

MENU

BIBLE REFERENCES

1

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

God's actions

God calls Moses	Exodus 3:1 – 4:17
Moses and Aaron speak to the king of Egypt	Exodus 6:26 – 7:13
The plagues of Egypt	Exodus 7:14 – 10:29
The passover	Exodus 11,12
God opens the sea	Exodus 13:17 – 14:30
God sends food	Exodus 16
God gives water	Exodus 17:1–6
God gives the law	Exodus 20:1–17
God answers Elijah	1 Kings 18:1–39
God gives spiritual blessings	Ephesians 1:3–14
God sent Jesus	Hebrews 10:1–10

The response of people to God's actions

Noah	Genesis 6 – 8
Abraham	Genesis 12:1–8
Israelites after crossing the Red Sea	Exodus 14:31 – 15:21
Celebration of the covenant	Exodus 24:1–11
The tabernacle	Exodus 25:1–9; 26; 35:4–29; 40
Moses' instruction to the people	Deuteronomy 4:9
David brings the covenant box to Jerusalem	2 Samuel 6:1–5, 13–15, 17–19
David sings to the Lord	2 Samuel 22:1 1 Chronicles 16:11,12
King Solomon and the temple	1 Kings 8

Praise responses

Psalms 95:1–7	Psalms 96
Psalms 100	Psalms 103
Psalms 118	Psalms 112:1
Psalms 139	Psalms 145
Psalms 150	
Ephesians 1:3–15; 2:10	

Old Testament festivals

The Passover/Festival of Unleavened Bread, Festival of Firstfruits	Exodus 12; Leviticus 23:4–14; Deuteronomy 16:1–8
The Festival of Weeks	Leviticus 23:15–22; Deuteronomy 16:9–12
The Festival of Shelters	Leviticus 23:33–43; Numbers 29:12–39
Day of Atonement/forgiveness	Leviticus 16; Leviticus 23:26–32; Numbers 29:7–11

The response of people to Jesus

The women who met Jesus after he rose from the dead	Matthew 28:1–10
Shepherds at Jesus' birth	Luke 2:8–20
A man healed of a serious skin disease	Luke 17:11–19
A blind beggar who received sight	Luke 18:35–43
Jesus' disciples	Luke 24:50–53
Peter and the apostles	Acts 2:38–42
Followers of Jesus	Acts 2:44–47
Love one another	1 John 4:9,10

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Christians worship regularly and on special occasions

SEASONS OF THE CHURCH YEAR

Advent

Prophecies about Jesus	Isaiah 7:14; 9:6 Isaiah 40:3–5; 53: 4–9; Micah 5:2
An angel visits Mary	Luke 1:26–38
Mary visits Elizabeth	Luke 1:39–55
John the Baptist prepares people for Jesus	Mark 1:1–8

Christmas

The birth of Jesus	Luke 2:1–20
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Epiphany

The wise men	Matthew 2:1–12
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Lent

Jesus enters Jerusalem	Luke 19:28–38
The Lord's supper	Luke 22:14–20
Jesus prays	Luke 22:39–46
Jesus is arrested	Luke 22:47–53
Jesus sentenced to death	Luke 23:13–25
Jesus is nailed to the cross	Luke 23:26–43

Jesus dies Luke 23:44–49
 Jesus is buried Luke 23:50–56

Easter

Jesus is alive Luke 24:1–12
 Jesus appears to two disciples Luke 24:13–35
 Jesus appears to his disciples John 20:19–29
 Jesus cooks breakfast for his disciples John 21:1–14

Ascension

Jesus goes to heaven Acts 1:1–11

Pentecost

The coming of the Holy Spirit Acts 2:1–13
 Peter's speech Acts 2:14–41

Benefits of worshipping together

Acts 2:42–47 Hebrews 10:24,25

Worship is a total way of living

Acts 2:43–47 Romans 12:1,2
 Romans 14:5–8 1 Corinthians 10:31
 2 Corinthians 5:15 Colossians 3:17

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Christians worship in a variety of ways

The Pharisee and the tax collector Luke 18:9–14
 The Lord's supper Matthew 26:26–30
 Jesus celebrates the Passover meal Luke 22:7–23

Places of worship

The tabernacle Exodus 25:1–9; 26;
 Exodus 35:4–29; 40
 King Solomon and the temple 1 Kings 8
 Worship in temple courts and homes Acts 2:42–47

KEY BIBLE VERSES TO HEAR AND REMEMBER

God was very kind to us because of the Son he dearly loves, and so we should praise God.
 Ephesians 1:6 (CEV)

And Christ did die for all of us.

