

MENU

BIBLE REFERENCES

1 In Christian worship God comes to his people in word and sacrament and they respond

Building the tabernacle and temple

Building the tabernacle Exodus 35–40

David prepares to build a temple
1 Chronicles 22 – 29

Solomon builds and dedicates the temple
1 Kings 5 – 9:3

Israelite feasts and worship

The Passover Exodus 12:1–28

Giving the firstfruits to God
Deuteronomy 26:1–15

The harvest festival Leviticus 23:15–22

The feast of tabernacles Leviticus 23:33–43
Nehemiah 8:14–16

Worship in the Psalms

These are examples only: you will find many more, especially in Psalms 120 – 150

I cried to God for help Psalm 77 1–6

Sing for joy Psalm 81:1–3

The joy of worship Psalm 84

Praise God for his love Psalm 103

A response of worship Psalm 116:12–18

Shout praises to the Lord Psalm 146:1

I look to the hills Psalm 121:1,2

Let's go to the house of the Lord Psalm 122:1

Come and praise the Lord Psalm 117

Worship in the New Testament

Christian fellowship Acts 2:42

Meeting on the first day of the week Acts 20:7

Offerings of money 1 Corinthians 16:1,2

Singing Ephesians 5:19

Greetings Ephesians 1:2

Blessings Ephesians 6:23

An early creed Philippians 2:6–11

Listening to God's word James 1:22

Prayer 1 Timothy 2:8

2 Christians worship regularly and on special occasions

God rested on the seventh day Genesis 2:2,3

The Israelites are commanded to remember the Passover Exodus 12:14

The seventh day is for rest Exodus 20:8–11

Remembering the exodus deliverance
Deuteronomy 6:12–15

New Testament church meets on the 'first day'
Acts 20:7

Encourage one another to worship
Hebrews 10:23–25

Worship at Christmas

Mary's song of praise Luke 1:46–55

Zachariah praises God Luke 1:67–79

Angels praise God Luke 2:13,14

Shepherds praise God Luke 2:20

Wise men worship Jesus Matthew 2:1–12

Simeon praises God Luke 2:27–32

3 Christians worship in a variety of ways

Aids to worship

Furnishings in the temple 1 Kings 6:14–38
7:13–51

Altars

Noah builds an altar Genesis 6:11 – 8:22

Abram builds an altar Genesis 12:1–8

Jacob's dream at Bethel Genesis 28:10–22

Elijah and the prophets of Baal
1 Kings 18:16–39

Cross symbol

Jesus' death on the cross Mark 15:22–39

Bible

Jesus in the temple Luke 2:41–52

Candles

Jesus' references to light Matthew 5:14–16
Matthew 25:1–13; John 8:12

Dance and procession

Miriam leads the people in dance
Exodus 14:1 – 15:21

David dances before the ark of the covenant
2 Samuel 6:1–5

Praise God with dancing Psalm 149:3
Psalm 150:4

The people welcome Jesus Mark 11:1–10

Incense

God instructs Moses	Exodus 30:7,8,34–38
Incense in the temple	2 Chronicles 2:4
Prayer like incense	Psalms 141:2

Music

Praise God with music	Psalms 150 (NIV)
Shout to the Lord	verse 1 of Psalms 146 – 150
Psalms with a chorus	Psalms 118:1–4 Psalm 136
The angels praise God in heaven	Revelation 5:11–14

KEY BIBLE VERSES TO HEAR AND REMEMBER

I worship you, Lord.
Psalm 116:16 (CEV)

Let's go to the house of the Lord.
Psalm 122:1 (CEV)

Praise the Lord because he is good to us.
1 Chronicles 16:34 (CEV)

MENU

INTRODUCTORY ACTIVITIES

1 In Christian worship God comes to his people in word and sacrament and they respond

FAMOUS BUILDINGS Use non-fiction material to look at pictures of famous buildings and monuments in the world today, eg Sydney Harbour Bridge, Sydney Opera House, skyscrapers in New York, Disneyland.

Discuss the planning and construction that takes place and the reasons why people want to build them.

Use this as an introduction to the Bible story of the construction of either the tabernacle or the temple and the reasons why they were built. (1a)

DEDICATION STONE Take students to look at the dedication stone of either the school or a nearby church building. Discuss the reasons for having a dedication stone and what it says about the use of the building. (1a)

PEOPLE AT WORSHIP Show pictures of people at worship, eg listening in church, singing, chancel dramas, praying or reflecting. Students discuss what they think these people are doing and why.

