

**MODEL UNIT
BAND C
LEVEL 1**

WHAT IS GOD WORTH?

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 investigate the biblical basis for Christian worship
- 1b explore Christian worship as God revealing his worth to people and people responding

2. CHRISTIANS WORSHIP REGULARLY AND ON SPECIAL OCCASIONS

- 2a explore the impact of regular worship on the relationship Christians have with God and with each other
- 2b investigate events in Christians' lives that are celebrated in worship, eg wedding, baptism, funeral, confirmation
- 2c explore ways Christians worship God in all that they do

3. CHRISTIANS WORSHIP IN A VARIETY OF WAYS

- 3a compare the features of non-traditional and traditional Christian worship
- 3b explore ways Christians use their creative abilities as an expression of worship
- 3c investigate private and public forms of Christian worship

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

- Record the Bible and catechism teaching about why God should be worshipped. (1a,1b)
- Identify and compare ways people respond to God in worship. (2c)
- Reflect on ways people use their creative abilities to worship God. (3b,3c)

ASSESSMENT STRATEGIES

- ⇒ TRS C1/2/3/4
- ⇒ work sample
- ⇒ work sample

UNIT SUMMARY

Students explore Christian worship as God revealing his worth to people and people responding. They consider the Bible's message about God's worth as creator, rescuer and helper and the creative ways in which people have responded to this message.

UNIT NOTES

This unit introduces students to reasons why people worship God and to a range of ways in which people worship him. In the Development section the teacher is encouraged to choose experiences that will expand students' concept of 'worship'.

You will need to obtain from a pastor worship orders for Christmas, Easter and Pentecost.

INTRODUCTION

1. WHAT IS WORTHWHILE?

Students list the things they believe are worth most to them. Each student records why each thing or person is worth a great deal to them. Then students list the ways in which they show that each of these things or people is worth a great deal to them. See Teacher Resource Sheet (TRS) C1/1. Discuss:

- If someone or something is worth a great deal to you, how do you show it?

Write the words 'worship' and 'worth-ship' on the board. Tell students that one way people can show that something or someone is important to them is by worship. The word worship can be written or said as 'worth-ship'. Use a large piece of paper to create a thought-web of words that students associate with worship. This could be expanded into a poster that is added to as the unit progresses. Alternatively, students could record information in their book at the end of each section.

DEVELOPMENT

2. WHY WORSHIP GOD?

Tell students that Christian worship focuses on the 'worth-ship' of God. When Christians worship, they are expressing what God is worth to them. Discuss with students the question:

- Why worship God?

Use the discussion to introduce the questions students will be exploring in the unit:

- Why is God worthy of worship?
- How do people worship God?

In the following section students explore three reasons why God is worthy of worship.

A. GOD IS THE CREATOR

Why is God worthy of worship?

Students read and record what the Bible and catechism teach about God as creator (see TRS C1/2). Discuss as a class:

- What does the Bible say about why God is to be worshipped?
- Why does Luther in his catechism say that God is worthy of people's thanks and praise, service and obedience?
- How do people in the Bible worship God as creator?

How do people respond to God as creator?

Choose from the following options to explore ways people respond to God as creator.

- Read hymns and songs about God the creator. Students work in groups to choose a song to present to the class. The presentation includes what the song says about God as creator.
- Read poems and prayers from books such as *Kakadu Reflections* or *Barrier Reef Reflections*. Create a class display of prayers or poems to display with photos taken by students.
- Tell students that one way Christians worship God as creator is to spend time in natural environments, reflecting on what God has created. Provide students with guidelines for a reflection in a natural setting. Students reflect on the questions in writing or drawing. Discuss their reflections.

Students reflect on what they have learnt about worship and add it to the class thought-web.

B. GOD IS THE RESCUER

Why is God worthy of worship?

Students read and record what the Bible and catechism teach about God as the rescuer (see TRS C1/3). Students discuss in groups:

- What do the Bible and the catechism teach about why God is to be worshipped?
- How do people in the Bible worship God as rescuer?
- How does Luther say people should worship God the Saviour?

How do people respond to God as rescuer?

Choose from the following options to explore ways people respond to God as rescuer.

- View artwork or sculptures of the cross or crucifixion. Discuss what might be the artists' message in their presentation of the cross. Walk around the school and local church to identify and compare different crosses. Discuss: In what ways is the

display of crosses a form of worship?

Students use materials of their choice to create their own cross. These could be used on a rotational basis for worship.

