

## Is Listening to music ok?

### Aim:

- 1) Examine the message of most secular music. the children need to have an *insight* into these message and *its effect on them*.
- 2) To enable young teens to *distinguish* between what is acceptable and unacceptable music ie. to develop biblical principles for listening to secular music (rock, rap, alternative, country, etc). They will probably continue on listening to secular music but we need to create an understanding towards this music. *they will have to take the decision themselves*.
- 3) Identify the different genre (types) of music and their lyrical content.
- 4) Discover the contrast between the message of most secular music and God's message. *Using the bible verses is very important particularly the memory verse and phillipians 4:8,9*
- 5) To help kids understand why popular music is controversial and why parents are concerned about it.

### Reference:

Hard Rock Cafeteria, "Hard Rock Music".

### Memory Verse:

Select a suitable verse for your class from the below section titled 'Bible Readings'.

*"And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God."*  
(Romans 12:2)

### Servant Preparation:

Would start with the activity first. *it might be an idea to defer singing until after the activity so the servant would have the time to look at the papers and have a feel about what is going inside their minds.*

Then to go through the lesson

Read and contemplate on the attached poem titled, *"If Jesus Came to Your House"*. If you feel it is relevant to hand out in class please feel free to do so. It can be printed separate

Please have the time to have photocopies of the activity and the poem sheet ready.

## **Activities:**

Please select a relevant activity for your class from the two activities listed below:

### **1) To Take a Stand**

- 1 Create a “Strongly Agree” sign, an “Agree” sign, an “Undecided” sign, a “Disagree” sign and a “Strongly Disagree” sign. Place the five signs at different locations throughout the room.
- 2 Read aloud each of the following statements.
- 3 After each statement is read, students move to the sign that most clearly represents what they believe.
- 4 Students report why they voted the way they did.
  - 1 – Secular music can be harmful.
  - 2 – Christian music is as good as secular music.
  - 3 – The majority of secular musicians are moral people
  - 4 – It’s ok to listen to secular music as long as you don’t listen to the lyrics.
  - 5 – It is important to be a strong Christian and listen to secular music.

### **2) On The Air**

- 5 As a whole group discuss the following questions.

As a music director at the local radio station, you are responsible for choosing the songs to be played on your station.

***1) Read the following Bible passages. What programming guidelines would they help you establish?***

#### ***James 4: 4-8***

The world and God are at odds. If you choose the world’s message, you’re at odds with God.

#### ***1 Peter 2: 9-12***

We are to be separate from the world and its way of life. Abstain from evil.

#### ***1 John 2: 15-17***

We are not to love the world and its standards. They will pass away.

#### ***1 John 4: 1-5***

If people do not acknowledge Jesus, they are not of God. If they are from the world, they’ll deliver a worldly message.

2) What musicians or groups would you definitely not air?

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3) What musicians or groups would you definitely air?

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**Introduction:**

An extract titled, *“Who’s Influencing your teens?”* from Unit III of Rock ’N ’Roll p133 gives us a good starting point into the topic of music. It states:

Today’s young people live in a media – bombarded generation. If it’s not music then it’s the internet. If it’s not the internet then it’s movies. If it’s not movies then it’s the TV. Mix them all and it’s MTV. The average teenager watched 10 hours a week of MTV, compared to spending 1.4 hours a week at church. Robert Pittman, former president and CEO of MTV, said, *“Early on, we made a key decision that we would be the voice of young America. We were building more than just a channel. We were building a culture.”*

Rock expert Al Menconi believes that rock music meets three of youth's basic needs:

1 – The rock star (via tapes, CDs, MP3s and videos) spends huge amounts of time with the young people – **providing companionship.**

2 – The rock star accepts the young person as they are – **providing acceptance.**

3 – The rock star relates to the young person's problems – **providing identification.**

Fulfilling the need of companionship, acceptance and identification is all part of our Sunday school service. Is it possible that the secular rock culture has done a better job in these areas than I a parent and Sunday school servant?

