

MODEL UNIT
BAND B
LEVEL 3

CHRISTIANS WORSHIP

LIFE CONCEPT: GOD GATHERS CHRISTIANS TO WORSHIP HIM

YEAR: **SUGGESTED DURATION:** 5 weeks (135 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 references to worship in the Old Testament

1b examine elements of Christian worship

2. CHRISTIANS WORSHIP REGULARLY AND ON SPECIAL OCCASIONS

2a identify the benefits for Christians of coming together for worship

2b explore the seasons of the church year and the symbols associated with them

2c identify ways people can worship God in their daily life

3. CHRISTIANS WORSHIP IN A VARIETY OF WAYS

3a recognise and explore Christian worship rituals

3b identify styles of Christian worship

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Classify worship activities according to God's action and people's response. (1b)

Describe activities which take place in a worship service. (1b,3a)

Describe rituals in worship. (3a)

Describe benefits of group worship. (2a)

Prepare a worship plan. (1b,3b)

ASSESSMENT STRATEGIES

⇒ work sample

⇒ TRS B3/1a&b student report

⇒ work sample or presentation

⇒ mural

⇒ worship plan

UNIT SUMMARY

Students identify elements of Christian worship. They observe a worship service, identifying the elements and describing the rituals and message of the worship. Students explore the benefits of group worship. They survey school students' attitudes and ideas about school worship. Students prepare a worship plan in response to what they have learnt in the unit and suggestions from the survey.

UNIT NOTES

An important part of this unit is the observation of — or viewing a video of — a church worship service (with holy communion, if possible). Students will be *observing worship* rather than *worshipping* and will be required to take notes. Students need to be made aware that worship is a special time for people participating and that their observations must not distract others from worshipping.

As an alternative, students can observe a typical whole-school worship. Make sure that the worship leader is aware that the students will be focused on elements, rituals and the message of the worship. You will need a copy of the worship order prior to the observation session.

The unit may also include a visit by the pastor or worship leader to answer students' questions about things that happen in the worship service.

Many of the suggested activities involve group work. Focus on the development of positive group skills prior to and during this unit.

INTRODUCTION

1. RITUALS

In order to help students understand the concept of ritual, students identify, list and illustrate or role-play the things they do in the same way (rituals) for any of the following situations:

- what they do each morning before they come to school, eg brush teeth after breakfast, have cornflakes for breakfast
- activities of clubs or interest groups they may be involved with, eg sporting group: stretching exercises, skills drill, practice game, cool down
- the way a school activity takes place, eg assembly, morning devotion
- activities associated with celebrations such as birthdays, eg giving presents, singing 'Happy birthday', birthday cards, blowing out the candles on the birthday cake and making a wish.

Students describe possible reasons for the ritual actions they have identified, eg
ritual action: singing 'Happy birthday';
reason: to celebrate the anniversary of the birth of the person we are singing to.

Alternatively, students could research rituals and ceremonies of Australian Indigenous people. Summarise the events which take place in the ceremony, the special way they

occur and the beliefs that are expressed by the ceremony.

Tell the students that there are many rituals in Christian worship and that they will explore these rituals in more detail during the unit.

DEVELOPMENT

2. ELEMENTS OF CHRISTIAN WORSHIP SERVICES

Students work together in groups to make a list of the activities which take place during whole-school worship.

After students have recorded their own listing, provide them with a copy of the worship order which lists the elements of worship they will be observing. They add any additional worship activities to their list. As a class come up with a common list of worship elements, eg opening, songs, confession, Bible reading, offering, prayers, blessing.

Students sort and classify the activities on their list according to the following categories:

- **God does or says something**, eg in the forgiveness of sins, Bible reading, message or sermon, songs/psalms, God's blessing.
- **Christians respond to God's words and actions**, eg when they confess sins, praise God, thank God in prayers, give offerings, receive God's blessing.

Students may find some 'two-way' elements that belong in both categories, eg a song may have a 'God's action' element because it describes what God has done, and a 'people respond' element, because it expresses praise to God. Students use Teacher Resource Sheet (TRS) B3/2 to assist them.

Students record the worship activities they have identified in the first column of the worship observation sheet, TRS B3/1a.

OPTIONAL ACTIVITY: Each group makes a poster of one element of worship. Display and refer to the posters throughout the unit.

3. OBSERVING A CHRISTIAN WORSHIP SERVICE

Arrange for the students to observe a worship service either by

- attending a congregational worship service
- viewing a video of a congregational worship service, or
- attending a school worship service.

Carefully work through the observation sheet (TRS B3/1a&b) with the students to make sure that they understand the task **before** they

observe the worship service and that they have written the elements of worship in the first column.

The focus of the task is for the students to record

- what the people are doing and what the worship leader is doing during each worship activity (rituals of worship);
- what they hear about God in worship; and
- questions they have about worship.

After students have observed worship and completed TRS B3/1a&b, they work in small groups. Each group

- compiles a list of the worship rituals, eg lighting the candles, standing to sing, the pastor making the sign of the cross
- records the messages they heard about God or God's actions
- records questions they have about worship. These questions can be researched by the students or given to the pastor or worship coordinator who is invited to discuss them with the class.

Each group shares with the class the message they heard about God or God's actions from the worship.

4. RITUALS IN CHRISTIAN WORSHIP SERVICES

Each group shares with the class the rituals they observed. As a class discuss possible meanings of the rituals and how the rituals convey Christian beliefs.

The pastor or worship leader may talk to the students about questions they have regarding worship and worship rituals.