*He died so we would no longer live for ourselves,
 but for the one who died and was raised to life for us.*
 2 Corinthians 5:15 (CEV)

Celebrate and worship his holy name with all your heart.
Trust the Lord and his mighty power.
Worship him always.
 1 Chronicles 16:10,11 (CEV)

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INTRODUCTORY ACTIVITIES

1

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

HERO WORSHIP To help students to identify what it means to 'worship', ask students to make a list of people who they feel are important to them and who they like to hear about, eg sport stars, TV and movie stars, popular music groups/singers. How do you show that these people are important to you? How would you show that you enjoyed what they do? Draw a picture of this person/group and record ways you show that they are important to you. (1b)

WORTH HAVING Christians worship God because they believe that God is worthy (see Background Notes). In order to help students understand the concept of worship and its relationship with worth, ask students to cut out a picture of, or draw, something which would be really worth having. Students justify their choices.

Students consider what it would be worth to them to get the thing they think is worth having. Relate the idea of worth with worship. (1a,1b)

WORSHIP ACTIVITIES Show a video of a worship service or have students observe a school worship service. Students record the various activities which take place during worship, eg singing, praying, Bible reading. Students devise a list of questions about the worship service which can be given to the pastor to discuss with the students. (1a,1b)

SPECIAL PLACE Students discuss a special place they like to visit. Describe how they feel when they are in this special place. They give reasons why they like to be in this special place. Use this as a lead-in to exploring places of worship and the attitude of God's people in the Old Testament to worship and of Christians to worship today. (1a,1b)

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Christians worship regularly and on special occasions

SYMBOLS In order to introduce students to symbols used in worship, show students examples of symbols used in everyday life, eg mathematical symbols, flags, clothing symbols. Students work in groups identifying more symbols. They record each symbol with an explanation of what it stands for. Encourage students to investigate also the symbolic use of colours, eg white: purity, green: growth.

Identify, research the meaning of, and record symbols used in Australian Indigenous art. Students 'tell a story' by using these symbols in a drawing or painting. (2b)

LIFE CYCLES As an introduction to the liturgical church year, students could

- explore the life cycles of insects or animals;
- illustrate important events which take place in a school year;
- investigate and make a chart which illustrates seasons of the year, describing the characteristics of each season and activities which take place in them. (2b)

CELEBRATIONS AND SYMBOLS

Discuss the meaning of the word 'celebrate'.

- What do we celebrate?
- How do we celebrate?
- How do we feel when we celebrate? Why?
- Do we celebrate on our own or with others? Why?

Discuss with students important events in their lives which they celebrate. Share stories of these celebrations. Use a calendar to highlight these celebrations. Discuss the preparations and activities involved in each of the celebrations.

Students choose three of the most important events they celebrate and create symbols which represent each of these events.

Students write an explanation for each of the symbols on the back of the symbols. (1b,2b,3a,3b)

DOING THINGS TOGETHER In order to introduce the students to the benefits of worshipping together as a group, ask students to list those activities they enjoy doing as a group.

Students participate in activities they enjoy doing as a group, eg team games, working together on an art activity, and/or illustrate the benefits and advantages of participating as a group. (2a)

PURPOSE OF COMING TOGETHER

AS A GROUP View excerpts from a television news report showing situations where people gather as a group for a particular activity. List the purpose of these group activities, eg welcoming a visiting dignitary, making people aware of important issues, watching or celebrating an important event. (2a)

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Christians worship in a variety of ways

RITUALS In order to help students understand the concept of ritual, students list and illustrate things they do in the same way each morning, eg brush their teeth after breakfast, have cornflakes for breakfast, or rituals which take place at school or in the class, eg assembly, morning devotion, fitness.

Identify rituals 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 choose an occasion or situation where rituals occur. Role-play rituals.

Students describe rituals which are a part of the activities of clubs or interest groups they may be involved with, eg sporting groups: welcome team members, stretching exercises, skills drill, practice game, cool down.

