

**MODEL UNIT**  
**BAND A**  
**LEVEL 2**

# PLACES OF WORSHIP

**LIFE CONCEPT: GOD GATHERS CHRISTIANS TO WORSHIP HIM**

YEAR: ..... SUGGESTED DURATION: 5 weeks (100 minutes per week)

DATE OF USE: ..... FAITH STATEMENTS: ① 2 ③

## UNIT-SPECIFIC GOALS (highlighted)

### 1. IN CHRISTIAN WORSHIP GOD COMES TO HIS PEOPLE IN WORD AND SACRAMENT AND THEY RESPOND

**1a** explore Bible stories of people at worship

**1b** identify features of class and school worship

### 2. CHRISTIANS WORSHIP REGULARLY AND ON SPECIAL OCCASIONS

**2a** investigate why Christians worship regularly on a particular day

**2b** identify special occasions for Christian worship, eg Christmas, Easter, baptisms, weddings

**2c** identify ways people can worship God anywhere and at any time

### 3. CHRISTIANS WORSHIP IN A VARIETY OF WAYS

**3a** identify things commonly used in Christian worship (eg Bible, altar, candles) and investigate their significance

**3b** explore forms of expression used in Christian worship

## STUDENT ASSESSMENT

### ASSESSABLE STUDENT OUTCOMES

Respond to the story of the building of the temple. (1a)

Identify and illustrate aids to worship in the school worship centre. (3a)

Make a model of a place where people can worship. (3a,3b)

### ASSESSMENT STRATEGIES

⇒ work sample (model, writing, painting, song)

⇒ TRS A2/3, A2/4, A2/5

⇒ work sample

## UNIT SUMMARY

Students hear the Bible stories of David's planning to build a place of worship and of the construction of the temple by Solomon. They also learn about the furnishings within the temple and their significance. Students identify the school worship centre as a place of worship and learn about the furnishings of the worship center which aid worship. At the end of the unit students make their own model of a place of worship.

## UNIT NOTES

While this unit has places of worship and aids to worship as the focus, it is important that the teacher also keeps the purpose of worship in mind: in worship God speaks and acts and people respond to God's words and actions in prayer, praise or thanks.

The place where your whole school meets for worship (whether it is part of the school or a church building) is central to the unit. You may also wish to arrange a visit to another church building (not necessarily the church connected with the school) to observe the furnishings and artwork which aid and enhance worship.

### WORDS TO KNOW

temple worship altar cross candles

## INTRODUCTION

### 1. SPECIAL BUILDINGS

The teacher shows pictures of famous buildings and landmarks, eg Sydney Harbour Bridge, The Opera House, Disneyland. Discuss the reasons for such buildings, their appearance and the work that has gone into their construction. Invite students to bring photographs or share their experiences of important buildings or places they have seen.

Tell students that the Bible tells about a king called David. Read the story about King David and his plan to build a place of worship, using *The Lion First Bible*, story 24. (King David's Great Idea).

Introduce and use the word 'temple' (a special house where God would be with his people and where people could come to worship God). Through discussion and questions define the word 'worship', eg remembering how good God is and wanting to thank and praise him. Use questions like:

- David wanted to build a temple where people could come to thank and praise God. What things might the people have thanked God for?
- How did the people thank and praise God?

Give students this task. *Pretend you are King David. You want to build a special place for people to come to worship God. What would your building look like? Illustrate this.*

The emphasis in this task is not on drawing a 'church' but on encouraging students to use their imagination to draw a place that is 'special'.

## DEVELOPMENT

### 2. THE BUILDING OF THE TEMPLE

Read pages 226–231 of story 25 (Solomon the Magnificent) from *The Lion First Bible*. This tells about the building of the temple.

Teacher Resource Sheet (TRS) A2/1 contains information about furnishings inside the temple and their purpose. See the Recommended Resources Menu for books and illustrations to supplement this section.

