



**Chapter One
Guidelines**

Streamers

**Chapter One:
What Really Matters?**

	Objectives	Notes and Recommended use:
<p>Lesson 1A: What Really Matters?</p> <ul style="list-style-type: none"> • <i>Reading:</i> (p. 3) • <i>Questions for Thought & Reflection (QTR)</i> (p. 4) 	<p>Help learners consider how individuals and congregations prioritize issues related to faith in God and in following Christ.</p> <p>Create a receptive attitude for self-reflection upon the essentials of personal faith.</p>	<p><i>Note: Leaders should be sensitive that group/class members may not have warmed up to each other yet, and some of this lesson involves self-examination and reflection. Some learners may prefer to listen but not share their thoughts in front of others at this time.</i></p> <p><i>Reading, QTR:</i> Have members read silently, then discuss, along with the QTR, in small groups of 2 or 3 people. (An easy way to divide into small groups is to divide the total number in the class by the desired number in a small group. For instance, for a class of 18 using this lesson, divide by 3 (=6), so have the class number off, "1, 2, 3, 4, 5, 6, 1, 2..." and so on. Then, all of the 1's get together in a group, 2's, and so forth.)</p> <p>The Lesson 1A reading/questions may also be completed as self-reflection with no group discussion involved. Learners could respond on QTR sheet (p. 4) or <i>Reflections</i> (p. 16).</p> <p>Consider using the QTR meditation as a class or small group closing.</p> <p>Some learners or groups will get the point of this introductory lesson quickly (15 minutes or so), and be ready to move on to the next activity. (Later lessons will take longer to process.) Monitor your group and keep the flow moving.</p>

<p>Lesson 1B: What I Do Matters: Priesthood of the Believers</p> <ul style="list-style-type: none"> • <i>Reading:</i> (p. 13) • <i>QTR</i> (p. 14) <p>Lesson 1C: (p. 15)</p>	<p>Develop better understanding of the terms "priesthood" and "covenant" as used in Biblical scriptures.</p> <p>Explain meaning and significance of "Priesthood of the Believers."</p> <p>Discuss "ministry" in others, and how ministry is learned.</p>	<p>For those unfamiliar with church history and terminology, including many young people today, the word "priest," may bring to mind some negative images of Catholic priests that have unfortunately dominated the news media of late. Lessons 1B and 1C were written with this in mind, working to develop an introductory understanding of the <i>priests of the Hebrew Bible and the priesthood</i> language of Jesus (see some of the scripture used in this lesson), as well as language about Christ's new <i>covenant</i>, which will be brought up again in later chapters.</p> <p><i>Both Lessons 1B and 1C</i> are provided here, with <i>Lesson 1C</i> adding more information about the tabernacle priesthood. <i>Lesson 1C</i> can be omitted, combined, or added onto <i>Lesson 1B</i>, depending on the particular needs of your group. Be sure to spend time on the real-life examples (each is based upon real-life people and situations), and encourage learners to tell their own stories. Look up scriptures as encountered.</p> <p>Fill out <i>Reflection</i> sheet (p. 16) or <i>Notes</i> (p. 17) the last 1 to 2 minutes.</p>
<p>End Notes</p>	<p>Reference</p>	<p><i>Chapter One Endnotes</i> have references and bibliographies for further research. The Introduction's Restoration Roundtable instructions have a longer, more diverse list of leaders.</p>

Hymns and Chorus Ideas:

- Sing the *simple choruses* at class opening or closing. Try to sing in harmony or in rounds, even if this means teaching people how this is done. The other hymns and songs might be used in the worship service throughout the study.
- The ideas below are a springboard; substitute others that might be more appropriate for your group. Although hymnbooks differ widely among the streams, many of the hymns below appear in a number of different hymnals. The numbers in parentheses are from the *Chalice Hymnal* (1995, Chalice Press: St. Louis).