Research rituals and ceremonies of Australian Indigenous people. Summarise the events which take place in the ceremony, the special way they occur and the purpose of the ceremony. (3a)

BODY LANGUAGE Discuss and identify messages conveyed by body language, eg shaking a fist, shrugging shoulders. Identify feelings associated with body language or body position. This can be used as an introduction to ritual gestures or body positions used in worship. (3a)

WORSHIP PICTURES Show students pictures of people worshipping. Discuss what people are doing and reasons for their actions. Students share with the class their own experiences of worship. Students record their descriptions or understanding of what takes place during worship.

Show students photographs from non-fiction resources of the various ways Christians around the world worship and celebrate important festivals of the church year. (3a,3b)

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DEVELOPMENT ACTIVITIES

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

WHAT IS WORSHIP? Students discuss their understanding of the word worship. Share with students the Christian belief that in worship God comes to people and people respond to God. Identify the ways God 'comes to people' in the worship service and the ways people respond to God. List and illustrate. (1b)

GOD ACTS Students use an illustrated Bible to research Old Testament stories of God's care for his people during the exodus from Egypt (see Bible References Menu). Students dramatise scenes from the story, focusing on God's actions in each scene. Include the response of the Israelites after they had safely crossed the Red Sea. Students can include appropriate songs in their dramatisation, such as *Wade in the Water* (*All Together Again* 201) and *The Victory Dance* (*All Together Now* 35).

Alternatively, as students investigate sections of the story of the exodus, they record diary entries from the perspective of an Israelite child. Include feelings and experiences of life as slaves in Egypt, the plagues, the passover, escaping through the Red Sea and living in the desert. For each event or story, include a personal response to God's actions. (1a)

WORSHIP IN THE OLD TESTAMENT

Examine examples of worship in Old Testament times, eg, Noah, Abraham, Miriam, David, King Solomon. Explore and record information about special worship festivals (see Bible References Menu). In each case identify the reasons for worship. Dramatise Old Testament celebrations. (1a,1b)

WORSHIP OF IDOLS Explore stories of people during Old Testament times worshipping idols such as Baal. Use a Bible handbook or encyclopedia to investigate the reasons for worshipping these idols.

Compare the worship of Baal with the worship of the God of the Israelites. Read the story of Elijah and the prophets of Baal (1 Kings 18:1–39). Students present a dramatisation of the story. (1b)

THE TABERNACLE Students explore Bible references to the tabernacle.

Exodus 25:1–9 Exodus 26
Exodus 35:4–19 Exodus 40

Students make a model of what they imagine the tabernacle was like and record the activities which took place there.

They research what happened on the Day of Atonement. Investigate why this worship festival is no longer necessary for Christians (see Hebrews 10:1–10). (1a)

ASK THE PASTOR Invite the pastor to answer questions of students who have observed a worship service. Ask the pastor to describe the important features of worship, the pastor's role in the worship and preparations which need to take place for the worship service.

Alternatively, use a book such as *God Comes to Me in Worship* or *My Church Book* to explain to students what takes place during a Christian worship service. (1b)

ELEMENTS OF WORSHIP Use a variety of service orders (eg hymnbook, *Worship Today*, *Sing to Jesus*, overhead transparencies used in worship) as resources to identify elements of worship, eg invitation to worship, praise, confession and absolution, expressing what Christians believe, the Christian message of God's love, God coming to his people in holy communion, prayer, blessing.

Choose one element of worship and describe different ways of presenting that particular element, eg song, prayer, drama, video. (1b)

CATECHISM Using Luther's *Small Catechism*, explore what the first three commandments say about God. Use Luther's explanation of the commandments to help. Students record in their own words what these commandments say that is related to worship. (1b,1c)

PSALMS Students read Psalm 139:1–6, 13–18. They list the things the writer says God has done. Students retell what the writer is saying about God, using an arts medium, eg painting, dance, music. (1a)

EPHESIANS Read Ephesians 1:3–15. List the things this passage says God has done. Record this information as a psalm, song or prayer. (1b)

HOLY COMMUNION Students research the importance of holy communion in worship. Students use Luther's *Small Catechism* to identify what Lutherans believe God gives to and does for Christians through holy communion. Students examine the parts of the worship service which prepare people for holy communion and the parts of the worship service which provide opportunity for people to respond after receiving it.

Students record in a simplified form — using symbols where possible — what takes place before, during and after holy communion is celebrated. (1b, 2b)

SONGS IN WORSHIP Students use a variety of Christian songbooks including a hymnbook to identify songs which could be used in worship for the following parts of a worship service:

- invitation to worship
- praise God
- confess sins
- absolution
- what Christians believe
- tell the Christian message of God's love
- talk to God
- prepare for holy communion
- thanks after holy communion
- blessing.