Each group prepares an illustrated list of rituals they observed in worship and possible meaning of the ritual. Alternatively, group members could dramatise the ritual and then explain the meaning of the ritual. Each group shares their list or dramatisation with the class.

OPTIONAL ACTIVITY Interview with a worship leader. The interview can focus on the preparation that goes into a Christian worship service.

After the interview, students either draw series of pictures which show the preparations for worship or write a journal entry which summarises the answers given to their questions.

5. WORSHIPPING TOGETHER

Students read Hebrews 10:24,25 and Acts 2:42–47 to identify what the Bible says about the benefits of Christians worshipping together.

Discuss the benefits of whole-school worship, particularly when there is a special worship event. Students who worship regularly in church or who have attended a special worship celebration with family and friends, eg baptism, wedding, Christmas, describe the benefits of celebrating the event with others.

Students work in groups. Each group chooses a worship experience to illustrate, eg the Christian worship described in Acts 2:42–47, whole-school worship, class devotions, Christmas/Easter worship, baptism, wedding, confirmation. They make a collage illustrating their chosen worship experience and focusing on the benefits of group worship and on the rituals involved in the worship.

Join the collages together to make a mural entitled 'Worshipping together'. Record sections of Hebrews 10:24,25 on the collage. Add speech bubbles or captions which highlight the benefits of worshipping together.

OPTIONAL ACTIVITY Students research ways Christians from a variety of cultures worship, eg Indigenous Australian Christians, Lutherans in other countries. Illustrate similarities and differences. Alternatively, students who have experienced other Christian worship styles and traditions share their experiences with the group, identifying any special rituals which are a part of the worship.

RESPONSE

6. SUGGESTIONS FOR SCHOOL WORSHIP

Students distribute a questionnaire relating to school worship to students in middle and senior primary classes (see TRS B3/3).

Students work in groups to collate the information from the questionnaires. They prepare a report which summarises the questionnaire responses.

Students prepare a plan for worship which responds to the suggestions from the questionnaire responses and includes:

- the elements of worship
- rituals of worship

Encourage students to be creative when preparing their worship plans, especially with regard to rituals. They use resources, such as worship orders and their observation sheets to assist with the planning.

Students present their worship plans and reports to the school worship coordinator.

YOU WILL NEED

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|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> arrangements made for the class to observe a worship in a congregation or whole-school worship (alternatively, a videotape of a worship service) <input type="checkbox"/> photocopies of TRS B3/1a&b, 3/2, for students | <ul style="list-style-type: none"> <input type="checkbox"/> materials for charts and posters <input type="checkbox"/> questionnaires (TRS B3/3) for distribution to students in middle and senior primary <input type="checkbox"/> a variety of orders of worship |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Explain and justify own opinions about texts. Find and cite elements of a text to support a point of view. Directed reading, reading alone. Editing skills. *Everyday Texts:* Consider the impact of their language: verbal and non-verbal. Consider needs of audience when speaking. Develop discussion and problem-solving skills. Use strategies for gathering, recording and reporting data. Report findings in speech and writing.

MATHEMATICS: *Data:* Systematically collect, organise and record data to answer questions posed by themselves and others. Represent, interpret and report on data in order to answer questions posed by themselves and others.

SOCIETY AND ENVIRONMENT: *Investigation, Communication, Participation:* Formulate questions, reflect on knowledge and understanding. Identify information sources. Gather, organise and interpret information using diagrams. Identify similar data. Draw conclusions. Identify, analyse and clarify values. Consider audience in presentation. Cooperation skills. *Culture:* Identify groups in the community: customs, symbols, religion.

THE ARTS: *Visual Arts:* Consider how art works have different values for people, eg communicate a message, express an idea.

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' knowledge about the elements and rituals of worship?

How did I respond to the range of students' attitudes towards 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?

WORSHIP OBSERVATION SHEET

PAGE 1

- ❶ List the worship activities **before** you observe worship.
- ❷ Place of worship _____
- ❸ Date and time of worship _____
- ❹ Describe what the people and the worship leader are doing during the worship activities (eg standing to sing, sitting to listen, kneeling to pray, facing the worship leader, making the sign of the cross).

ELEMENTS OF WORSHIP

RITUALS OF WORSHIP

| What activities are happening? | Describe what the people are doing | Describe what the worship leader is doing |
|--|---|--|
| Example: Invocation (worship begins) | The people are in their seats listening to the worship leader | The worship leader faces the people and begins worship in God's name |
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WORSHIP OBSERVATION SHEET

PAGE 2

⑤ What messages did you hear about God or God's actions?

⑥ List questions you have about the worship you observed.

WORSHIP

GOD ACTS

PEOPLE RESPOND

Examine the list of worship activities you have listed.

Record how each activity involves *God's* action and/or people's response.

| WORSHIP ACTIVITY | GOD'S ACTION | PEOPLE RESPOND |
|-------------------------------|------------------------------|--------------------------------------|
| example: sing songs | tell of <i>God's</i> actions | sing about how good <i>God</i> is |
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Our class is doing a Christian Studies unit called 'Christians Worship', and we need your opinions about some things that happen in worship in our school.

1. What message do you hear about God or God's actions during school worship? _____

2. How do you hear that message in worship? (*eg song, read from Bible*) _____

3. Suggest other ways school worship could help students to hear about God _____

4. What happened in the worship that let you respond to what you heard about God? (*eg sing, pray*) _____

5. Suggest other ways school worship could help students to respond to God. _____

Record your class year level _____

Thanks for your help! 😊

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