Select activities appropriate for your class. Students could

- make a model of the temple for display, using Abingdon's *Book of Buildings*;
- make a model of the temple, using boxes and craft materials;
- go outside, measure and mark out the size of the temple. The dimensions were 9 metres wide, 27 metres long and 14 metres high;
- use clay or playdough to make models of some furnishings of the temple;
- write a story, pretending they are one of the builders of the temple;
- pretend they were at the celebration when the people came to thank God for the temple. Write what they heard or saw (or paint a picture);
- write a song or prayer the people could have used to thank God for the new building. Use musical instruments or make up a dance to go with the song.

### 3. PLACES OF WORSHIP

Use books, posters or a CD-ROM to show a variety of places of Christian worship, eg great cathedrals, small churches, outdoor worship areas, churches in other countries. Through discussion help students recognise that throughout time people have built special places where they can come together to remember what God has done, to hear what God wants them to know, and to tell God how good he is.

Identify places of worship in your local area. (You may like to display photographs of these worship centres). Include the school's worship centre as a place of worship.

#### 4. INSIDE A PLACE OF WORSHIP

You will need to make one or more visits to the school worship centre during this section of the unit.

When Solomon built the temple there were special things inside that reminded people of what God had done for them.

Places of worship today also have things inside to remind them that this is a special place and to help them think about what God has done.

**An altar** You will find information for teachers on TRS A2/2a. Adapt and share information that is appropriate for your students. Supplement this with pictures from non-fiction resources, eg Bible handbooks.

Use a children's Bible or Bible story book to tell the story of the flood, with the emphasis on Noah building an altar at which to thank God. (Genesis 6:11–8:22)

Select from the suggested activities on TRS A2/2a.

**A cross** Ask students why they think there is a cross in the place of worship. What does the cross remind them of?

You will find information for teachers on TRS A2/2a. Adapt and share information that is appropriate for your students. Supplement this with pictures or models of the cross.

Depending on the level of students' knowledge, you may choose to tell or revise the story of Jesus' death on the cross (Mark 15:22–39).

Select from the suggested activities on TRS A2/2a.

**A Bible** Ask students why they think there is a Bible in a place of worship.

You will find information for teachers on TRS A2/2b. Adapt and share information that is appropriate for your students. Supplement this with pictures from non-fiction resources, eg Bible handbooks.

Tell the story of the boy Jesus in the temple. (Luke 2:41–52)

Select from the suggested activities on TRS A2/2b.

#### Visual aids to worship

The extent to which you develop this section will depend on the visuals you have in your school worship centre. It is at this point that you may like to arrange a visit to a church building to observe the visual aids within it.

People who build a place of worship want it to be a special place where people can worship God. One way they do this is to make things that look special. These things can also remind people of what God has done.

TRS A2/2b & 2c provide information and suggestions for activities about

- candles
- banners, carvings, stained-glass windows
- paraments, vestments.

If visiting a church, you may also like to draw students' attention to the font (used in baptism to make people part of God's family) and the communion vessels (used when people have the special meal that Jesus told his friends to share with each other).

From the suggested activities select those that are appropriate for your students.

### RESPONSE

Give students the following task to complete. This could be done individually or working in a group.

Make a model of a place where people could worship God today.

It must have

- space for people to come together;
- something inside to remind people of God;
- something that shows it is a special place.

Provide an assortment of construction material, boxes, craft papers, paints, clay or playdough, junk materials etc, for students to use.

After completing their model, each student shares with the class what they have done. If students have worked in groups, you may like to photograph each completed model as a record of their work.

## YOU WILL NEED

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The Lion First Bible</i></li> <li><input type="checkbox"/> pictures of famous buildings or landmarks</li> <li><input type="checkbox"/> pictures of ancient buildings</li> <li><input type="checkbox"/> pictures of the temple and the furnishings within it (see Recommended Resources Menu)</li> <li><input type="checkbox"/> pictures of cathedrals, churches in Australia and other countries, local churches</li> <li><input type="checkbox"/> optional: camera to photograph the school worship centre</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> materials for the activities of your choice</li> <li><input type="checkbox"/> pictures of Christian works of art</li> <li><input type="checkbox"/> optional: arrange a visit to a local church to observe aids for worship</li> <li><input type="checkbox"/> assorted materials for the students to make their own model of a place of worship</li> <li><input type="checkbox"/> optional: photocopies of TRS A2/3a, A2/3b, A2/3c for student use</li> </ul> |
|---|--|

---

## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Relate what is read and viewed to their own knowledge and experience.

