

A Study Outline for Christians: Who are We?

a deep look into misunderstood symbols

The Session & Article Title and the article's **Downloading URL**

1. Can the Word "God" Still Have Meaning?
<http://www.realisticliving.org/UR1/1GodMeaning.pdf>
2. The Enigma of Myth
<http://www.realisticliving.org/UR1/2Demythology.pdf>
3. You? Are? Accepted?
<http://www.realisticliving.org/UR1/3YouAreAccepted.pdf>
4. Here Already and Still to Come
<http://www.realisticliving.org/UR1/4Kingdomherecoming.pdf>
5. No Self and Resurrected Body
<http://www.realisticliving.org/UR1/5NoSelfandResurrected.pdf>
6. Why That Forbidden Tree?
<http://www.realisticliving.org/UR1/6ForbiddenTree.pdf>
7. Who Am I? How Be I? What Do I?
<http://www.realisticliving.org/UR1/7Who,How,What.pdf>
8. Julian's Delight
<http://www.realisticliving.org/UR1/8JulianDelight.pdf>
9. Storing the Truth in Human Vessels
<http://www.realisticliving.org/UR1/9StoredVessels.pdf>
10. Human Nature and the Cry for Justice
<http://www.realisticliving.org/UR1/x10ScreamJustice.pdf>

A 45-Minute Teaching Model for each of these Ten Sessions

1. Put up a very simple chart on the white board where all can see it. Use page numbers rather than paragraph numbers. Use large letters. Portray only the basic structure of the text and the key points you plan to ground. (See below how to secure suggested charts and lesson plans.)
2. Give a one-line context for this session of study & ask a "go-round" question that each participant can answer in a quick succession.
3. Walk through the chart quickly to give the class an overview of the content of this session.
4. Clarify each of the Key Points one at a time:
 - (1) This can be done by having someone clarify the Key Point,
 - (2) Read or have read aloud a relevant part of the text,
 - (3) Or explain the Key Point yourself, Or all three.

5. Immediately after each Key Point is read or clarified, ask one or two grounding questions aimed at prompting personal experience on the part of the class that illustrates that Key Point (See examples of grounding questions in the lesson plans below). You can also offer an answer to the grounding questions. (If you cannot answer the question, you need a better question.)

6. After all the Key Points have been grounded, ask a concluding question about the whole study and then make a remark yourself and indicate the end of the session.

How to Use this Construct:

To download the study articles from which you can print copies, simply click in turn each of the above ten URLs. A PDF file will download to your computer. You can then run off copies for your class. If someone prefers to read on an e-device, you can provide them with the URLs or with the pdf files.

In addition, you can download a chart of each article, that also contains a lesson plan for teaching that session. Here are the URLs for those one-page teaching aids for each session.

session 1: <http://www.realisticliving.org/UR1/1zCLPGod.pdf>
session 2: <http://www.realisticliving.org/UR1/2zCLPMyth.pdf>
session 3: <http://www.realisticliving.org/UR1/3zCLPYou.pdf>
session 4: <http://www.realisticliving.org/UR1/4zCLPKingdom.pdf>
session 5: <http://www.realisticliving.org/UR1/5zCLPNoSelf.pdf>
session 6: <http://www.realisticliving.org/UR1/6zCLPTree.pdf>
session 7: <http://www.realisticliving.org/UR1/7zCLPWho.pdf>
session 8: <http://www.realisticliving.org/UR1/8zCLPDelight.pdf>
session 9: <http://www.realisticliving.org/UR1/9zCLPStored.pdf>
session 10: <http://www.realisticliving.org/UR1/x10zCLPScream.pdf>

Each lesson plan begins with an opening go-round question to which each participant is invited to respond (unless the class is larger than 15 or so, in which case you may not have time for a complete go round). The following questions on the bottom of each chart are numbered to reference the same number attached to a key point on the chart. This question (and others of your choice) can be asked of members of the class for the purpose of grounding each key point in the lives of the class. This is not a mechanical process designed to produce some sort of “right answers,” but a dialogue of discovery among living human beings. The teacher is an assertive leader who sees to it that the message of the essay is discovered in the time allotted, yet at the same time, the teacher is open to being surprised by the actual life journeys of the class, and is ready to be an obedient and helpful servant of those specific journeys.

Images for Promoting Attendance of this Course

Understanding Christian writings in a 21st Century manner can inform the future of a Christianity that is both loyal to the genius of its past and relevant to the present. We not only need content, but methods for hearing, studying, and thinking. We need more than thinking; we need a communal life of deep conversation and sharing of the profound matters of living.

This introductory course deals with these vast inexhaustible topics. No academic education is needed to take to heart the teachings in these ten sessions. This course is accessible to anyone who can read with both heart and mind, and is willing to open to the vastness of their own personal experience.