

	Objectives	Notes and Recommended use:
<p>Lesson 2A Can You Follow The Directions? <i>Reading:</i> (p.3) <i>Questions for Thought and Reflection (QTR)</i> (p. 4)</p>	<p>Create an atmosphere of reflection about essentials of personal faith. Introduce those new to the Bible to the essentials of the New Testament.</p>	<p>For a people using the Bible as their best guide to knowing how to follow Christ, <i>Chapter Two</i> directs learners to three essential C's of Christ: <i>The Great Commandment, the Great Confession, and the Great Commission.</i> (See Lesson 2B for <i>the Great Confession.</i>) Have learners read silently or aloud in groups, pausing after each of the two columns, and discussing briefly. Look up the scriptures, in class or on own. For those completely unfamiliar with the Bible, <i>Lesson 2A</i> gives an overview of the New Testament gospels and letters, in response to questions new Christians often ask: "What do I have to believe to become a Christian?" "How am I supposed to act?" "Where in the Bible can I find the teachings of Christ?" Lifelong Christians may see the overview as simplistic; challenge such a group to discuss the difference in <i>knowing</i> and <i>doing</i>. How well do they know Christ's directions? How easy is it to <i>live</i> these as Christ taught? How would the world be different if all Christians could follow the directions as Christ gave them? QTR: Has a variety of types of questions; choose those that apply to your population.</p>
<p>Getting a Sense of the Bible (p.5) (optional)</p>	<p>Develop a sense of treasuring, valuing, and respecting the Bible.</p>	<p>This is a good meditation to end Lesson 2A. This section is written to help learners gain or re-gain a sense of the holy in the Holy Bible, countering a careless or indifferent attitude some have today about God's Word. Often those genuinely devoted to God's Word suggest similar ways meditating, by touching and reflecting on the treasure at their hands in the pages of the Bible. <i>Extensions:</i> challenge learners who are inclined to take the Bible for granted, to report on the lives of John Wycliffe, William Tyndale, etc., devoted to bringing the Bible to commoners.</p>
<p>Helps for Interpreting the Bible (p. 6-7) (optional)</p>	<p>Gives basics of reading and interpreting Bible scriptures.</p>	<p><i>Helps for Interpreting the Bible</i> were paraphrased and condensed from Alexander Campbell's "Rules for Interpreting the Bible," in <i>The Christian System</i> (1839). Not and discuss <i>Rule 7:</i> "understanding distance." Pages 6 and 7 can be used as a separate study (at least 30 minutes), or for future Bible studies. The class could divide into small groups to look up the verses and discuss them. Have learners keep the guide for future studies.</p>
<p>Christ's Essential Question</p>	<p>Personalize Christ's call to each believer.</p>	<p><i>The Great Confession.</i> Could be used to extend Lesson 2B, or read on learner's own. New believers, or those thinking of making the <i>Great Confession</i>, should ask the pastor or other church leader to talk to the class or individuals about the next step.</p>
<p>Lesson 2B: Who is Writing The Test? (Creeds): • Reading/ • QTR (p 19-21)</p>	<p>Develop better understanding of the terms "priesthood" and "covenant" as used in scriptures.</p>	<p>Have learners read the first column silently, then stop for discussion (as others are finishing, they could be directed to <i>Christ's Essential Question</i>. Column 2 introduces creeds, early slogans, belief in Christ, and liberty in opinions. QTR: The two pages of QTR give an chance to work through these, valuing thinking for oneself, prayerful study, and following Christ as sure guide. QTR works on developing leadership and courage to follow Christ despite peer pressure. (<i>which is not just a problem of youth, it can be a problem at any age</i>). Making one's own tests, judging, fault-finding, and complaining are problems able to cripple the church's work in the 21st century (as could also be seen in some 1st century churches).</p>
<p>Aim and Plea (p22)</p>	<p>Highlight an often overlooked branch of the Disciples' brother and sisterhood, looking at their <i>Aim and Plea</i>.</p>	<p>The <i>Churches of Christ, Disciples of Christ</i> are active Stone-Campbell brothers and sisters, reaching others for Christ in America and globally — yet unknown to many among the streams. This is due much to the nature in which that they grew, reaching socially and geographically marginalized peoples (enslaved, freed slaves, Native Americans) with the essentials of Christ, beginning the mid 1800s in eastern North Carolina This page is a <i>Connection</i>, showing identity and heritage. The <i>Aim and Plea</i> is used not as a creed or test of fellowship, but as a way of remembering essentials.</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).
- Keep a record of hymns/songs the class particularly likes, and continue to sing them throughout the study and afterwards.