(See also *Worship Anywhere*, Introductory Activities, Faith Statement 2.) (1a)

WHAT IS WORSHIP? Students suggest what the word 'worship' means to them. Record students' ideas for your own information and to develop as teaching points later in the unit.

A simple definition of worship that you could use with students in this band is *a time that people spend with God*. (1a)

DISPLAY Display items such as Bibles, prayer books, song books, tapes or CDs of Christian songs. Students suggest who might use these items, when and why.

Continue by reading Bible stories or verses followed by prayers or songs which express a response to what God has done in the Bible reading. (1a)

SOMEONE SPECIAL Lead students to imagine they are going to meet someone who is special to them, eg a TV star, their grandma. Students discuss

- why this person is special
- what they would do when they meet this person
- how they would show that the person is special to them, eg giving them a hug, talking to them, showing them their favourite things.

Continue by investigating the way in which Christians show that God is special to them. (1a)

PARADES Show pictures or share experiences of times when people are honoured by a welcome parade, eg sports stars, a red carpet for VIP's.

Tell the story of the Palm Sunday 'parade' when Jesus came to the people as a king and the people responded with praise. Continue by investigating other ways God comes to people and they respond to him (see *Why Worship* in Development Activities Menu). (1a)

RESPONSES Discuss social actions and responses that students are familiar with, eg when someone says good morning, what do you say? If someone gives you a gift, what do you do or say?

Continue by investigating ways in which Christians respond to what God has done when they worship, eg through praise, prayer, dance, music. (1a)

SCHOOL WORSHIP Immediately after returning to the classroom from a school worship service, ask students to reflect on what they have done and why. Encourage students to be honest in their reflections, and consider things that they like/don't like, don't understand, how they feel about worship etc. This could be done through discussion, drawing, or by students writing a journal entry. Use the students' reflections to help develop further teaching points about worship. (1b)

TIMETABLE Show students a class timetable and identify times that the class or school spend in worship. Discuss why the school sets aside time for worship, and what happens in this time. (1b)

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Christians worship regularly and on special occasions

A CALENDAR Show students a monthly calendar on which you have marked your personal commitments: school days, sporting events, meetings, etc. Highlight each Sunday as the day on which you worship and share with the students your reasons for doing this. (2a)

SPECIAL DAYS Students identify or illustrate days of the week which are special to them, eg on Wednesday I have music lessons, on Saturdays I go to my friend's house. Tell students that for Christians Sunday is a day which is special. Investigate why this might be so and what Christians do to show that Sunday is special to them. (2a)

PHOTOGRAPHS Bring to school a selection of photographs of special events, eg your baptism, a family Christmas, a wedding. Discuss what is special about these occasions, eg these were times when people in my family came together to thank God/ask for God's help. Invite students to bring similar photographs from their families. (2b)

SONGS Play or sing Christmas or Easter songs to the students. Students listen to the words and identify when each song might be used. Discuss what God did for people at Christmas and Easter and why they are special times of worship. (2b)

CARDS Bring a selection of cards into the classroom, eg Christmas, Easter, wedding cards. Sort and classify these cards to identify their features, eg the pictures, the verse inside, a Bible verse in some. Discuss why some cards include a reference to God. (2b)

CLASS WORSHIP AREA (Part 1) If you have a special worship area in your classroom, remove the altar and all displays from the area, leaving it completely bare. Ask students questions like:

- *What do members of the class usually do here?*
- *What is missing?*
- *Can people still worship without an altar?*

To develop this further, see Development Activities, Faith Statement 3. (1b)

WORSHIP ANYWHERE If you have used pictures to make a display of people at worship (see *People at Worship*, Faith Statement 1) add further pictures of people worshipping in different ways and different places, eg quiet reflection, in a natural setting, thoughts or prayers at bedtime. Discuss how these activities can also be times of worship. (2c)

A BOOK If you have access to the book *Worship: Our Gift to God* (see Recommended Resources Menu) use this to introduce the concept that worship can take place any time or anywhere. (2c)

PERSONAL REFLECTIONS Share examples of personal worship from your own life, eg a feeling of wonder in nature, quiet times of prayer, sharing a prayer journal, worshipping with others. (2c)

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Christians worship in a variety of ways

AN ALTAR Place a large rock where the class altar usually stands. Allow time for students to speculate on why this may be there before telling stories from the Bible in which people built a stone altar to worship. (3a)

A VISIT TO THE WORSHIP CENTRE Take students to the worship centre or church and ask them to illustrate the things they see, eg cross, candles, altar, songbooks. Use their pictures to begin discussion about the way in which these items remind people of God's presence in worship and how they are used as a response to what God has done. (3a)

WHERE ARE THESE USED? Show students objects that are used for a particular purpose, eg sports items, pieces of a board game. Students identify where they are used and why.

