

MENU

BIBLE REFERENCES

1

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

Descriptions of places of worship

The tabernacle Exodus 25 – 27
The temple 1 Kings 6,7

Stories of worship in the Old Testament

Noah Genesis 7,8
Abraham Genesis 12:1–9; 13:1,2,18
Jacob's dream Genesis 28:10–22
The Israelites after crossing the Red Sea Exodus 14:1 – 15:21
Naaman 2 Kings 5:1–19
Daniel Daniel 6:1–28
Solomon 1 Kings 8:1–66
Josiah 2 Chronicles 34:1 – 35:19

Old Testament festivals

The Passover/Festival of Unleavened Bread Exodus 12, Leviticus 23:4–8
Deuteronomy 16:1–8
Harvest Festival 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; 23:26–32; Numbers 29:7–11
Purim Esther 9:18–32

The importance of worship in the Old Testament

Exodus 29:42–46 1 Chronicles 16:8–13
Psalm 95 Psalm 150

Worship in the New Testament

The boy Jesus Luke 2:41–50
Jesus in the synagogue. Luke 4:16–30
Jesus at the temple Luke 19:45–48
Matthew 21:12–17

Worship in the early Christian church Acts 2:40–47; Acts 4:24–37;
1 Corinthians 11:17–34;
1 Corinthians 14:26–40; 1 Corinthians 16:1–4;
1 Timothy 2:1–7.

Places of worship in the early Christian church

Pentecost Acts 2:1–13
Temple courts and homes Acts 2:43–47

Synagogue Acts 13:13–52; Acts 14:1–4
Prison Acts 16:11–15
House Philemon 2

Jesus changed worship forever

Hebrews 8 –10

Early Christian creeds

Philippians 2:6–11 1 Corinthians 12:3
1 Timothy 3:16

Christians are priests

1 Peter 2:5,9

Worship of God as Creator

Psalm 8 Psalm 95:1–7
Psalm 100 Psalm 104

God as Saviour

John 3:15–17 Ephesians 2:1–10

God as Helper

John 14:15–31 Acts 2:1–13
Acts 9:1–25 Romans 8:26,27
Galatians 5:16–26

God's instructions about worship

Worship only God Exodus 20:1–6
Tabernacle Exodus 25 – 27, 36–37
Temple 1 Kings 5 – 6,8
Sacrifices Leviticus 1 – 7

Psalms of worship

Psalm 1 Psalm 23 Psalm 40
Psalm 46 Psalm 90 Psalm 110
Psalm 130 Psalm 149

God gives wisdom

Proverbs 2:1–15 Proverbs 3
Proverbs 8 Ecclesiastes 1
Ecclesiastes 12

2

Christians worship regularly and on special occasions

Worship in everything Christians do

Acts 4:32–37 Romans 12:1–21
Ephesians 5:19,20 Colossians 3:16,17

Weddings

Genesis 2:18–24 Matthew 19:4–6
John 2:1–12 Ephesians 5:21–25,28a
Hebrew 13:4

Baptism

The great commission	Matthew 28:16–20
Everyone who believes and is baptised is saved	Mark 16:16
Jesus and Nicodemus	John 3:1–21
Philip and the Ethiopian	Acts 8:26–40
Baptised into Christ	Romans 6:3 Colossians 2:12
One baptism	Ephesians 4:5

Confirmation

Matthew 10:32,33 Matthew 28:18–20

Funeral

John 3:16	John 11:20–27
Romans 6:3–5	Romans 8:31–39
Romans 14:7–9	
1 Corinthians 15:42–44,51–58	
2 Corinthians 1:3–5	
1 Thessalonians 4:13–18	
2 Timothy 1:10	Hebrews 12:2
1 Peter 1:3	Revelation 1:17,18
Revelation 21:3,4	

3

Christians worship in a variety of ways

Biblical references for traditional liturgy

Invocation	Matthew 28:16–20
Confession of sins (preparation for the Lord's supper)	Psalm 51; 1 Corinthians 11:28; 1 John 1:8,9
Glory to God in the highest	Luke 2:14
Greeting	Ruth 2:4; 2 Thessalonians 3:16; 2 Timothy 4:22
Bible readings	Psalm 119:89; Colossians 3:16
Prayers	Matthew 6:9–13; Ephesians 6:18; 1 Timothy 2:1–8

Sharing the peace of the Lord

Romans 16:16; 1 Corinthians 16:20;
2 Corinthians 13:12; 1 Thessalonians 5:26;
1 Peter 5:14