We need to help our young generation *'learn to discern'* what kind of *'stuff'* they are putting in their minds and how it subtly affects them. And the way we'll do that is through the Word. St Paul gave us some great advice when he wrote:

*“<sup>4:8</sup> Finally, brethren, whatever things are **true**, whatever things are **noble**, whatever things are **just**, whatever things are **pure**, whatever things are **lovely**, whatever things are of **good report**, if there is **any virtue** and if there is **anything praiseworthy**--meditate on these things. <sup>4:9</sup> The things which you learned and received and heard and saw in me, these do (put into practice), and the God of peace will be with you.” (Philippians 4: 8,9)*

Our objective therefore is to help teens see the powerful influence of music, media and the internet on their lives and to develop a Christian approach to their listening and viewing habits.

## **Lesson:**

### **I – SONG LYRICS SEND MESSEGES**

A lot of young people are banking that rock and roll will never die, as they can identify with it. The trouble is of course, that song lyrics send messages. And they are often messages that we'd rather our students did not hear and espouse. The world's philosophies about life's most important issues – love, respect, honesty and so forth – are often dead wrong. Set to music, these philosophies become singable lyrics, repeatable and therefore, even more memorable. It's not so much that we're afraid our teens will take some rocker's admonition to kill their parents or commit suicide; our teens can spot those messages. The twisted philosophies in songs are much more subtle than that. However, they can be just as destructive.

Furthermore we must be careful to ensure that our senses which were sanctified when we received the Maroon on the day of our Confirmation are kept holy. Whatever we feed our senses are stored in our hearts and minds and eventually come out. Remember the words of St James who said about the tongue, “ <sup>3:9</sup> *With it we bless our God and Father,*

*and with it we curse men, who have been made in the similitude of God. 3:10 Out of the same mouth proceed blessing and cursing. My brethren, these things ought not to be so.3:11 Does a spring send forth fresh water and bitter from the same opening? 3:12 Can a fig tree, my brethren, bear olives, or a grapevine bear figs? Thus no spring yields both salt water and fresh. 3:13 Who is wise and understanding among you? Let him show by good conduct that his works are done in the meekness of wisdom.” James 3:9-13*

The Church has either vocal or instrumental music for a reason. Music makes words go to the mind and heart faster.

The same with secular music, if some people want to propagate devil worshiping, sex, homosexuality, putting in a form of a song and wrapped with a popular music works much better than a hundred talks.

There is an experience that young servants in the church noticed. Friends from Sunday school that went too far with bad music eventually left the church.

Some people's experience that fast dancing music played in working places would make customers impatient and a bit on the aggressive side.

A Coptic youth worked overseas told this story. He had a work mate who was a Hindu by religion asked him for a Coptic music. The Coptic person downloaded some Tasbeha on a CD and gave it to him. Three years later, he had a contact and the Hindu person told him that he still had this CD which calms him down when he listens to it.

### ***Colossians 2:8***

**2:8** Beware lest anyone cheat you through philosophy and empty deceit, according to the tradition of men, according to the basic principles of the world, and not according to Christ.

Check the words below that best describe what secular songs are about.

Hurting others	Sex	Death
Evil	Destruction	Satanism
Killing	Romance	Pain
Hope	Suicide	Obeying
Parents		
Family conflict	Caring	Self-control
Drugs	Profanity	Anger
Partying	Loneliness	

## **II - HOW TO MAKE A DECISION:**

If you want to make the right decision you need first to address the effect of music on

your emotions and actions.

Once you get to this conclusion then examine carefully the words and the effect of the music on you.e.g if you continue listening to this particular music, what sort of feelings is it generating in you? Is anger, lust, inobedience, arrogance, evil fantasies, or calmness and serinity.

Ask yourself, would you be able to stand up and pray after listening to this music. a blessed person's experience that he would feel unease when listening to secular music for a long time then he would turn into tasbeha.

Ask your self, do you really like the music or you do not want to be the odd one out? Remember, do not let the peer pressure make to compromise your spiritual life. **Proverbs 14:7**

**14:7** Go from the presence of a foolish man, When you do not perceive in him the lips of knowledge.

**Proverbs 13:20**

**13:20** He who walks with wise men will be wise, But the companion of fools will be destroyed.

Have you made an effort to visit the Book Shop and try different CDs there, May be you will like them?

***Music can be a mean for our salvation and can be a mean for destruction of the soul and the body too.***

There is a well known relationship between hard metal and the prevalence of crimes and violence, guess why?