Show students pictures of aids that are used in worship, eg candles, Bible, altar. Students identify where these are used and why. (3a)

DANCE Play some popular music and invite the students to join in with dancing. Share times and reasons why people dance today and how dancing makes people feel.

Use this activity to introduce dance as a way of responding to what God has done, both in Bible times and today. (3b)

THE SENSE OF SMELL Pass around objects which have a particular scent, eg gum leaves, toothpaste or soap, a tissue with perfume. Ask students to name and describe other scents and what they remind them of.

Use this activity to introduce the use of incense as an expression of worship in Bible times.

(3b)

SYMBOLIC MOVEMENT Discuss hand movements that people use to convey a message, eg hands up for 'stop', gesturing with the index finger to indicate 'come here'. Use this activity to introduce the use of symbolic movement in worship, eg the sign of the cross, hand held up in blessing. (3b)

MUSIC Bring musical instruments into the classroom for students to use. Allow time for students to play with the instruments. Revise the names of the instruments. Use this activity as an introduction to the use of music as a way of responding to what God has done, both in Bible times and today. (3b)

MENU

DEVELOPMENT ACTIVITIES

1

In Christian worship God comes to his people in word and sacrament and they respond

BIBLE STORIES Use any of the following ways to explore Bible stories of people at worship:

- Lead students to imagine that they are travelling back in time to watch people of the Bible at worship.
- Before telling the story, teach short phrases of worship recorded in the Psalms or New Testament and invite students to join in at the appropriate place.
- Use story props to help tell the story, eg a box to represent a New Testament church, a scroll.

BUILDING A PLACE OF WORSHIP

To explore the building of either the tabernacle or the temple, you could

- explore the building of the temple as a response to what God had done, eg David planned to build the temple in response to what God had done for his people; the people responded in celebration;
- tell the story from the perspective of one of the people who helped construct the place of worship;
- tell the story from the perspective of Moses or Solomon;
- draw the building as you tell the story;
- display a model (see Abingdon's *Book of Buildings*).

Students could

- make their own model or work together to make a class model of the building, including the furnishings inside;
- write a story pretending they were one of the builders, or were present at the dedication of the building;
- design a dedication stone for the new tabernacle or temple;
- paint a scene of either the building, its construction or dedication;
- compose a song or prayer for the opening service. (1a)

BUILDINGS FOR WORSHIP

Use photographs and pictures to make a display of buildings people have built or used for Christian worship, eg the tabernacle or temple, people's homes, great cathedrals, the local church, churches in other countries, the school or class worship centre.

Use activities from Faith Statement 3 to investigate how people worship in these buildings. (1a)

PSALMS Show students the book of Psalms. Tell students that this part of the Bible contains songs and prayers that God's people used as they worshipped. Select and record simple phrases used in worship from the Bible References Menu and share these with your students. Some of these may already be set to music; teach them as songs.

You could also use these psalm verses in class worship times. (1a,1b)

WORSHIP IN THE BIBLE Select stories from the Bible References Menu which illustrate different aspects of worship, eg worship as a praise response, worship by oneself, worship with a group.

This information could be recorded on a chart which shows a picture from the story on one side and what the story shows about worship on the other. *God's people built a temple in which to worship; people build special places in which to worship God.*

Alternatively, record information like this in the form of a book about worship. The first part of the book could be about worship in Bible times and the second part about worship today. (1a)

THE CHRISTMAS STORY Select examples from the Bible References Menu to investigate how people worshipped in response to the baby Jesus. (1a)

JESUS AT WORSHIP Select references from the Bible References Menu to investigate the role of worship in Jesus' life, eg Jesus at the temple as a child, Jesus spends time with God alone, Jesus prays in the garden.

Use Bible encyclopedias to find information about Jewish festivals that Jesus would have attended (eg Passover) and share this with the students. (1a)

PARTS OF WORSHIP At this level students could be introduced to five parts of a worship service:

- beginning (God is present as people worship)
- praise (people respond to God in praise)
- God's word (God speaks to his people)
- prayer (people speak to God)
- ending (God promises to go with his people).

Record these headings on cards. Identify and discuss the forms they take in class worship.