**ARTS:** *Visual Arts:* Demonstrate simple manipulative skills in construction and assemblage; discuss own work: work with others on projects; recognise that some visual art works are made to look at and others are used for a variety of purposes.

**SOCIETY AND ENVIRONMENT:** *Investigation, Communication, Participation:* Interpret and make models. *Time, Continuity and Change:* Develop a sense of heritage through viewing books and photographs; hear stories about remote times and places. *Culture:* Recognise the customs, traditions and practices of familiar groups.

**TECHNOLOGY:** *Design, Make, Appraise:* Use models and drawings in design and construction; make things from everyday materials.

from the National Statements and Profiles

---

## UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' understanding of the aids used in worship?

How did I respond to the range of students' attitudes towards worship? Could they recognise that worship is a special activity in which people respond to what God says and does?

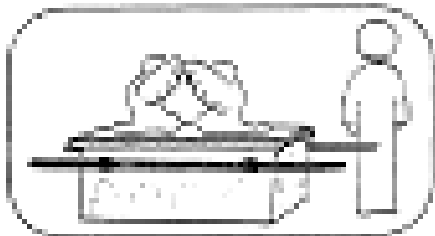
What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

# INSIDE SOLOMON'S TEMPLE

As well as being an expression of the people's adoration for God, the furnishings in the temple symbolised God's presence among the people or represented an important aspect of the Jewish faith.

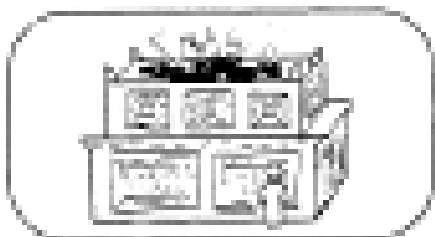
1 Kings 5 – 7 gives a detailed account of how the temple was built and furnished.



**The Ark of the Covenant**

The ark was a box made from wood and covered with gold. On top were two angels and inside were the Ten Commandments. For many years God's people had carried the box wherever they moved. Now it was put in the temple as a reminder that God was always with his people.

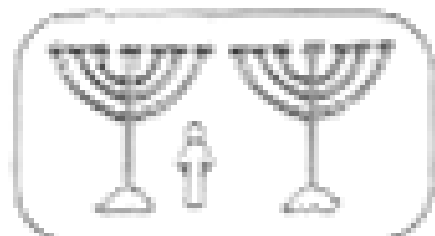
The ark was kept in the inner room of the temple (the 'holy of holies') and separated from the rest of the temple by a curtain.



**Altars**

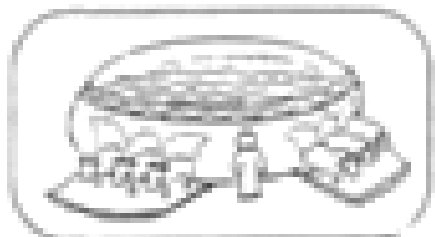
There was one large altar made of stone outside the temple. The people killed animals and burnt them as a sacrifice on this altar. This was their way of saying thank you to God.

Inside the temple there were smaller altars made of gold. One of these was used for burning incense. On another were kept twelve loaves of bread. The loaves symbolised the twelve tribes of Israel. They were replaced every Sabbath.



**Lampstands**

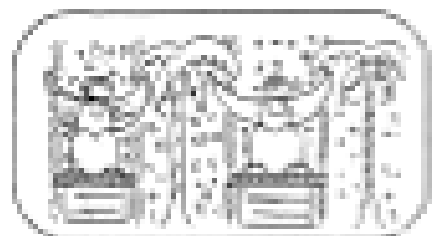
There were ten lampstands made of gold. They stood on both sides of the temple. The lamps contained oil. When the oil was lit, the light from the lamps made a path of light in the temple.



