

## **LET MY WORDS BE FEW**

*You are God in heaven  
And here am I on earth  
So I'll let my words be few  
Jesus, I am so in love with You*

*And I'll stand in awe of You  
Yes I'll stand in awe of You  
And I'll let my words be few  
Jesus, I am so in love with You.*

*The simplest of all love songs  
I want to bring to You  
So I'll let my words be few  
Jesus, I am so in love with You.*

**Read together Ecclesiastes 5:1-7.** What did it mean to “go to the house of God” when this book was written? What does it mean now?

Why does the songwriter say that God is in heaven and we are on earth? So what?

And because of that, our words should be few. Why?

Look at **verse 2** again. About what things (or *when*) do you tend to be hasty in your heart?

Read **verses 4-7** again. Have you ever made a vow? Have you been able to live it out? Is there a vow you should make?

**TO PONDER DURING THIS SONG:** Instead of coming up with really eloquent prayers and lots to say, think of a short phrase that is humble and to-the-point and expresses one thing you feel. Try for a day (or a week) to pray only this phrase, but pray it often throughout the day.

## LEADER'S GUIDE:

I'd recommend doing an interesting **object lesson** at the beginning. Depending on the size of your group, split them up into groups of 3, or if they are 5 or less, keep them together

**Then ask them to try 3 different experiments – prepare the instructions on index cards ahead of time:**

1. Hand out index cards – **all of them say “do not say a word of response when someone in the group describes a problem they have.” Naturally, have one of the cards say, “Thoroughly describe a problem you are having. Don’t ask for advice. Just describe your problem.”** See how long the talker can talk without the other people saying anything.
2. Hand out index cards – **tell them, on separate index cards, to describe their hardest class, and why it’s difficult. Tell them to NOT stop talking when others are talking. In fact, to talk louder if others are talking.** See who can last the longest as a talker.
3. Tell the group (no index cards needed) **that they are going to try to communicate with no words whatsoever. They are allowed to use hand motions. See if they can communicate without words. Whisper a topic to one person to get the conversation started.**

Once they are done, evaluate the three group conversations. What was difficult about each one – walk them through each style:

1. No response, only one person talking.
2. All talking at once, no one listening, all competing for attention.
3. No words used whatsoever. Limited ability to communicate.

You want to help them see that we tend to waste our words when we communicate. Either we talk too much, or we don't communicate what's really going on at a deeper level.

**THEN hand out the worksheets, and listen to the song. It was originally recorded by Matt Redman.** Go to [www.worshiptogether.com](http://www.worshiptogether.com) if you don't know where to find it.

### **VOWS:**

You will most likely need to help them understand what a vow is. Have them turn to **Genesis 28:20-22** to read an example of an ancient type of vow. However, people can still make vows now. People can vow to not touch alcohol or drugs, people can vow to not have sex until they are married... people can vow to never gossip, or eat too much, or read the Bible every day. Vows are not to be made lightly, as the passage from Ecclesiastes shows us. Challenge them in whatever area you sense they need to be challenged in as to a personal vow.

Contact Kelly Soifer if you have further questions about this study, or about the tips in the Leader's Guide.