Once they are familiar with these parts of worship, students could examine orders of worship that are commonly used at school and identify the same parts of worship. (1b)

HOLY COMMUNION Show students communion vessels or pictures of people taking holy communion. Students who have observed communion share their impressions of what is happening at this time. Tell students that this is a special time and way in which God comes to be with his people in worship. (1,3a)

ALTERNATIVE WORDS Draw students' attention to words commonly used in the worship service, such as: *We begin in the name of the Father, the Son and the Holy Spirit*. Discuss what these words mean. Students suggest alternative words which mean the same, eg *God is here; let us start our worship*. Include these in class worship. (1b)

OTHER WAYS OF WORSHIP Identify in modern-day Christian worship ways in which

- God speaks and acts (eg Bible reading, holy communion)
- Christians respond (eg saying prayers of confession, singing songs to say thank you).

Students suggest ways — besides having someone read from the Bible — that God can speak to people in a worship service, eg through a video of a Bible story, through a puppet play based on a part of the Bible.

Students suggest other ways people can respond to what God does for them in worship, eg praise through dance or applause.

Incorporate some of these suggestions into class or school worship, but as you do so, use words to help students recognise what they are doing, eg *We can praise God with applause*. (1a,b)

ITEMS FROM THE DISPLAY Use the books, tapes, etc, from the introductory activity *Display* during your class or school worship. As you use them, explain how and why they are used, eg to help people listen to God's word, for praise, for prayer. (1a, 1b)

WHY WORSHIP Investigate reasons why Christians worship God, eg the Bible tells that God created the world. God sent Jesus to help and save all people, God is king of heaven and earth, God loves all people. Ask students what they could do or say to someone who has done all of this. (1, 2c)

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Christians worship regularly and on special occasions

THE CREATION STORY Select a Bible story book which tells the story of creation, including reference to God 'resting' at the completion of creation.

Discuss times of rest and the importance of these. Continue by investigating the ways in which Christians use Sunday as a day to 'rest' and worship God. (2a)

THE THIRD COMMANDMENT Tell students that the Bible has an instruction for God's people, telling them to make one day each week a special day on which they can spend time with God. Share a simplified version of the third commandment: *Remember God's special day and keep it holy*. Discuss what this might mean and how people could remember God and the great things God has done on this day. (2a)

THE FIRST CHRISTIANS As there is no specific story about the first Christians setting aside Sunday as a day of worship, the teacher can use puppets to make up a play about the first Christians. See the Bible References Menu for verses which depict New Testament worship. The puppet play could include things like

- discussing how they will meet together at someone's home for worship on the Sunday;
- remembering that it was on a Sunday that Jesus rose from the dead;
- gathering together for the worship and using greetings that are recorded in the Bible. (2a)

INTERVIEW Invite people from different age-groups who worship regularly to speak to the students about why they attend worship. Students could prepare questions like:

- *Why is worship important for you?*
- *Do you worship every Sunday?*
- *Do you worship God only at church?*
- *What do you like about worship?* (2a)

TIMES OF CELEBRATION Students share their experiences of celebrating events like Christmas or Easter in their families.

Tell students about the ways that Christians celebrate Christmas and Easter as they respond to what God has done for them, eg decorating the church with a tree or banners, the music and songs that are played, having special gifts for the children. (2b)

VIDEO Watch selections from a video of a special worship occasion, eg a wedding, baptism, Christmas service. Identify things that show this is a special time of worship, eg decorations, dress of people attending, the music.

Students who have participated in a wedding or other special service could bring photos and share their experiences of this. (3b)

OTHER WAYS OF CELEBRATING

Share pictures and examples of ways Christians from other countries celebrate special worship occasions. Remind students that these are all ways that people respond to what God has done.

Learn songs, dances or participate in rituals that are used on these occasions. (3b)

POEMS OR PRAYERS Read poems or prayers in which children reflect on God. Discuss what these are saying about God and what he has done, and how these words can be a way of worship. (3c)

WHAT IF I CAN'T GO TO CHURCH?