**Bowls**

Outside of the temple stood a bronze bowl so large that it was called 'The Sea'. It was filled with water, and the priests would wash in it before they went into the temple.

Smaller basins were also used for washing the sacrifices that people brought to God.



**Carvings on the walls**

The walls of the temple were made from wood and covered with gold panels. The panels were decorated with carvings of angels, lions, palm trees and flowers.

## THE ALTAR

Altars were used in many ancient religions as places on which animals were sacrificed. For the Israelites the altar marked a place where people could communicate with God or where important events had happened.

(For students of this age it is recommended that you do not place great emphasis on the sacrifice of animals, although illustrations in children's Bible may well show this aspect).

Altars were built of stones or earth and often remained in place for years to remind the people of God's presence and his promises.

Some Bible examples of people building or using altars are:

- Noah's altar                      Genesis 8:20–22
- Abram's altar                    Genesis 12:1–8
- Jacob's altar                    Genesis 28:10–22
- Elijah's altar                    1 Kings 18:16–39

### Suggested activities for students

- Use a children's Bible to find pictures of altars.
- Draw an altar like the ones used in the Bible.
- Use clay or small stones to make a model of an altar.
- Go to the school worship centre and look at the altar. Illustrate it.
- Use a box to make a model of the altar.
- Consider replacing the altar in the classroom with one or more large stones to symbolise the altars that were used in Bible times.
- Do the *Altar* worksheet TRS A2/3a.

## THE CROSS

The cross has been used as a universal symbol of the Christian faith since New Testament times. A cross with a figure of Christ on it is called a crucifix.

Crucifixion was a common but cruel form of punishment used by the Romans during New Testament times. It is something that students of today will not be familiar with.

Although students may easily say 'Jesus died on a cross', they may not in fact understand what this means.

When teaching about the cross, strive to achieve a balance, giving an accurate biblical account, but without graphic details which may raise fear in the minds of young children.

Artists have depicted the cross in many forms, eg through painting, sculpture, carving, stained-glass windows. Pastors and priests also make 'the sign of the cross' as a symbolic gesture.

Most Christian places of worship will have a cross. As well as on or near the altar there may be a cross/crosses on a steeple, outside the building, on the walls, carved into woodwork, on stained-glass windows, on the paraments or pastor's vestments.

### Suggested activities for students

- Go to the school worship centre and look at the cross on or near the altar. Illustrate the cross. Write what you think of or how you feel when you see the cross.
- If your school worship centre is also a church, look for other places where there is a cross.
- Look through books which show how artists have drawn or painted the cross.
- Make your own cross. You could use popsticks, cardboard covered with textured materials, felt or wood. You could make a cross that stands up by putting it in a lid filled with plaster.
- Do the *Cross* worksheet TRS A2/3b.

# THE BIBLE

In Jesus' time the Bible (Scriptures) consisted of the Old Testament writings, which were carefully handwritten on scrolls. These were kept in the temple and studied and learnt by the priests.

The Bible records times when Jesus went into the temple and read from the Scriptures.

It is only since the invention of the printing press in the fifteenth century and the Reformation that people have been able to own and read the Bible. Before this there were limited editions of the Bible in Latin. Only priests and scholars had access to these.

Today there are many versions of the Bible. Older churches may have large old Bibles displayed on the altar, but in the worship service a modern translation will be read.

Christian churches have developed a standard pattern of readings from the Old and New Testaments for each Sunday of the church year. The Revised Common Lectionary rotates readings over a three-year cycle. Informal worship services may not follow the same structure.

In Christian worship the Bible readings remind worshippers of what God wants them to do, and tell people about God's love and what God has done for them. They respond in praise and thanks. Many responses in the worship service come directly from the Bible.

## Suggested activities for students

- Go to the school worship centre and look at the Bible. Illustrate and describe this Bible.
- The Bible that Jesus used was in the form of a scroll. Make a scroll. On it illustrate one Bible story that you know.
- Go to the worship centre. Read one Bible story to the students. Before doing so, tell students that when people worship in a church the Bible reader may say after the reading: 'This is the word of the Lord'. The people say: 'Thanks be to God'. Students could either say these words or suggest words with a similar meaning.
- Do the *Bible* work sheet, TRS A2/3c.

