

MODEL UNIT
BAND A
LEVEL 3

WHAT HAPPENS IN WORSHIP?

LIFE CONCEPT: GOD GATHERS CHRISTIANS TO WORSHIP HIM

YEAR: **SUGGESTED DURATION:** 4 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 ways people worshipped in the Bible. (1a,2a)

Illustrate ways in which people can worship. (2c)

Observe and record elements of school worship. (1b)

Prepare a class worship session. (1b)

ASSESSMENT STRATEGIES

⇒ work samples from activities on TRS A3/1, A3/2,A3/3

⇒ work samples

⇒ TRS A3/4

⇒ observation

UNIT SUMMARY

Students hear three stories based on the Bible which illustrate people at worship. From these they identify what happens in worship, ways people worship and why people worship. Using class worship sessions, students identify five parts of worship and look for these same elements in school worship. Students then use the five parts of worship as guidelines to plan and present a class worship session.

UNIT NOTES

During the unit you will be making a cover for the class altar. Prepare a sheet of white paper, cloth or a white plastic tablecloth.

Record summaries of each section on the cover with textas or fabric pens. At the end of the unit students can add further illustrations. Keep the cover on your altar as a reminder of what has been learnt about worship.

WORDS TO KNOW

worship praise festival service

INTRODUCTION

1. SCHOOL WORSHIP

The teacher may need to rearrange the timetable in order for students to do this first activity immediately after school worship:

Use your journal/diary to write about the worship you have just attended, eg What did you do? What did you see? How did you feel?

Do not direct the writing at this stage. The purpose of this exercise is for students to write about the worship experience as they currently understand it.

Collect the students' work and read it yourself to identify students' phrases that describe worship, eg what worship is, what happens in worship or why people worship.

Share and discuss students' comments and record some of them on the paper/cloth.

DEVELOPMENT

2. FIND OUT ABOUT WORSHIP

Tell students that over the next weeks they will be finding out more about worship. To help them do this they will hear stories told by people from Bible times.

STORY 1: AN ISRAELITE BOY

Use the script on Teacher Resource Sheet (TRS) A3/1 for telling the story. Discuss the story and help students recognise that

- people come together to worship;
- people hear what God does for them;
- people worship God because of what he has done;
- worship is a time of celebration.

Record these ideas (along with others from the students) on the paper/cloth.

Select activities from TRS A3/1.

STORY 2: A SONGWRITER

Use the script on TRS A3/2 for telling the story. Discuss the story. Help students recognise that

- people can worship in a group or by themselves;
- people come to God when they worship.

Record these ideas (along with others from the students) on the paper/cloth.

Select activities from TRS A3/2.

STORY 3: A MEMBER OF THE FIRST CHURCH

Use the script on TRS A3/3 for telling the story. Discuss the story. Help students recognise that

- Sunday is the day on which Christians usually worship;
- when people meet for worship, they follow a pattern in what they do;
- worship is a way of saying thank you to God.

These ideas (along with others from the students) could be recorded on the paper/cloth.

Select activities from TRS A3/3.

Optional: If you have access to the book *Worship: Our Gift to God* (see Recommended Resources Menu), read and discuss the book.

Students summarise what they have learnt so far in any of the following ways:

- Discuss the different ways in which people can worship. Make a class picture of people at worship.
- Design posters about worship to go into the school worship centre.

3. PARTS OF CLASS WORSHIP

In this section students examine five parts of class and school worship: *beginning, praise, hearing God's word, prayer and ending*. Any of these parts can take different forms, and apart from the beginning and ending, they can occur in any order during the worship service. Copy the titles of the five basic parts onto separate pieces of card, so that you can discuss them in the order that suits your class worship routine.

The ideal way to examine these is to video a class worship session in which the five parts of worship are clearly defined, and use the video to discuss the parts of worship.

Alternatively, arrange for an assistant to lead the worship, while you help students identify and discuss the parts of worship.

If neither of these alternatives is possible, organise a series of five worship sessions. Present the parts of worship clearly in these devotions and examine one part in detail within the worship itself. Use appropriate language to help students distinguish what is worship and what is the examination of worship.

Remind students that the Christians in the first church did different things in their worship. The class is going to look for different things that happen in class and school worship.