<p><u>Simple Choruses:</u></p> <p><u>Priorities</u></p> <ul style="list-style-type: none"> • Seek Ye First the Kingdom of God (354) • All in All • What Does the Lord Require of You (661) • There is Something About that Name (115) <p><u>Sanctity of God</u></p> <ul style="list-style-type: none"> • Lord, Prepare Me to be a Sanctuary • Santo, Santo, Santo (111) • Alleluia (106) • Alleluia! Alleluia! (Togo) (40) • Give Thanks (528) • He is Lord (117) • Holy Ground (112) • Holy, Holy is Thy Name, O Lord • I Love You Lord, and Lift My Voice • Jesucristo Es el Señor (107) • Jesus, I Adore You, and I Lift My Voice • O Lord, How Majestic is Your Name (63) • Sing Halleluah to the Lord (32) • Spirit of the Living God (259) <p><u>Mission and Service</u></p> <ul style="list-style-type: none"> • Jesu, Jesu (600) • Thuma Mina (Send Me, Jesus) (447) 	<p><u>Hymns and Choruses:</u></p> <p><u>Priorities</u></p> <ul style="list-style-type: none"> • Amarte Sólo a Ti, Señor (Loving Only You) (522) • Because He Lives (562) • Be Thou My Vision (595) • Blessed Assurance (543) • Day by Day (599) • Dios Padre, Dios Hijo (45) • He's Everything to Me • I Gave My Life for Thee (345) • I Need Thee Every Hour (578) • I'd Rather Have Jesus • I Shall Not Be Moved (615) • I Want Jesus to Walk With Me (627) • Jesus Calls Us O'er the Tumult (337) • Jesus, Keep Me Near the Cross (587) • Just A Closer Walk with Thee (557) • Lead Me, Guide Me (583) • Leaning On the Everlasting Arms (560) • O Master, Let Me Walk With Thee (602) • Open My Eyes That I May See (586) • Order My Steps • Praise The Lord, I Saw the Light • Pues Si Vivimos - When We Are Living (536) • Steal Away to Jesus (644) • Take Time to Be Holy (572) • There is A Name I Love to Hear (98) • Trust and Obey (556) • Turn Your Eyes Upon Jesus • We Are Walking in the Light of God (442) • We've Come This Far By Faith (533) • Where He Leads Me (346) • Woke Up This Morning With My Mind (623) • Yo Quiero Ser - I Want to Be (520) • Renew Your Church (463) • Revive Us Again • This is a Day of New Beginnings (518) <p><u>Sanctity of God:</u></p> <ul style="list-style-type: none"> • Alabaré (O, I Will Praise) (29) • El Shaddai • Lord, Lift Me Up and Let Me Stand • Holy, Holy, Holy (4) • How Great Thou Art (33) • Love Divine, O Love Excelling (517) • O, Worship the King (17) • Señor, Yo Quiero Entrar (O God, I Want to Enter) (291) • To God Be the Glory (Our Tribute) (72) 	<p><u>Foundation</u></p> <ul style="list-style-type: none"> • My Hope is Built (The Solid Rock) (537) • Built on the Rock (273) • How Firm a Foundation (628) • I Know An Anchor • I'm Standing on the Solid Rock • O God Our Help in Ages Past (67) • Rock of Ages (214) • The Church's One Foundation (272) <p><u>Mission and Service</u></p> <ul style="list-style-type: none"> • Here I Am , Lord (452) • Living For Jesus (610) • Send the Light • Take My Life and Let it Be (609) • The Gift of Love (526) • You Have Called Me from My Dwelling Place (455) <p><u>Communion Ideas</u></p> <ul style="list-style-type: none"> • In Remembrance of Me (403) • Hasta Tu Altar (Unto Your Table) (421) • Let Us Break Bread Together (425) • Let Us Talents and Tongues Employ (422) • Take Our Bread (413) <p><u>Children:</u></p> <ul style="list-style-type: none"> • The Wise Man Built His House Upon the Rock • Standing in the Need of Prayer (579) • Jesus Loves Me (113) • Hallelu, Halleluah: Praise Ye The Lord • This Little Light of Mine
--	---	--

Project and Whole-Congregation Ideas

1. Skits:

- a) **What Really Matters Skit:** Have class members write and perform a short skit to illustrate people who are out of touch with *What Really Matters*.
- b) **Priesthood of Believers Skit:** Have class members write and perform a short skit to show a modern-day, unexpected “good Samaritan” that arises in a modern day setting.