# CANDLES

In the Old Testament light was a symbol of God's presence. The Bible records how God was present to the Israelites as a cloud during the day and fire at night. The tabernacle and temple were lit with lamps as reminders of God's presence.

Jesus' teaching included references to light and lamps:

- the light of the world      Matthew 5:14–16
- the ten virgins              Matthew 25:1–13.

Jesus also used the words *I am the light of the world* (John 8:12). This phrase is sometimes used at the beginning of worship, but it is difficult for young students to understand. Use a simple explanation like: *People may be afraid in the dark, but in the light they feel safe. The light from the burning candles can remind people that Jesus is present and that they can feel safe with him.*

Candles are still used in worship today as a reminder of God's presence. In some churches a light burns all the time. In others, candles are lit at the start of worship and extinguished after the service.

## Activities for students

- Go to the school worship centre and look at the candles. The teacher lights the candles. Sit quietly and watch the candles burn. Let your mind relax as you sit in this special place of worship.
- Illustrate and write about how you felt when you were watching the candles burn.
- Decorate a candle. Use plaster to make a mould that the candle can stand in.

# DECORATION

## ***BANNERS, CARVINGS, WINDOWS***

Both the tabernacle and the temple were beautifully adorned with artwork. This was a way of acknowledging the majesty and splendour of God.

People have continued to express their adoration of God through works of art. The great cathedrals are evidence of this and contain magnificent works of art.

As well as being an art form, stained-glass windows were used as a way of telling stories from the Bible. When people did not read or did not own their own Bible, they could see the pictures illustrated in the windows and interpret the story from this.

Although simpler in style, the churches of today still provide ample scope for people of all cultures to enrich the worship experience and express their praise of God through art, eg banners, floral art, carvings, paintings, statues.

### **Suggested activities for students**

- Use non-fiction books or other resource material to look at ways in which Christians have praised God through art.
- If you could make a banner for a place of worship what would it look like? Illustrate it. (The teacher could involve the students in making a banner for display in the worship centre).
- Make a simple stained-glass window using cellophane and black paper.

# PARAMENTS AND VESTMENTS

Paraments are cloth hangings found in some Christian churches on the lectern (the desk at which the Bible is read), and the pulpit (the desk from which the Bible is explained in a sermon), and occasionally on the altar.

Vestments are the special garments sometimes worn by Christian pastors and priests. The vestments may include a stole in colours that correspond with the paraments.

The paraments and stoles are in different colours to represent the seasons of the church year and are changed at the appropriate time, eg white is used for Christmas, purple for Lent, red for Pentecost.

Paraments and stoles may also have symbols embroidered on them. These symbols express a message about God, eg a cross in Lent, a flame to represent the Holy Spirit at Pentecost.

### **Suggested activities for students**

- Visit a worship centre. Look at the paraments and the colours used on them. If there are symbols on them, discuss what these may mean.
- Design a parament that could be used at Christmas or Easter.