A. BEGINNING God is present as people worship.

Christians believe that when they worship together, God is with them. At the beginning of worship people use words which remind them that God is there.

Discuss the words that are commonly used at the start of worship in your class. What are they saying about God?

Students suggest other words that could be used to remind people of God's presence. Record these for students' future reference.

B. PRAISE People respond to God in praise.

Christians believe that God has done and still does so many wonderful things. They want to praise God and tell God and one another how good God is. People often praise God by singing. They can also praise God by dancing.

Identify ways that you currently praise God as part of worship in your class. Encourage students to think of other ways people could show praise, eg applause, use of pictures from nature. Record these.

C. GOD'S WORD God speaks to his people.

Listening to someone read from the Bible is an important part of worship. When people listen to the Bible they hear what God has done and is still doing and learn more about him.

Sometimes the leader reads the Bible and talks about it. Other times people might hear what the Bible says from a Bible story book or by watching a play.

Show students the Bible or other books that you use in class worship. Discuss and record other ways students think they could hear what the Bible says, eg they could practise and present the reading, listen to a tape or watch a video.

D. PRAYER People talk to God.

Christians believe that God hears them as they talk to him. This is called prayer.

There are different types of prayer. People may want to tell God they are sorry for the wrong things they have done. They may want to thank God or ask for God's help.

There are different ways of praying in worship. Sometimes people pray together, sometimes just the leader prays, sometimes it is all quiet so that people can pray by themselves.

Identify the types and methods of prayer that are used in your class worship. Discuss and record other possible ways of praying.

E. ENDING God goes with his people when they leave.

At the end of worship the leader finishes with words which tell people that God is with them, not just during worship time, but always.

Discuss the words or song you use to end worship in your class and record students' suggestions of other ways to remind people that God will go with them as they leave.

4. PARTS OF SCHOOL WORSHIP

Once students are familiar with these parts in class worship, help them to look for the same parts in school worship. This could be done by displaying cards with the same headings in the worship centre and arranging for the worship leader to draw students' attention to each part of the service.

Alternatively, students use the observation sheet (TRS A3/4) during the school worship service. Make arrangements with the worship leader to ensure that the elements will be included in the service. You may wish to inform other staff of what your students will be doing.

Prepare students by discussing guidelines for behaviour, eg avoid rustling papers, dropping pencils, whispering to one another. After the worship, discuss their observations.

RESPONSE

5. PLANNING FOR WORSHIP

Students form groups. Each group is given the task of preparing a class worship that includes the five parts of worship. Encourage students to use their suggestions from the previous section. Provide resources such as song books, children's Bibles, Bible story books, prayer books, tapes of songs, musical instruments, etc.

Give each group time to plan and prepare their worship service. Use their plans as class worship sessions. Students may also like to prepare invitations to their family to attend these worship sessions.

YOU WILL NEED

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|---|---|
| <ul style="list-style-type: none">○ to arrange your schedule so you can do Section 1 directly after school worship○ white paper or a cloth that will hang over the worship table; textas or fabric pens○ optional: a copy of the book <i>Worship: Our Gift to God</i> (See Recommended Resources Menu)○ optional: a video of class worship | <ul style="list-style-type: none">○ five pieces of card with the parts of worship recorded on them○ materials to support students as they plan a worship session, eg prayer books, tapes, musical instruments○ arrangements in place for your class to observe a school worship○ optional: photocopies of TRS A3/1,2,3,4 |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Everyday Texts:* Speak audibly, pronounce clearly, order ideas; plan written and spoken texts to achieve their purpose.

ARTS: *Music:* Create own musical ideas, select and structure sounds.

SOCIETY AND ENVIRONMENT: *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.

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 what worship is and the five parts of worship?

How did I respond to the range of students' attitudes towards class and school worship?

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?

STORIES ABOUT WORSHIP

AN ISRAELITE BOY

The following script is based on Nehemiah 8:14–16, Leviticus 23:39–43 and information from *The Lion Encyclopedia of the Bible*.

It is designed to be read to students initially. Then it could be enlarged for display or a copy could be given to each student.

I am Tobiah.

I live in a small village in Israel.