2. Priesthood/Ministry of Believers, Wall of Ministers:

- a) Find a key place in your church to mount pictures of your church’s “Ministers.” Consider:
 - Mount four or more portrait-sized mirrors on a wall.
 - At the bottom of each, place a label: “*One of our ministers.*”
 - Mount the mirrors artfully on the wall at different heights, being sure to have one at eye level for your tallest as well as your shortest ministers—yes, this includes your toddlers, beginning with those old enough to be taught the meaning. Don’t forget a mirror at wheelchair height, whether or not your current congregation includes individuals in wheelchairs.
- b) **Update an existing Minister’s Row:**
 - If in your church you have a wall showing photos of elders, clergy, or other prominent church leaders over the years, see if you would be allowed to add to that. Some suggestions:
 - (i) Add one or more mirrors after the last picture, setting them at various heights to include all sizes.
 - (ii) Add a collage of your total congregation—either from a directory, or showing them in action.
 - (iii) Opposite or beside your historical “Elders Row” or “Minister’s Row,” set up a wall with a like number and style framed mirrors, set at heights to include all.

3. “Our Ministers” Media Presentation

- a) Collect ‘snapshots’ of your congregation’s ministers in action. This can be done with all types of cameras, including still and video cameras. Have the group brainstorm the broad range of ministries where they could collect pictures, and pose them if needed. What ideas can you think of?
- b) Children and youth in may want to design a documentary, then act out scenes to try to include a broader spectrum of ministry, including some that are nonconventional and with an element of surprise. This documentary could be shown as a program at a special program—maybe even a “Ministry Recognition Dinner.” [*Privacy Reminder: you should get permission from individuals (or minors’ parents/guardians, to share their photos in the presentation. Pictures can also be posed without showing identity (by showing silhouettes, backs of the head, or faces in shadows.)*]
- c) The photos can be presented in a number of ways, including collages, scrapbooks, slide shows, and documentary-type presentations.

4. Statues & Snapshot (1-5 minutes):

- a) This is a quick but meaningful summary and lasting image of each lesson. On “Go,” class members each silently take a pose in a designated area, illustrating by their pose (like a statue) something about the lesson. They should hold the pose until everyone has become reached their poses, too. (This should take about 30 seconds to 1 minute; the leader can give a 15 second warning, then say, “Freeze!”) For example, for the *Priesthood of Believers* lesson, a person could take a pose, kneeling on the ground, as though tending to a sick person. The pose should be held for 15-30 seconds, during which time a leader or outside volunteer can take a snapshot of the pose.
- b) Although not required, poses can be interactive. For instance, a second class member could kneel down with an arm around the “helper,” and a third could come and kneel down with an arm around the imaginary ‘victim.’ Yet another person could take the pose of the priest passing by.
- c) By the next session, post the snapshot for the class to review on a viewer or projector screen. This is a good way to review the previous lesson. Allow discussion about poses that may need explanation.

[Privacy Reminder: you should get permission from learners, or from their minors' parents/guardians, to share such a photo outside your group or congregation.]

- d) Two options for getting into the pose are:
- The group can release all at once, take 30 to 60 seconds posing and adjusting their poses in relation to each other, then 'freeze.'
 - Or, they could release one at a time, several seconds apart, each entering the picture after the previous one has taken his or her pose.
- e) **This is a quick, impromptu activity.** Do not allow it to run on too long or get overly elaborate. More time does not necessarily make it better.
- f) Before beginning, go over these ground rules:
- No talking once the sculpture is begun; choose others ways to communicate.
 - No one is to be put into a compromising position.
 - Keep things clean; poses and contact with neighbors must be appropriate.
 - Only props in the immediate area can be used; generally they are not necessary for this activity (except consider chairs for those who are unable to stand for long.).
- g) This summary activity works especially well with highly active groups, including teens, and is a good way to quiet and calm a noisy group.