List at least one song for each category. (1b)

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Christians worship regularly and on special occasions

WORSHIPPING TOGETHER Students read Hebrews 10:24,25 and Acts 2:42–47 to identify benefits of worshipping together.

They interview Christians of various ages who worship regularly, to identify other benefits of coming together to worship God. Make a mural which illustrates these benefits. (2a)

SEASONS OF THE CHURCH YEAR

Students explore each of the seasons of the church year. They work in groups to identify what the Christian church is celebrating and focusing on during each particular season, Bible stories which are important in the season, symbols used, etc. Create a visual display which describes this information about the seasons of the church year.

Explore the ways Christian churches throughout the world celebrate the various seasons of the church year. (2b)

SYMBOLS IN WORSHIP Explore the worship area of the school or church. Identify symbols used in worship, eg water, cross, candles, flames, symbol of the Trinity. Discuss their meaning and how they are used in worship. Make a flap book which explains symbols used in worship. (2b)

REMEMBERING SPECIAL WORSHIP

TIMES Students make a class list of special times of worship they may have observed or been part of, eg baptism, first communion, school opening service, thanksgiving service, Christmas. Also provide resources such as videos, photographs and books which describe special times of worship.

Students identify the following:

- Why are these services important to Christians?
- Why do people come together to celebrate these special occasions?
- How do people prepare for these special worship times?

Students choose one special worship service and describe what took place and who attended. Describe feelings about attending worship with friends and family. (2a,2b)

SUNDAY OR EVERY DAY? Identify the reason Christians worship on Sunday, ie celebration of Jesus' rising from the dead on the first day of the week.

Investigate the Christian belief that worship is a way of life, not just a weekly ritual. Students identify what the Bible says about ways people worship God in their daily life.

Romans 12:1 1 Corinthians 10:31
Colossians 3:17 Romans 14:5–7
Acts 2:43–47.

Students make tableaux, role-play or illustrate ways Christians worship God in everything they do, eg sharing God's love with others, thanking God for what he gives, knowing that God is with them at all times. Songs which focus on worship in all aspects of life, such as *All to the glory of God* (ATA 169), could be useful resources. (2c)

ROLES IN WORSHIP Invite a member of the worship team from a local Christian church to describe the various roles people have relating to worship.

Students make a directory which describes the roles people can have in leading worship, eg preach, light candles, take offering, sing or play in the band, greet worshippers, operate overhead projector, perform a drama, dance, read from the Bible, distribute communion. (2a,2b)

WHY WORSHIP? Students devise a worship questionnaire for people who worship at a local Christian church. They could distribute the questionnaire to worshippers after a service with the request that they complete and return the questionnaire.

Students could include questions such as:

- Why do you worship?
- What do you enjoy about worship?
- How long have you been worshipping?
- How often do you worship at this church?
- Why do you worship at this church?
- Are there any changes you would like to see in the style or format of worship which takes place at this church?

Students collate responses and summarise findings. (2a, 1b, 3b)

PASTOR TALKS ABOUT WORSHIP

Invite the pastor or a church worker from a church affiliated with the school to talk to the students about the relationship between the formal worship service of the congregation and other programs and activities through which members of the congregation worship.

Students make a book which illustrates the various ways Christians worship, including the 'serving' activities suggested by the pastor, eg Worship is . . .

- going to church on Sunday
- visiting sick people
- having a personal quiet time with God
- helping people from the aged care homes
- praying as a family
- attending a Bible study group
- organising child care. (2c)

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Christians worship in a variety of ways

RITUAL IN WORSHIP Identify rituals which take place in class worship, school worship and/or church worship, eg people sit facing an altar, light candles, stand to praise God, respond to the readings. Students make a book which describes and illustrates worship rituals and their meaning. The book could be suitable to be used as a reference book in the library or to share with junior primary students. As a class brainstorm possible verbal and non-verbal rituals or modifications to rituals which could be used to enhance worship. (3a)

WORSHIP IN THE OLD DAYS

Students interview grandparents or older people in the church affiliated with the school to discover what worship was like when they were young. What has changed? What is the same? Share examples of music, rituals, prayers. (3a,3b)

BAPTISM AND HOLY COMMUNION

RITUALS Students identify the rituals involved in baptism and the celebration of holy communion. Students create a booklet which describes and explains the rituals involved in these sacraments. Link holy communion rituals with Jesus' celebration of the Passover meal (see Bible References Menu). Investigate and present information about different rituals used in these special ceremonies. (3a)

WORSHIP STYLES Students contact local churches to ask about the worship services they provide. Include information about the form or style of worship, elements of worship, the times worship takes place.