Ask yourself, If you are the son of God, the temple of the Holy Spirit would you get hooked and repeat such words and tunes?

**1 Peter 2: 9-12**

**2:9** But you are a chosen generation, a royal priesthood, a holy nation, His own special people, that you may proclaim the praises of Him who called you out of darkness into His marvelous light; **2:10** who once were not a people but are now the people of God, who had not obtained mercy but now have obtained mercy. **2:11** Beloved, I beg you as sojourners and pilgrims, abstain from fleshly lusts which war against the soul, **2:12** having your conduct honorable among the Gentiles, that when they speak against you as evildoers, they may, by your good works which they observe, glorify God in the day of visitation.

### III – WHAT ARE THE DIFFERENT TYPES OF MUSIC:

Below is a list of the different genres of music and a brief description of their nature:

- 1 Rock N Roll

**Rock and roll** is a genre of music that evolved in the United States in the late 1940s and early 1950s, and quickly spread to the rest of the world. Classic rock and roll is played with one electric guitar or two electric guitars (one lead, one rhythm), a string bass or (after the mid-1950s) an electric bass guitar, and a drum kit. In the earliest rock and roll styles of the late 1940s and early 1950s, either the piano or saxophone was often the lead instrument, but these were generally replaced or supplemented by guitar in the mid to late 1950s. The beat is essentially a boogie woogie blues rhythm with an accentuated backbeat, the latter almost always provided by a snare drum. The massive popularity and eventual worldwide scope of rock and roll gave it an unprecedented social impact. Far beyond simply a musical style, rock and roll, as seen in movies and in the new medium of television, influenced lifestyles, fashion, attitudes, and language. It later spawned the various sub-genres of what is now called simply 'rock music'.

### 1 Rap

**Rapping** (also known as **emceeing**, **MCing**, **spitting**, or just **rhyiming**) is the rhythmic spoken delivery of rhymes and wordplay, one of the elements of hip hop music and culture. Rapping, can be delivered over a beat or without accompaniment. Stylistically, rap occupies a grey area among speech, prose, poetry, and song. In the 1980s, the success of groups like Run-DMC led to a huge wave of commercialized rap music. By the end of the 1990s, hip hop became widely accepted in mainstream music. Underground Hip-hop rapping from the 2000s has complex rhythms, cadences, an intricate poetic form, and inventive wordplay. Rap lyrics convey the street life from which hip hop originally emerged with references to popular culture and hip-hop slang. Although rap has become an international phenomenon, many types of rap deal with issues such as race, socioeconomic class, and gender.

### 2 R&B

**Contemporary R&B** is a music genre of American popular music, the current iteration of the genre that began in the 1940s as rhythm and blues music. Although the acronym "R&B" originates from its association with traditional rhythm and blues music, the term *R&B* is today most often used to define a style of African American music originating after the demise of disco in the 1980s. This newer style combines elements of soul, funk, dance, and, from 1986 on, hip hop. The abbreviation *R&B* is almost always used instead of the full *rhythm and blues* term, although some sources refer to the style as **urban contemporary** (the name of the radio format that plays hip hop and contemporary R&B) .

### 3 Country

**Country music**, the first half of Billboard's **country and western music** category, is a blend of popular musical forms originally found in the Southern United States and the Appalachian Mountains. It has roots in traditional folk music, Celtic music, blues, and old-time music and evolved rapidly in the 1920s. The term *country music* began to be used in the 1940s when the earlier term hillbilly music was deemed to be degrading, and the term was widely embraced in the 1970s, while *country and western* has declined in use since that time. In the Southwestern United States a different mix of ethnic groups created the music that became the Western music of

the term Country Western. Country music has produced two of the top selling solo artists of all time. As of 2007, country is the most popular radio format in America, reaching 77.3 million adults--almost 40 percent of the adult population--every week.

#### 4 Hip Hop

**Hip hop** (also spelled **hip-hop** or **hiphop**) is both a cultural movement and a music genre developed in New York City starting in the 1970s, predominantly by African Americans. Since first emerging in the Bronx, the lifestyle of hip hop culture has today spread around the world. Hip hop music, a form of popular music which grew out of the culture, is also today performed and heard by audiences worldwide. Hip hop as a cultural movement encompasses a wide array of human activities, referred to as *elements*, including but not limited to DJing, emceeing, breakdance, and graffiti.