Be prepared to discuss this question if it arises. Assure students whose parents do not take them to worship that they can worship God by themselves. Discuss ways of doing this, eg reading a Bible story book, talking to God by themselves, singing songs of praise that they know. (2c)

AIDS TO PERSONAL WORSHIP

Students suggest books or aids which could be added to the items already collected (see *Items from the display*, Faith Statement 2). This could include books or posters which depict scenes from nature, other types of music. (3c)

OTHER PLACES FOR WORSHIP

Students suggest places other than the class or school worship area where the class could go to worship, eg outside, together with another class, in the library. (3c)

QUIET TIMES Plan for a regular quiet time during the school day in which you and the students rest. Use music to create a relaxing atmosphere. You could share things that you think about during this time and invite, but not force, the students to do the same. (3c)

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Christians worship in a variety of ways

CLASS WORSHIP AREA (Part 2) If you have removed the class altar from the worship area (Part 1), put back one article at a time. As you do so, discuss its significance as an aid to worship. (3a)

ALTARS IN WORSHIP Select stories from the Bible References Menu in which people built an altar to worship. If you have made an altar in the classroom, act out the Bible stories around the altar.

Take students to the school worship centre or the church to look at an altar used in worship today. (1a)

AN A-B-C BOOK Make an alphabetical big book of things related to Christian worship. Words that could be used include:

altar	Bible
candles/cross/choir	dance/decorations
Easter	flowers
gospel	hymns
incense/Immanuel	Jesus
king/kindness	liturgy
music	nave/name of God
offering	pastor/prayer
quiet	response
singing/Sunday	tabernacle/temple
ushers	vestments/vicar
worship/wonder	x y z.

Include illustrations and an explanation for each word. (3a)

AIDS TO WORSHIP IN BIBLE TIMES

Investigate the items that were included in the tabernacle and temple and their significance as aids to worship (see Bible References Menu).

Compare these with worship aids used in the church today. (3a)

RECREATE THE WORSHIP CENTRE

Use alternative ways of setting up a class worship centre as a special place in which to worship, eg include cushions or bean bags, use other items from nature instead of flowers, use scented candles, include balloons as a symbol of celebration.

Groups of students could take it in turns to arrange the worship area according to their ideas, eg change every fortnight. (3a)

A MUSICIAN Invite a musician who plays or sings as part of congregational worship to visit the class. The visitor may speak about the way he/she uses music in worship, perform a piece of music that is used in congregational worship, and/or teach your students a new worship song. (3b)

MUSIC Investigate the musical instruments that were used to accompany worship in Bible times.

Students make their own instruments to use to accompany songs and appropriate psalms, eg Psalm 150. (3b)

MUSIC FROM OTHER COUNTRIES

Teach Christian songs and play Christian music from countries other than your own. (3b)

DANCE Select examples from the Bible References Menu to investigate how dance was used in the Bible as an expression of worship and a response to what God has done. Invite a guest to demonstrate liturgical dance to your students, or together make up dance movements to accompany songs. (3b)

SYMBOLIC MOVEMENT Identify and discuss the way hands are used in worship, eg folded in prayer, passing the peace, raised in blessing or prayer, making the sign of the cross.

Provide opportunity for students to practise these movements and use them in class worship. (3b)

INCENSE Use the Bible References Menu and a Bible encyclopedia to investigate the use of incense in worship.

Burn incense so that students can understand what this scent is like. Use incense in your class worship.

(Consider the health of students before undertaking this activity, eg severe asthmatics.) (3b)

FLORAL ART Invite a person skilled in floral art to explain how flowers can be arranged and used as an expression of worship.

Provide flowers for students to make their own arrangement. (3b)

Y-CHART Make a Y-chart about worship, eg worship looks like, sounds like, feels like. (3b)

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible Verse (see page 11).

SONGS Students learn songs related to each Faith Statement (see Resources for Music and Devotions in the appendix).

BIBLE CHARACTER (a recommended activity for Level 3) Students learn about a specific Bible character. TRS A3/extra contains information and activities about Solomon. Solomon is remembered for building the temple as a place of worship.

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RESPONSE ACTIVITIES

1 In Christian worship God comes to his people in word and sacrament and they respond

A PLACE TO WORSHIP Provide materials for students to design their own space in which people could worship God. Give guidelines for this, eg it must have room for people to gather together, it must show that God is important. (1a)

POSTER Students design posters showing what they have learnt about worship. Display these in the worship centre. (1a)

CLASS WORSHIP Using the five parts of worship (see Development Activity *Parts of Worship*) as a framework, students work in groups to prepare and present their own class worship. (1b)

BANNER Design and make a banner or large poster which identifies the five parts of worship (see Development Activity *Parts of Worship*). Designing could be done on computer. Display the banner in the class (or school) worship area. (1a,1b)

A CHURCH BAG Make a bag that contains worship-related objects such as a doll to represent a pastor, toy people, an altar made from a box, a mini Bible, small Bible story books, etc. Put this in the activity centre for students to use in their free time. (1b)