In my family there are my mother and father, three brothers and one sister.

We look after sheep and goats, as well as growing some grain, figs, grapes and olives. My job is to help my brothers with the sheep.

The work is hard, but I like it. The best time of the year is at the end of the harvest, when we have picked all of the grapes. Then we have a special festival to thank God for the crops.

Families come together to celebrate. We make tents out of branches and camp in them for seven days. It is a time when we can rest after the hard work, and also a time when we can worship God.

We believe that God has given us all the things we need. So we give back to God the best of our crops and animals as a way of saying thank you.

We sing songs that praise God. We dance and make music. This is the way we worship God.

In the evenings the old people tell us stories of important people. I know a lot of the stories about Moses already.

Worship times are special times for our people.

One day I would like to go to the temple in Jerusalem to worship. I have heard that it is a beautiful building with walls covered in gold.

My friend has been to Jerusalem. He said it was very exciting. There were lots and lots of people, and they all joined in with the singing and dancing.

I hope that I can go soon.

Activities

Select activities from the following suggestions or allow students to choose their own activities:

- Find pictures of ways that people worship today.
- Write and draw about a time when you have worshipped God with other people.
- Make a list of songs that praise God. Put this list in your class worship centre. Choose songs from this list to sing as part of class worship.

STORIES ABOUT WORSHIP

A SONGWRITER

Asaph was the leader of one of David's choirs. He wrote or collected Psalms 73–83. The following excerpts are used: Psalm 81:1–3 and a paraphrase of Psalm 77:1–6.

This script is designed to be read to students initially. Then it could be enlarged for display or a copy could be given to each student.

I am Asaph.

I am a leader of one of the choirs in the big temple at Jerusalem.

It is my job to write songs for the people to sing when they worship.

You might ask, 'Is it hard to write songs?'

Sometimes it is, and sometimes it is not.

Sometimes the words come into my head, and I just want to sing praises to God.

That's what happened when I wrote these words:

*Be happy and shout to God.
Sing as you play the tambourines.
Sound the trumpets and start the festival.*

Sometimes I feel worried or upset, and I can't think of the words like that. I sit by myself and think about God and ask him for help.

Then I write words like this:

*I pray to you, God; please listen.
I feel worried and I can't sleep.
There are so many things I want to ask you.*

Now people use even these words as part of worship.

Other people sometimes feel like me and want to tell God about it.

That is worship too.

Activities

Select activities from the following suggestions or allow students to choose their own activities:

- Look through a songbook and find one song that praises God and another song that is asking God for help. Divide your page in half. Write down some of the words of each song and do an illustration for each one.
- Asaph tells about two different ways of feeling.
Write about a time when you felt happy and wanted to praise God as Asaph did. What were you thinking about at the time?
Write about a time when you felt worried or upset like Asaph did. What were you thinking about at that time?
- Work in a small group to write a song that could be used in worship. Practise the song and present it to the class. You may like to use musical instruments to help.

STORIES ABOUT WORSHIP

A MEMBER OF THE FIRST CHRISTIAN CHURCH

The following Bible verses have been used as references: Acts 20:7; James 1:22; 1 Timothy 2:8; Ephesians 5:19; 1 Corinthians 16:1,2; Philippians 2:6–11 (paraphrased).

This script is designed to be read to students initially. Then it could be enlarged for display or a copy could be given to each student.

I am Joanna.

I belong to the Christian church at Philippi.

Our church was started by Paul. Paul came to our town and taught about Jesus. Many people believed the things Paul said, and we started meeting together so that we could worship.

We worship in people's homes every Sunday, the first day of the week. Jesus came alive again on a Sunday, and that makes it a special day.

When we worship we listen to people read from the Bible and talk about the things that Jesus has done.

We share bread and wine in the special meal that Jesus gave his disciples the night before he died.

As part of our worship we give money that can be used to help others.

We have time for prayers and singing. We sing songs from the psalms in the Bible, as well as new songs that people have written. The songs tell what we believe about Jesus. Here are the words to one of them:

Jesus gave up his place in heaven and was born to be a man.

He obeyed God and even died on the cross.

Now he is in heaven.