(The Bible, following Directions, following Christ, Christ the Light of the World)

<p>In-Class Choruses</p> <ul style="list-style-type: none"> • Thy Word is a Lamp Unto my Feet (326) • What Does the Lord Require of You? (661) <p>Story Songs</p> <ul style="list-style-type: none"> • Spirit (249) • Lord of the Dance <p><i>The songs above are light and inspiring, offering a quick trip through some key events in the Bible's history.</i></p> <p><i>They can be sung congregationally or by a choir. Be sure to include all verses!</i></p> <p><i>Alert listeners to try to identify the different parts of the God's word as they sing or listen.</i></p> <p>These songs survey some part of God's story. Which other do you know?</p> <ul style="list-style-type: none"> • Alabaré (O, I Will Praise) (29) • Amen, Amen • Children, Go Where I Send Thee 	<p>Traditional, Spiritual, and Multicultural</p> <ul style="list-style-type: none"> • Standing on the Promises (552) • Wonderful Words of Life (323) • I Love to Tell the Story (480) • Tell Me the Stories of Jesus (190) • More About Jesus I Would Know (348) • Tu Palabra es, oh Señor • My Hope is Built (The Solid Rock) (537) • Have Thine Own Way, Lord (588) • I Have Decided to Follow Jesus (344) • I Want Jesus to Walk With Me (627) • I Will Go Where Ever God Calls (Korean-American) (474) • Just a Closer Walk With Thee (557) • Lead Me, Guide Me, Along the Way (583) • Order My Steps • Take My Life and Let it Be (609) • Trust and Obey (556) • We Are Walking (Siyahamba) (S. African) (442) • Where He Leads Me, I Will Follow (346) • Where ever He Leads, I'll Go • Your Words to Me (324) • I Am the Light of The World! (469) • Many are the Lightbeams (492) • Praise The Lord, I Saw the Light • Send the Light • We Have Heard a Joyful Sound (Jesus Saves) (479) • We've a Story to Tell to the Nations (484) 	<p>Children (other ages, too!)</p> <ul style="list-style-type: none"> • The B-I- B-L-E • Jesus Loves Me (113) • This Little Light of Mine. • books of the Bible song (there are several versions, for New Testament, and for Old Testament). • The Wise Man Built his House Upon the Rock <p>Communion Ideas:</p> <ul style="list-style-type: none"> • Break, Thou the Bread of Life (321) • Eat this Bread (Taize' tradition) (414) • For the Bread, Which You Have Broken (411) • Hasta Tu Altar (Unto Your Table) (421) • Jesu, Jesu (600) • All Who Hunger, Gather Gladly (419) • Sois la Semilla (You Are the Seed) (478)
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Project and Whole-Congregation Ideas

1. **Skits:** Have class members write and perform short skits to illustrate:
 - a) **Following-the-Directions:** people who have priorities out of order, or have trouble following directions (such as wearing socks over their shoes, a tie around their elbow, or baking cookies in the wrong order).
 - b) **Who is Writing the Test?** some of the tests that society would have us follow (television commercials are a rich source of these), contrasting them with Christ's essentials. Learners could cut clips from magazine ads, suggesting the test that the commercial seems to be suggesting.

2. **“Standing on the Promises” Song Fest** (*use during Chapter Two: The Book Matters*)

Objectives: a) Promote the diversity of lives into which the promises of God are heard and applied, b) fix in mind the essential value of standing on the promises of God, c) have learners explore some of the promises of God.

 - a) *Overview:* While assembled in a worship or another type assembly, the group's subpopulations each lead a verse of the traditional hymn, *Standing on the Promise of God*. Each subpopulation plans and prepares ahead of time to lead the verse in the tradition or style of their choosing, (e.g., slow and regal, up-tempo, rap, a second language, etc.). After that verse has been sung or led, a speaker from that subpopulation calls out one of God's scriptural promises that their group has chosen.
 - b) In setting up for this activity, identify major subpopulations among your group; a good number is from three to ten different subpopulations. Work to include as much diversity as you can. Some examples:
 - senior adults, as they prefer to sing the hymn.
 - teenagers, using a rap, or contemporary beat.
 - children, leading the congregation in motions they have chosen for the song.
 - in American Sign Language (for the hearing impaired), led by one or more who can 'sign.'
 - a group leading the song in a language not normally used in worship.
 - a quartet, singing the song in four-part harmony.
 - an instrumental ensemble (brass, strings, youth from a school orchestra, bluegrass band, guitars, kazoos) if your setting and tradition allows instruments in this way. In keeping with the harmony theme, encourage some type of ensemble where each participant works to blend with the others.