MURAL OR MOBILE Record worship phrases from the Psalms. Illustrate the phrases and display as a mural or mobile. (1a)

A WORSHIP SERVICE ABOUT WORSHIP Students help plan a worship service which will tell others what worship is about. Present this at a school worship service or family service. (1a,1b)

INVITATIONS Students design invitations to others (eg other classes, parents/care-givers, administrative staff) to attend a worship service of the class or school. Discuss appropriate wording that could be used to tell people what worship is. (1a,1b)

2 Christians worship regularly and on special occasions

PERSONAL INVITATIONS Arrange for the children's ministry team of the local church to give personal invitations to each child to attend their worship or meeting times. (2a)

ATTENDING WORSHIP Arrange for your class to participate in a worship service on a Sunday. As well as participating in the worship, use this occasion to discuss what happened in the service, what students observed in the church.

A video could be made of the service, including worship aids in the church. (2a,3a)

HOW WOULD YOU WORSHIP?

Students suggest things that could be included in a special worship service, eg worship at the end of the school term. They consider things such as:

- Why would God want people to worship at this time?
- Why would people want to worship God at this time?
- What do you think God would want to say to people at this time?
- What would people thank God for?
- What would people ask God for?
- What songs would be appropriate?
- What words would be suitable to end the service? (2b,1b)

SPECIAL TIMES Identify occasions that are special to the students, eg birthdays, baptismal birthdays, the birth of a new baby, and plan a worship order that can be used on these occasions. (3b)

USE OF BOOKS Make worship resources available for students to use at school or at home. Include simple prayer books, Bible story books, children's Bibles, tapes of Christian songs. (3c)

MAKE A BOOK Students make a mini-book that they think could help someone worship. Provide resources such as nature pictures, simple prayers, words from favourite songs, illustrations of Bible stories that students are familiar with. Make these books available for students to use in their own time. (2c)

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**Christians worship
in a variety of ways**

MAKE AN ALTAR Students use boxes to make their own model altars. Make a cross and candles to go on the altar. (3a)

DANCE Students make up their own dances as an act of worship. Provide resources such as appropriate music or musical instruments, coloured scarves or loose clothing. (3b)

THE SENSE OF SMELL Invite students to suggest other ways that they could experience the sense of smell in worship, eg scented candles, passing around flowers or gum leaves as part of worship. (3b)

SIGNING Teach students 'signing' actions they can use to accompany singing in worship. (3b)

MUSIC Students make up their own words or use verses from the Psalms as a basis for writing songs that could be used in worship. Provide opportunity for students to share these with the class. (3b)

DECORATE THE WORSHIP AREA Together with the students, consider how the worship area in either the school or classroom could be decorated to incorporate the use of the senses in worship. (3b)

A SENSORY WORSHIP Together with the students, plan a worship service that incorporates the use of the senses. Present this at a school worship service. (3b)

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RECOMMENDED RESOURCES

The introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop a unit about *God gathers Christians to worship him*.

Some of these resources may be out of print.

They are listed because they (or others similar to them) may be found in school libraries.

Preview these and any other resources you intend using to be sure that they are appropriate for your students.

LITERATURE — NON-FICTION

Abingdon's *Big Book of Buildings* 1996
Abingdon Press

Alexander P *The Lion Encyclopedia of the Bible* 1978 Lion Publishing

Brown A & Seaman S *The Christian Church* 1997 A&C Black

Hastings S *The Children's Illustrated Bible* 1994 Dorling Kindersly

Walton F *Let's Explore inside the Bible* 1994
Scripture Union

Rock L *The Lion First Bible* 1997 Lion
Publishing

Settlers, Warriors and Kings (Bible World series) 1994 Lion Publishing

Trzeciak C *Worship: Our Gift to God* 1986
Concordia (This book is out of print, but may be found in some school libraries. It gives a very useful definition of worship.)

Bible stories

Solomon The Great Bible Discovery 1995
Openbook Publishers

A Song of David Abingdon Great Big Book
1995 Abingdon Press

LITERATURE — FICTION

Croser J *Let's Go* 1987 Joint Board of
Christian Education

TEACHER RESOURCES

Stewart S & Berryman J *Young Children and Worship* 1989 Westminster

Put a plastic sleeve in this section of your LIFE binder to keep your own collection of clippings, cartoons, stories, photos, etc which you can use for these units. Add to your collection whenever you come across something that might be useful.

GOD GATHERS CHRISTIANS TO WORSHIP HIM