*One day every knee will bow to the name of Jesus;
everyone in heaven and on earth will say that Jesus is Lord.*

Some of my friends do not believe in Jesus.

They say, 'Why do you go to worship every Sunday?'

I tell them, 'I believe that Jesus loves me so much that I want to worship him with other people who feel the same way'.

Worship is my way of saying thank you to Jesus.

Activities

Select activities from the following suggestions or allow students to choose their own activities:

- Interview someone you know who goes to church to worship. Ask how they worship in their church. What things are the same as worship in Joanna's church? What things are different?
- Look at the words of song 26 in the book *All Together Now*. What do you notice about these words?
- Illustrate the way you think a worship service that Joanna went to may have looked.

PARTS OF WORSHIP

OBSERVATION SHEET

Take this sheet into school worship.

Beginning

Colour a star when you hear that God is with people as they worship.



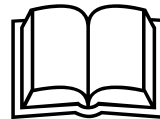
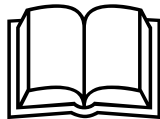
Praise

Colour a happy face when you hear people praising God.



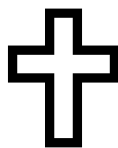
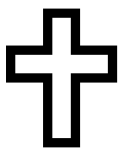
God's word

Colour a Bible when you hear someone reading God's word.



Prayer

Colour a cross when you hear people praying to God.



Ending

Colour a thumbs up sign when you hear that God is with people when they leave.



SOLOMON

Solomon was a king who ruled over God's people.

The Bible tells that God made Solomon a very powerful and a very wise king.

One of the things that Solomon did was to build a temple. This was to be a special building which would remind people of what God had done for them and where they could come to worship God.

Solomon's father, King David, had made plans for building the temple, and Solomon followed these plans.

The Bible tells about how Solomon built the temple.

He wrote a letter to another king asking to use the special timber that grew in his country.

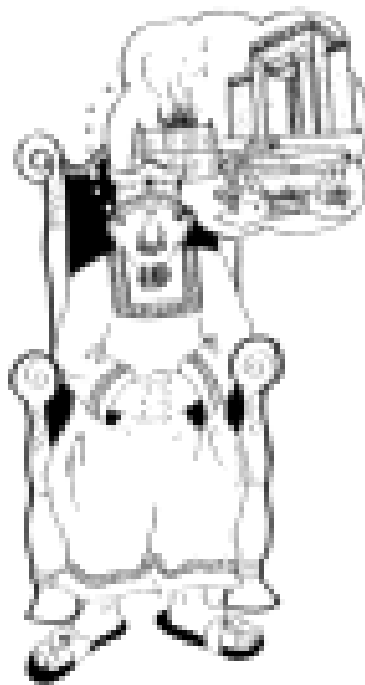
He arranged for workers to cut the very big stones needed and to carry them to Jerusalem.

He organised people to make the furnishings inside the temple.

It took seven years to build the temple.

At the end of the seven years there was a great celebration as people came together to thank and praise God.

Solomon also wrote the book of Proverbs that is found in the Bible. These are wise sayings which tell people how to live.



Activities

1. Use a children's Bible or a non-fiction book to find illustrations of the temple that Solomon built. Imagine that you have travelled to Jerusalem and seen the temple for the first time. Write a letter to your family, describing what you have seen.
2. Use a non-fiction book to find illustrations of other important buildings that were built hundreds of years ago. What do you notice about these buildings that is different from important buildings of today? What do you notice that is the same?
3. Ask an adult to help you find the book of 1 Kings in the Bible. Read to find out about any of these things:
 - the letter that Solomon sent to King Hiram, asking for wood to build the temple. You will find this in chapter 5, verses 1–12;
 - the size of the temple. You will find this in chapter 6, verses 2,3;
 - the furnishings inside the temple. You will find descriptions of these in chapter 7, verses 13–51.
4. Illustrate a scene showing any part of the building of the temple.
5. Use boxes or construction material to make a model of the temple.
6. When the temple was finished, the people came together for seven days to celebrate and to worship God. What do you think the people would have done as part of their worship? Make a painting which shows this.
7. Find the book of Proverbs in the Bible. Ask an adult to read some of the proverbs to you. Try to write some wise sayings of your own.