Unit Three: Reason

Lesson 1: Reason Helps Us Interpret Scripture

**Objectives:** Students will be able to show how reason is necessary to increase our understanding of God by helping us interpret Scripture.

**Materials:**  Vocabulary notebooks, Bibles, pencils, computers

**Procedure:** 1. Open class with prayer.

 2. Review the Wesley Quadrilateral with the students that they learned about in the last lesson.

 3. Go over vocabulary. Have students put the words in their notebooks.

 4. Ask the students what they think reason is? Why would it be important when we think about God?

 5. Introduce the video on using reason to interpret scripture.

 6. Ask students to discuss how our reason helps us interpret .

 7. Break students into groups. Give them the following Scripture passage: Matthew 15:11.

 8. Have students come up with an interpretation of that passage of Scripture. Have the access the How to Interpret the Bible sheet on the website. The sheet can be found on the handout page on the website

 9. Have groups share their interpretation of the passage with the class. Discuss what could account for any differences in interpretation. What does that tell us?

 10. Ask the students to draw conclusions about how Reason helps when interpreting the Bible.

**Guided Practice:** Students will work to interpret a passage of scripture.B

**Check For Understanding:** The teacher will monitor discussions and group work, answer any questions or clear up any misconceptions.

**Independent Practice:** Students will blog about how important it is to use reason to help them interpret the Bible and gain a better understanding of God.

**Evaluation:** The teacher will evaluate the blog according to the rubric.

Lesson Two: Using Reason to Keep God the focus of our Worship

**Objectives:** By the end of this lesson students will be able to define worship, describe what they think proper worship is, and show how Reason helps us to relate to Scripture and Tradition to keeps God the center of our worship.

**Materials:** Vocabulary notebooks, Bibles pencils, computers

**Procedure:** 1. Open class with prayer.

 2. Go over vocabulary and have students put it in their notebooks lesson with the

 3. Review the last lesson students.

 4. Ask the students: What is worship?, Why is it important? Get a discussion going on if there are right and wrong ways to worship. What does the Bible say about worship?

Give the students the worship exploration sheet. Put them in groups to look up the verses and fill in the blanks. Bring back to the whole group to discuss their answers. Ask them, does the worship service they attend reflect what they read about in the Bible? How so or How not? Ask them how using reason can help us to do the things mentioned in the Bible?

 5. Ask students to speculate what would happen if we planned our worship services without our using our reason? Accept all answers.

 6. Divide students into groups to act out a simulation. One group will be the people who think that the Scripture is the most important thing about church. Their motto is "if it isn't the Bible we don't do it!", Group two will be those who think that the Holy Spirit only speaks through feelings. They don't like things planned because it doesn't allow the Spirit to work, feelings are what matters to them. Group three will be the Traditionalists. This group lives by the phrase "we've always done it this way." The assignment is to plan a worship service is that is focused on God. No one is allowed to use persuasion, or compromise, or anything that smacks of thinking.

 7. Let the students debate about what to do until it dawns on them that we need reason if we are to have a worship service that is God focused.

 8. Discuss how things would have been different if they were allowed to use reason in their discussions. Tell the students we use reason to get groups to see competing points of view and also to keep us from elevating either our traditions, our feelings or even Scripture to a position of being worshiped.

 9. Discuss different ways of worshiping (contemporary, traditional blended). Discuss the different types of worship practiced at your church. Ask the students to compare and contrast the different types. Have them discuss how each type incorporates the things we learned about worship in the Bible.

 10. Put the students back in their groups. This time let them plan a worship service with everyone using reason. For this assignment students will decide as a group:

1. Which type of service they would like to plan, contemporary, traditional, or blended. Review the elements of each.
2. Choose appropriate congregational music (traditional- hymnal, contemporary Faith We Sing, Blended both or other music available to you )
3. include elements that their particular type of worship has for example a traditional service would have a call to worship but a contemporary may not
4. check to see if their service is well balanced.
5. produce a bulletin as a final product. Students may use any word processing program to create their bulletin.

**Guided Practice:** The teacher will guide the discussions. Students will complete worship exploration sheet and also the worship planning guide. The worship service assignment will be started in class. Some work may have to be done outside of class.

**Check for Understanding:** The teacher will monitor the discussions, answer questions and clear up any misunderstandings

**Independent Practice:** Some of the work may have to be done outside of class. The students may create a Google doc. in order to work together outside of class. Students will also complete a blog about the way they see or not see reason being used in the worship service they attend. They can write about how they think worship can be done better after what they have learned.

**Evaluation:** Bulletins will be evaluated according to the rubric. Blogs will be evaluated according to the rubric.