#### 5 Classical

**Classical music** is a broad term that usually refers to music produced in, or rooted in the traditions of, Western art, ecclesiastical and concert music, encompassing a broad period from roughly the 9th century to the 21st century. It is still played by many of today's musicians.

#### 6 Jazz

**Jazz** is an original American musical art form which originated around the beginning of the 20th century in African American communities in the Southern United States out of a confluence of African and European music traditions. The use of blue notes, call-and-response, improvisation, polyrhythms, syncopation and the swung note of ragtime are characteristics traceable back to jazz's West African pedigree.

Check the following words that best describe each type of music listed above:

- |              |               |              |
|--------------|---------------|--------------|
| - Inspiring  | - Destructive | - rebellious |
| - Emotional  | - Loud        | - Fun        |
| - Beneficial | - Energetic   | - Annoying   |
| - Harmful    | - Violent     | - Anxious    |

#### IV ENCOURAGE THE KIDS TO TALK WITH THEIR PARENTS ABOUT MUSIC:

In **1 Kings 12:5-16**, young King Rehoboam follows the advice of his peers instead of the advice of the Israel's elders. As a new king, Rehoboam had to decide how to deal with the Israelites. So he sought the advice of the elders and his young peers. He ignored the advice of the elders, and his choice resulted in the splitting of the kingdom.

Like Rehoboam, young people must make difficult decisions – who to be friends with, what kind of music to listen to. Kids need to listen carefully to the advice of their elders – especially their parents.

In **Proverbs 1:2-7**, King Solomon urges readers to know wisdom and seek guidance. This passage reminds us that it's good to seek advice and knowledge in all areas of life.

Sometimes young teenagers think they don't need any help with decisions. But in



all decisions, they should seek advice from parents and others who've 'been there before'. And parents should share their experience and wisdom with their sons and daughters.

***What was King Rehoboam's problem?***

- 1 He was wondering how to deal with the Israelites.

***Whose advice did he seek?***

- 1 Elders and peers

***What happened because he wouldn't listen to the elders?***

- 2 The kingdom split; the Israelites went home

***When deciding what kind of music to listen to, whose advice do you follow – your friends' or parents'? Why?***

- 3 Friends' : they know me better
- 4 Parents' : because I respect their opinions.

***If your parents complained about the music you were listening to, how would you respond?***

- 5 Ignore them or listen

***What might happen if you ignore their advice or refused to talk to them about your music?***

- 6 Nothing
- 7 Our relationship would get worse
- 8 They'd be upset.



## If Jesus Came To Your House

*If Jesus came to your house to spend a day or two  
If He came unexpectedly, I wonder what you'd do.*

*Oh, I know you'd give your nicest room to such an honoured guest,  
And all the food you'd serve to Him would be the very best,  
And you would keep assuring Him you're glad to have Him there  
That serving Him in your own home is joy beyond compare.*

*But when you saw Him coming, would you meet Him at the door  
With arms outstretched in welcome to your heavenly visitor?  
Or would you have to change your clothes before you let Him in,  
Or hide some magazines and put the Bible where they'd been?*

*Would you turn off the radio and hope He hadn't heard,  
And wish you hadn't uttered that last, loud and hasty word?  
Would you hide your worldly music and put some hymn books out?  
Could you let Jesus walk right in, or would you rush about?*

*And I wonder if the Saviour spent a day or two with you,  
Would you go right on doing the things you always do?  
Would you keep right on saying the things you always say?  
Would life for you continue as it does from day to day?*

*Would your family conversation keep up its usual pace,  
And would you find it hard each meal to say a table grace?  
Would you sing the songs you always sing and read the books you read  
And let Him know the things on which your mind and spirit feed?*

*Would you take Jesus with you everywhere you'd planned to go,  
Or would you maybe change your plans for just a day or so?  
Would you be glad to have Him meet your very closest friends,  
Or would you hope they'd stay away until His visit ends?*

*Would you be glad to have Him stay forever on and on,  
Or would you sigh with great relief when He at last was gone?  
It might be interesting to know the things that you would do  
If Jesus Christ in person came to spend some time with you.*