---

# Altar

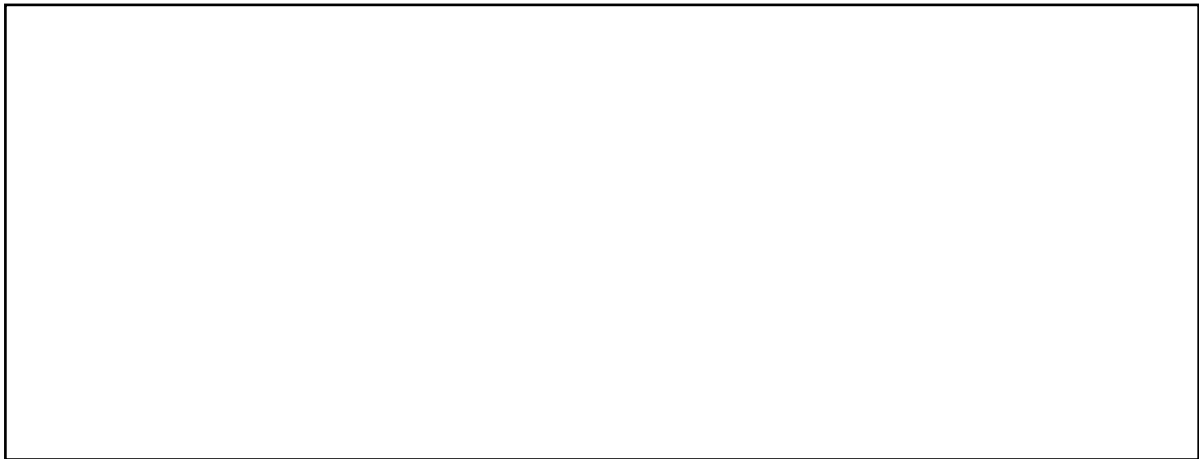
## then and now

---

The Bible tells about God's people making altars from stones.

Noah built an altar after the flood to say thank you to God  
for keeping him safe.

Draw the kind of altar you think Noah may have built.



If you go inside most Christian places of worship, you will see an altar.

An altar in a worship centre today reminds people that it is a special place.

Some altars are large and are decorated with carvings.

Some altars look like a table.

Some altars are covered with a cloth.

Draw the kind of altar you have seen in a worship centre.



---

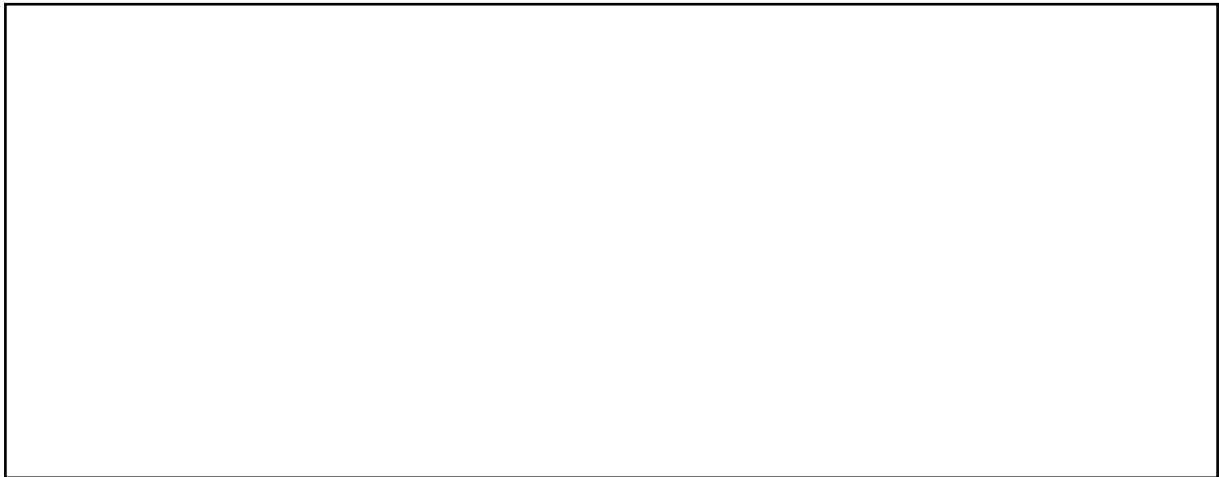
# Cross

## then and now

---

The Bible tells the story of how Jesus died on a cross.

Draw or paste a picture of Jesus on the cross.



If you go inside most Christian places of worship, you will see a cross.