Students could attend worship at a local church and prepare a report about the worship, eg style, elements, participation of people, rituals.

Make a display with information about the various worship services. (3a,3b,2a,1b)

WORSHIP AIDS Identify aids which could enhance worship, eg puppets, drama, dance, multimedia presentations, banners, music. Identify what part of the service these aids could be used in.

Invite from congregations people with particular skills, eg liturgical dance, drama, banner-making or music, to present a workshop or share the way they use their skills in worship. (3a,3b)

MUSIC AND WORSHIP Research the use of music in worship in Bible times, eg see Psalm 150 which describes the instruments used to praise God. Tell students that the book of Psalms in the Bible was like a hymnbook or prayer book for God's people. Find psalms which could be used for praise, asking for forgiveness, blessing, invitation to worship, etc.

Compare the words and music of hymns from previous centuries with contemporary Christian songs. What is different? What is the same? Students write their own hymn/song which could be used in worship. Identify in which part of worship it could be used. (3a,3b, 1b)

THE ARTS AND WORSHIP Identify examples of Christian artwork in local churches and worship centres which enhance worship. How does each piece of art contribute to the worshippers' sense of the worth of God?

Alternatively, students look at books with pictures of artwork in churches.

Students design a piece of artwork which could be placed in a worship centre to assist worship. Describe the purpose and message of the artwork. (3a,3b)

PLACES OF WORSHIP Research the places of worship in Old and New Testament times, eg the tabernacle, the temple, homes (see Bible References Menu).

Compare worship locations in the Bible with places of worship throughout the ages and worship centres today. Include a variety of worship sites including cathedrals, open air. Make models, plans, illustrations of these buildings/areas and the worship which took (takes) place there. (3a,3b,1a,1b)

SPECIAL TIMES OF CHRISTIAN

WORSHIP Students choose a special time in the church year for Christians, such as Easter, Lent, Christmas, or a special worship occasion, such as baptism, confirmation, marriage, and illustrate the celebration.

They investigate and compare the way Christian churches around the world celebrate this particular event.

Find out from local Christian churches about the features of the worship at these times. (3a,3b)

A PHARISEE AND A TAX

COLLECTOR Students read the Bible story of the Pharisee and the tax collector (Luke 18:9–14). Identify the postures of the two men in the temple and what these postures indicated about their attitude to God. Students illustrate the men and the postures they used as they prayed in the temple. Include speech bubbles of what the men said. (3a)

POSTURES IN WORSHIP Observe and record the various body postures/language of Christians worshipping in church, eg stand, sit, kneel, close eyes, raise arms, shake hands, clap. Students record the message these body postures convey. Alternatively, students make a puppet or 'person' from flexible materials such as pipe-cleaners. Students can show the various postures of people in worship, using their pipe-cleaner 'person' or puppet. (3a)

INDIGENOUS AUSTRALIANS

WORSHIP Students explore any examples of Indigenous Christian worship the teacher is able to provide. They compare these forms of worship with other Christian worship experiences. Describe or illustrate what is common and what is unique in the various worship styles. (3a,3b)

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible verse (see Bible References Menu page 11).

SONGS Students learn songs about Worship (see *Resources for Music and Devotions* in the appendix).

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RESPONSE ACTIVITIES

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

EXPLAINING WORSHIP Students make a visual presentation which explains the elements of worship and activities which take place during worship. The presentation could be displayed in the foyer or the worship area of the school or church.

Alternatively, students could plan and present a puppet play which explains worship. This could be used as part of whole-school or congregational worship. (1b)

RESPONDING TO GOD'S ACTIONS

Students read Psalm 103 and identify the actions of God the writer describes.

Students write a psalm which begins with the first two verses of Psalm 103 and then continues describing God's actions

- from the perspective of the Israelites who had been rescued from the Egyptian slavery (see Bible References Menu), or
- focusing on the actions of God related to events of a particular season of the church year (see Bible References Menu), or
- from a personal perspective. (1a,1b)

WORSHIP THEN AND NOW Make a THEN and NOW poster which compares the elements, rituals and style of worship in Old Testament times with today, eg

THEN priests made sacrifices for the sins of the people;

NOW Christians confess their sins and receive forgiveness through Jesus.