(*Don't automatically omit a group that may not feel strong enough to lead one of the verses; other gifted singers could agree to help out, reinforcing the verse the way they would like it to be presented.*)
 - c) **Guidelines:**
 - Each identified subgroup will make preparations to lead one or more of the verses of *Standing on the Promises* (they can choose the verse, and a leader can help decide if they should sing more than one verse, and will then arrange the various subpopulations into a particular order.)
 - The chosen subgroup could come to the front and lead the song, or they could sing out from an area where they sit together. They may present their verse, or lead the assembly in singing it.
 - At the end of the verse, one or more members of this group should call out before the assembly one or more of the promises the group has chosen (see the next page for some ideas). As this is done, the next group should be preparing to go next, ready to begin quickly when it is their turn.
 - The hymn should be recognizable as *Standing on the Promises*, with minor alterations in words allowed (such as for a rap or modern, high-tech language), although the hymn can be sung in different languages. *Regardless of technique, the hymn must be sung or played with respect and reverence to God.*
 - This event will normally require between 10 to 30 minutes, and be planned as part of a worship service, or as another type of assembly, such as before or after the *Streamers* class meetings.
 - d) As a closing prayer, draw to mind those ancestors who have stood upon the promises of God over time, and how our lives are different today because they stood upon these promises instead of something else.

Below are some scriptures from the Gospels of Matthew, Mark, Luke, and John showing some of Jesus' promises to those he was addressing. Do any apply to you? What others can you think of from the Bible?

Matthew 6:25-26	Mark 9:23	Luke 12:27-28	John 4:13-14	John 8:12	John 11:25-26a	John 14: 21
Matthew 11:28	Mark 11:23-26	Luke 12:31	John 5:24	John 8:31-32	John 12: 44-46	John 14:27
Matthew 12:50	Mark 13: 26-27	Luke 18:27	John 6:35	John 8:36	John 14: 1-3	John 15:5,7-9
Matthew 28:19-20	Luke 4:18-19	Luke 18:29-30	John 6:37-40	John 10:14-16	John 14:12-13	
Mark 8:35	Luke 11:9-10	John 3:16	John 6:51	John 10:27-30	John 14:16-19	

The Book Matters Foldable:

Fold-ables are paper educational tools for helping learners organize and remember material. In this particular foldable we make a small booklet to organize and represent the lesson, “the Book Matters.” Although this foldable might seem geared toward children, youth and adults enjoy making them and using them, too! The small booklet will measure a little over $4 \times 2\frac{1}{2}$ inches, and have six inside pages and a cover and back that can be written onto and/or decorated.

- e) Once the booklet is made, it can be used in a variety of ways. Use your imagination. For instance,
- For *Chapter Two*, have learners write and/or illustrate the *Great Confession* (p.1-2), *Great Commandment* (p.3-4), *Great Commission* (p5-6), writing onto the cover a title of choice, such as, “What Really Matters.”
 - Use the booklet to record the five chapter titles and main ideas of *Streamers*.
 - Paste or write onto the pages some of the scriptures from *Streamers* Chapter Two that learners want to remember. The booklet can be kept in a pocket, wallet, or purse, brought out as needed to help memorize the verses. (If learners like, they could make such a booklet for each of the five *Streamers* chapters.)
 - Use the booklet to summarize Stone-Campbell founders or leaders, principles, or slogans.

Instructions for making “The Book” Fold-able:

- Take a blank, standard-sized piece of typing/computer paper $8\frac{1}{2} \times 11$.” The paper can be white or another color, just a light-enough shade to be written onto.
 - A piece of rectangular construction paper about the same size works well, too.
- Step 1:** a) Fold the paper in half lengthwise (in schools, this fold is often called “hotdog-fold.”
b) Unfold it, leaving a crease down the middle.
- Step 2:** Now, fold the paper in half again, this time in the other direction (students call this the “hamburger-fold”). Leave it folded this time instead of opening it up.
- Step 3:** a) In the same direction as before, fold the paper over in half once more.
b) Open it back up to where it was in Step 2 (but now it has another crease; the folded paper will have four small rectangles creased into it.)
- Step 4:** Requires scissors (in an emergency, careful tearing can substitute). Holding the paper is shown, with the fold at the top, cut downward along the middle crease, but STOP when half-way down—as you get to the next crease. See the diagram for Step 4.
- Step 5:** Almost done. Open up the paper to the full, original sheet. You should see eight small rectangles made by creases, with a cut slit halfway into the middle, making a hole in the middle.
- Step 6:** Fold the paper hotdog style again, as was done in Step 1.
- Step 7:** This next step is the tricky part until you get the hang of it. Grasp the hotdog-folded paper at each end, with one hand grasping the folded paper on the top rectangle (rectangle #1) and the other hand on the bottom rectangle (rectangle #4). Bring your hands together so that the middle two rectangles (2 and 3) fan out, so if looked at from the hotdog’s creased edge, it looks as shown. Continue to push these folds together, until you have four “flaps,” one to the right, left, top, and bottom.
- Step 8:** Fold all of these flaps over onto each other, making a booklet the size of each of the individual small rectangles.

