

**Addiction:** Video game addiction, pornography, social media, wealth and greed, other

Choose one  
felt need to  
focus on:





## FELT NEED continued

How does the Big Idea speak the hope of Jesus into the felt need?

How does the Big Idea show that Jesus is better than what our society has to offer **today**


How does the Big Idea show that Jesus is better than what our society has to offer **in eternity**


## BIG IDEA

Recraft your big idea so it shows how the passage addresses or speaks into the felt need




## Refine your Passage Blocks in light of the new Big Idea

| BLOCK 1 - VERSES: <input type="text"/>                       |  |  |  |  |                                   |   |
|--|--|--|--|--|-----------------------------------|---|
| What is the author saying about the key idea/theme?          |  |  |  |  |                                   |   |
| How does this block contribute to the Big Idea?              |  |  |  |  |                                   |   |
| How does this section relate to the Big Idea?<br>(click/tap) | <input type="checkbox"/><br>Establishes logical foundation/<br>prior knowledge | <input type="checkbox"/><br>Provides a Contrast or Example | <input type="checkbox"/><br>Forms one part of the Big Idea | <input type="checkbox"/><br>Helps us get to the main point | <input type="checkbox"/><br>Other |  |

| BLOCK 2 - VERSES: <input type="text"/>                       |  |  |  |  |                                   |   |
|--|--|--|--|--|-----------------------------------|---|
| What is the author saying about the key idea/theme?          |  |  |  |  |                                   |   |
| How does this block contribute to the Big Idea?              |  |  |  |  |                                   |   |
| How does this section relate to the Big Idea?<br>(click/tap) | <input type="checkbox"/><br>Establishes logical foundation/<br>prior knowledge | <input type="checkbox"/><br>Provides a Contrast or Example | <input type="checkbox"/><br>Forms one part of the Big Idea | <input type="checkbox"/><br>Helps us get to the main point | <input type="checkbox"/><br>Other |  |

### BLOCK 3 - VERSES:

|  |  |  |  |  |   |
|--|--|--|--|--|---|
| <p>What is the author saying about the key idea/theme?</p>           |  |  |  |  |   |
| <p>How does this block contribute to the Big Idea?</p>               |                         |  |  |  |   |
| <p>How does this section relate to the Big Idea?<br/>(click/tap)</p> | <input data-bbox="547 831 595 880" type="checkbox"/><br>Establishes logical foundation/<br>prior knowledge | <input data-bbox="738 831 786 880" type="checkbox"/><br>Provides a Contrast or Example | <input data-bbox="927 831 975 880" type="checkbox"/><br>Forms one part of the Big Idea | <input data-bbox="1118 831 1166 880" type="checkbox"/><br>Helps us get to the main point | <input data-bbox="1310 831 1358 880" type="checkbox"/><br>Other |

# STEP THREE

## *The Week*


### DIRECT COMMAND APPLICATIONS

|  |   |
|--|---|
| Are there purpose clauses, comments, or instructions to be followed in the passage?      | <input type="checkbox"/> Applies only to original hearers<br><input type="checkbox"/> Applies today as well |
| Are we called to identify with a character in the passage? (Remember - we are not Jesus) |   |

### IMPLICATION APPLICATIONS




|  |   |
|--|---|
| How does the Big Idea comfort the afflicted?   | <i>Who is the most vulnerable person in the room?</i> |
| How does the Big idea afflict the comfortable? | <i>Who most needs to be challenged by the gospel?</i> |

With the direct and implied applications in mind, now try ground the application in their thoughts and behaviour for the next week -

| GROUNDING THE APPLICATION IN THEIR WEEK   |   |  |   |
|---|---|--|---|
|   | <b>Head</b><br>How does this give me a better understanding of God or myself? | <b>Heart</b><br>How do I internalize this understanding by changing my thought patterns? | <b>Hand</b><br>How does the hope Jesus offers allow me to live a better life? |
| How do these applications help people live out or internalize the better story that Jesus offers?<br><br>  | Old understanding:  | Old Pattern/Desire:  | Sets me free from...  |
|   | New understanding:  | New Pattern/Desire:  | Sets me free to...  |
| <b>Remember:</b> When applying Christian Living to non Christians we are not preaching moralism 'do this do that'. We are showing how Jesus is better - this might be through showing the goodness of the Christian life as an apologetic in and of itself. |   |  |   |

# STEP FOUR

## Writing

- **State your big idea**  *Look out for these icons throughout the booklet!*
- **Illustrate**
  - Introduce your felt need
  - Illustrate your big idea - perhaps with an attention grabbing story
  - The illustration should bring the listener in and get their attention
- **Explain** 
  - Show your big idea by pointing to the passage
  - Explain technical words/concepts as necessary
  - Explain how the big idea speaks into the felt need (again refer to passage)
- **Apply**
  - Show how I can change my HEAD/HEART/HANDS in the next week to live out the hope that Jesus offers
  - Ideally, refer back to your illustration from the start

The good news is that by now most of the hard work is done. You can go back and find these icons and use the information from those sections to complete your talk - but you still need to come up with an illustration to engage the listener and get the point across.

**Here are some helpful questions to ask as you think about an illustration -**

- What story from your life, maybe as a teenager, does this situation speak into?
- Is there a story that links both the big idea and felt need?
- Ask yourself - am I being boring? A good illustration does not just illustrate a point, but draws the listener in, it should also be an attention grabber.