THEN people sang songs such as those found in the Psalms;

NOW Christians sing songs such as . . . (1a,1b,3a,3b)

PSALM BIG BOOK Make a class big book of favourite psalms which could be used for worship. (1a)

2 Christians worship regularly and on special occasions

CELEBRATING SEASONS OF THE CHURCH YEAR

Students choose one season of the church year that they have investigated and do one of these projects:

- Prepare a worship order which could be used for worship during that season.
- Prepare a drama which presents the message of the season of the church year.
- Make a list of songs and Bible stories applicable to that season of the church year and write or copy a suitable prayer.
- Make a banner or an altar cloth for the season, using appropriate colours and symbols.
- Choose a selection of Bible stories relevant to the season, recording the information as a story map, time line, or big book. (2b)

HELPING IN THE WORSHIP

SERVICE Students produce an information sheet which explains the various roles that people can take in a worship service. Make a section on the sheet where people can indicate which role they would like to help with.

Alternatively, students make large cut-out shapes of people. Make a caption for each person which explains the role the person has in worship, whether they have a special role or are participating in worship by following the leadership of others. (2a,2c)

CALENDAR Students make a *Seasons of the church year* calendar which identifies and provides information about the seasons of the church year, beginning with Advent rather than with January. (2b)

3 Christians worship in a variety of ways

WORSHIP INFORMATION

BROCHURE Students produce a brochure which gives information about worship at a particular church. The brochure can include information about the times worship takes place, the worship styles, the benefits of attending worship at the church, and other opportunities to worship through the activities and programs which take place at the church. (3b,2a,2c)

WRITE A SERVICE ORDER Having studied a variety of service orders and identified the most important elements, students prepare a worship service which could be used for school worship. The students need to identify — or the teacher provides — a message or theme as a focus for the worship. Students work in groups. Each group is responsible for a section of the worship. Students use a variety of media to present the important elements of worship. Consider the use of symbols, music, drama, banners, multimedia. (3a,3b,1b)

WEB SITE Students set up a web site which has examples of service orders or ideas for worship they have developed. Explore sites from other Lutheran schools and churches in Australia or overseas. Ask students to share ideas for worship. (3a,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 people 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 *Book of Buildings* 1996 Abingdon Press

Bradley C *Let's Discover Churches* 1993 Watts Books

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

Brown A *The Christian World* 1984 Macdonald & Company

Fogle J *Seasons of God's Love: The church year* 1988 The Geneva Press

Hisey I *The Really Active Christmas Book* 1993 Lion

MacDonald A *The Essential Easter Book* 1996 Lion

Rock L *Festivals of the church year* 1996 Lion

Rock L *A First Look: The Church* 1994 Lion

Thompson J *Celebrate Christian Festivals* 1995 Heinemann Publishers

The Exodus/The Tabernacle

Hastings S *Noah's Ark and Other Bible Stories* 1997 Dorling Kindersley

Hodges C *Moses and the Ten Plagues* (Arch Book) 1985 Concordia Publishing House

Jacklin M (adaptation) *The Great Bible Discovery* (series) *Moses Exodus-Covenant* 1995 Openbook Publishers

Standard R *The Curious History of God* 1998 Lion

Worship

Board for Congregational Life *My Church Book* 1980 Lutheran Publishing House

Sayers S *Jesus Is Here* 1993 Openbook Publishers

Trzeciak C *Worship: Our Gift to God* 1986 Concordia Publishing House

Wittenback J *God Comes to Me in Worship* 1968 Concordia Publishing House

General Resources

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

Van der Maas M (ed) *Adventure Bible Handbook* 1993 Zondervan

TEACHER RESOURCES

Commission on Worship, LCA *A Lutheran Approach to the Theology of Worship* 1990

Emmett J *Vital Worship* (Life Plus Module 6 Leaders guide) 1994 Joint Board of Christian Education

LCA Department of Liturgics *The Service with Communion Explained* 1989 Lutheran Tract Mission

Renner H *Together in God's Presence* 1989 Lutheran Publishing House

Renner H *The Body Language of Worship* 1990 Lutheran Publishing House

Schubert D (ed) *Revised Common Lectionary for the Lutheran Church of Australia* 1998 Openbook Publishers

Stewart S & Berryman J *Young Children and Worship* 1989 Westminster/John Knox Press

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