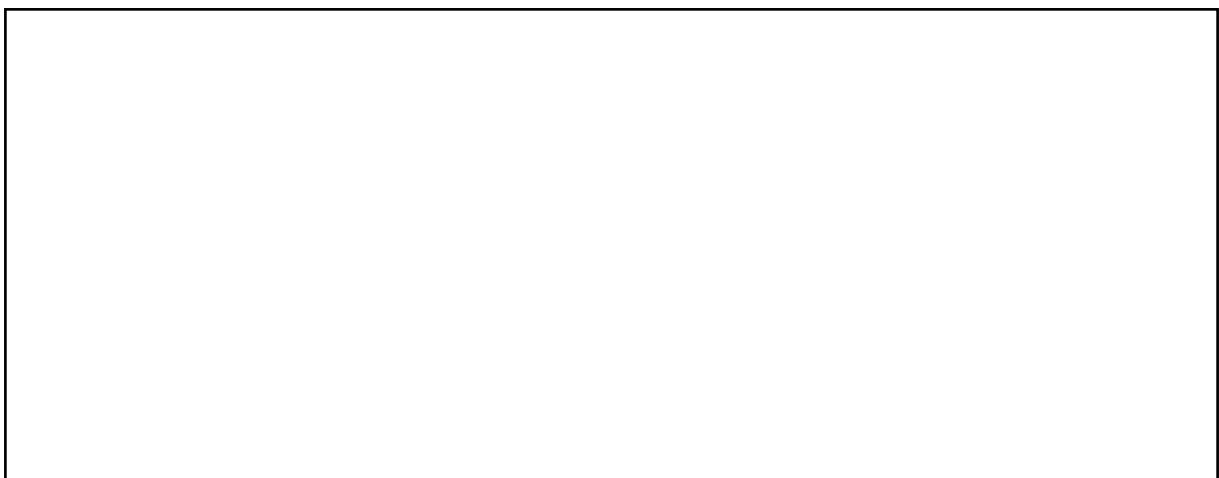
The cross reminds people that Jesus loved them.

The cross in your worship centre may be on or near the altar.

It may be made of gold, silver or wood.

On some crosses there is a carving or model of Jesus.

Draw a picture of the cross in your worship centre.



---

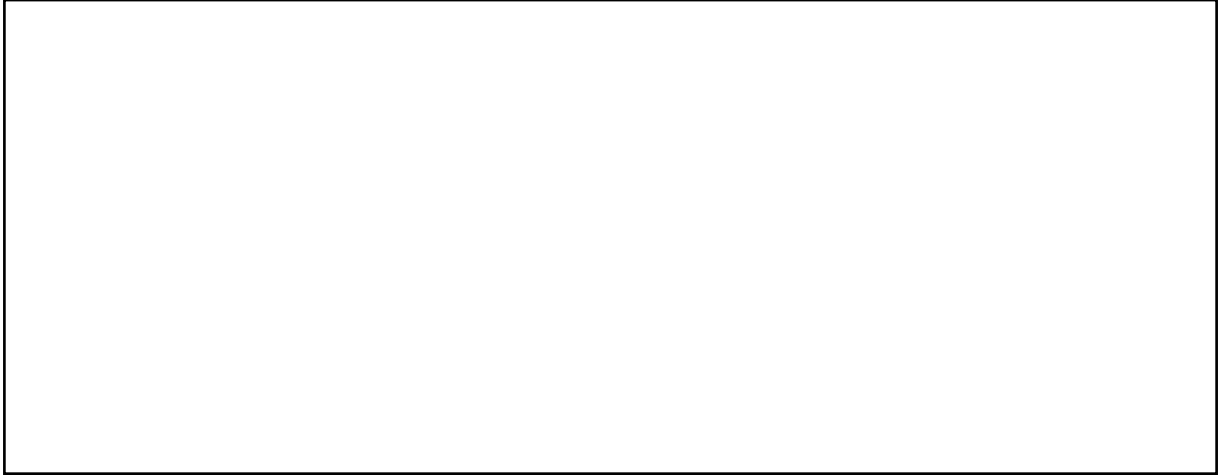
# Bible

## then and now

---

When Jesus went to worship at the temple,  
the Bible he used was written on a scroll.

Draw a scroll



If you go inside most Christian places of worship today, you will see a Bible.

In Christian worship, a leader reads from the Bible  
and people listen to stories that tell what God has done.

Draw a picture of the Bible in your worship centre. Add the title and anything  
else that may be on the cover.



GOD GATHERS CHRISTIANS TO WORSHIP HIM