- Read hymns and songs about God as the rescuer, eg listen to sections of Handel's *Messiah*. Students create their own book of songs worshipping Jesus.
- Research the two most important worship celebrations of the Christian church year, Christmas and Easter, by studying worship service orders and the activities of the local congregation. Students prepare worship orders on overhead transparencies that could be used at Christmas and Easter.
- Read a range of dramas which present God as rescuer. Students work in groups to prepare dramas with this message to present to other classes.
- Interview the pastor or a Christian member of staff to explore the way in which they worship God as the rescuer in their daily life. Students record information about ways in which people can worship God in their daily lives.
- Investigate the architecture of historical and contemporary church buildings and cathedrals. Consider an excursion and guided tour of cathedrals in your capital city. Students create a display of sketches or photos of church buildings with information about the significance of various features of the buildings. Discuss: In what ways are worship centres a response to God and a demonstration of his worth to the community?

Students reflect on what they have learnt about worship and add it to the class thought-web.

C. GOD IS THE HELPER

Why is God worthy of worship?

Students read and record what the Bible and catechism teach about God as the helper (see TRS C1/4). Discuss as a class:

- What do the Bible and the catechism teach about why God is to be worshipped?
- How do people in the Bible respond to God in worship?
- How does Luther suggest people should worship God the helper?

How do people respond to God as helper?

Choose from the following options to explore ways people respond to God as helper.

- Read and study service orders for Pentecost Sunday. What do the orders of service reveal about the helper and how do people respond in worship? Students prepare an order of service to be used at Pentecost.
- Read, listen to and record the message of songs about the Holy Spirit and Pentecost. Why do people worship God, the Holy Spirit? How do people respond in worship?
- Investigate the work and motivation of Christian service organisations such as World Vision. Explore the questions: In what ways is their work a response to God as helper? What motivates their work? Students could prepare information for the school community about the organisation's work and consider ways of supporting it.
- Read Christian young people's magazines or books which contain testimonies of Christians. Identify and record ways Christians can worship God in everyday activities.

Students reflect on what they have learnt about worship and add it to the class thought-web.

3. WHAT WORSHIP IS WORTHWHILE?

Review with students the information on the thought-web about worship. Discuss with students:

- What is worship?
- What type of worship do you think is most acceptable to God?

Students work in groups to read the following Bible readings to gain information about worship that pleases God:

Isaiah 58:5–7	Romans 12:1
Matthew 4:10	Psalm 19:14
Matthew 23:23–28	Colossians 3:16,17
1 Corinthians 10:31 – 11:1	

Discuss the readings and add information to the thought-web.

RESPONSE

4. REFLECTING ON WORSHIP

Students reflect on what they have learnt about worship, using TRS C1/5. They highlight what they believe is the most important Christian belief about God and choose one of the options to respond to it.

YOU WILL NEED

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| <ul style="list-style-type: none"><input type="checkbox"/> books and CDs with songs, poems and prayers about God as creator, rescuer and helper<input type="checkbox"/> books which contain religious artwork, eg paintings, sculptures, crosses (Max Lucado's book <i>The Cross</i> is an excellent resource.)<input type="checkbox"/> non-fiction texts on the church year | <ul style="list-style-type: none"><input type="checkbox"/> dramas about Jesus and Easter<input type="checkbox"/> non-fiction texts about church architecture<input type="checkbox"/> information about a Christian service organisation such as World Vision<input type="checkbox"/> copies of TRS C1/1/2/3/4/5 |
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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. Editing skills. *Everyday Texts:* 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.

ARTS: *Drama:* Improvise and experiment in structured drama; Shape own drama — select and link scenes. *Music:* Improvise and compose music. Listen, perform, talk about music composed for a purpose.

SOCIETY AND ENVIRONMENT: *Investigation, Communication, Participation:* Reflect on knowledge and understanding. Gather, organise and interpret information using diagrams. Identify similar data. Draw conclusions. Cooperation skills.

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' prior knowledge about 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?



WHAT IS WORTH MOST TO ME?

Use the chart to explore what is worth most to you, why it is important and how you show that it is important.

 WHAT is worth a lot to you?	 WHY is it worth a lot to you?	 HOW do you show that it is worth a lot to you?
EXAMPLE <i>Mum</i>	<i>because she cares for me</i>	<i>I give her lots of hugs.</i>



WORSHIP REFLECTIONS
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❖ What have you learnt about God as creator? _____

❖ What have you learnt about God as rescuer? _____

❖ What have you learnt about God as helper? _____

❖ What have you learnt about worship? _____

❖ What do you think is the most important reason to worship God? _____

Think about the different ways Christians can worship God. Choose one of the following options:

- ❖ Design/write/create your own worship response to God.
- ❖ Design/write/create a worship response that could be used by the class in worship times.

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GOD GATHERS CHRISTIANS TO WORSHIP HIM