Lamb of God John 1:29; 1 Corinthians 5:7;
1 Peter 1:18,19

The Lord's Supper Matthew 26:26–30;
1 Corinthians 11:23–32; 1 John 1:7

Song of Simeon Luke 2:29–32

Blessing Numbers 6:24–26;
2 Corinthians 13:14

Worship as a celebration

The story of the Israelites' Passover
Exodus 12:1–28

The story of Purim Esther 1 – 10

People celebrate Jesus and his saving work

Angels Luke 2:1–20

Ten men cured of leprosy Luke 17:11–19

Paralysed man Luke 5:17–26

Jesus heals a blind man Luke 18:35–43

Jesus walks on water Matthew 14:22–32

Jesus enters Jerusalem John 12:12–19

Jesus' resurrection Matthew 28:1–10

Jesus' ascension Matthew 28:16–20
Luke 24:50–53

God celebrates

The lost sheep Luke 15:1–7

The lost coin Luke 15:8–10

The lost son Luke 15:11–32

Worship that pleases God

Psalm 19:14 Isaiah 58:5–7

Matthew 4:10 Matthew 6:5–13

Matthew 23:23–28 Romans 12:1

1 Corinthians 10:31 – 11:1

Colossians 3:16,17

KEY BIBLE VERSES TO HEAR AND REMEMBER

*Everything you do or say, then, should be done in the name of the Lord Jesus,
as you give thanks through him to God the Father.*

Colossians 3:17 (TEV)

Glory to God in the highest heaven, and peace on earth to those with whom he is pleased.

Luke 2:14 (TEV)

Come, let us praise the Lord! Let us sing for joy to God, who protects us.

Psalm 95:1 (TEV)

MENU

INTRODUCTORY ACTIVITIES

1

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

WHAT IS WORTH MOST TO YOU?

Students brainstorm a list of things that are worth a great deal to them. Next to each worthwhile item, students list what they do to show that this item is worth a great deal to them. Students share lists.

Write the words 'worthship' and 'worship' on the board. Tell students that Christian worship can be called 'worthship' and is a way in which God reveals his worth to people and they recognise his worth and respond. (1a,1b,2c)

'WORSHIP IS BORING' Write the statement: 'Worship is boring' on the board. As a class brainstorm why some people think worship is boring. Sort the reasons under headings, such as: place of worship, worship service. Discuss the questions:

- If people think worship is boring, why do they go to church or to school worship?
- Do you think people understand the purpose and meaning of worship? Why or why not?

Go on to explore the meaning of worship and how it reflects people's relationship with God. (1a,1b)

WORSHIP Students choose from the following activities to show their understanding of the word 'worship':

- Work in a group and develop a role-play to show your understanding of the word 'worship'.
- Use paints, magazine pictures and coloured paper to create an illustration or symbol that depicts the meaning of worship.

Introduce the investigation about worship and tell students that worship is a very important part of Christians' relationship with God.

Discuss:

- What does it mean to worship something or someone?
- Do all people worship? Why or why not?

Go on to investigate what Christians believe about worship. (1a,1b)

MY QUESTIONS ABOUT WORSHIP

Students use dictionaries to develop a common understanding of the word 'worship'. During a school worship service students record questions they have about worship, under the headings: worship building, worship service, people involved in worship. You will need to inform the pastor of the activity before the worship service. As a class compile the questions and use them as the basis of a class investigation of worship. (1a,1b)

SURVEY Students prepare a survey to conduct after a local congregational or school worship service to explore people's views about worship. Be sure to contact local pastors and ask if students may survey their congregation.

As a class compile the results of the survey. Use the survey to develop a list of questions for an investigation about Christian worship, eg What do you want to know about worship? Why is worship important to Christians? How do Christians worship? (1a,1b)

CHRISTIAN WORSHIP AROUND THE WORLD

Students discuss:

If you were to travel the world and visit Christian worship services, what common elements would you expect to find?

Students share their responses. Go on to explore the features of Christian worship. Students could access information about Christian worship in congregations around the world from the Internet. (1a,1b)

2

Christians worship regularly and on special occasions

SPECIAL DAYS Use an Australian Almanac to explore the significance of celebration days or public holidays during the year. Discuss with students:

- How did the special days originate?
- Do you think it is important to have special days? Why or why not?
- What days would Christians mark as special?

Go on to explore special days in the Christian year, eg Christmas, Palm Sunday, Maundy Thursday, Easter, Ascension. (2a,2b)

GROWING RELATIONSHIPS Students work in groups to brainstorm ways in which they could help their relationships with friends grow, eg talk with them and find out about them, spend time with them, give them praise for things they do well. Use the activity to lead into an investigation of worship as a means of helping Christians grow in their relationship with God. (2a)

LET'S CELEBRATE Throw a surprise party for students, including balloons, games, music and party food. If students ask 'What's the party for?', encourage them to enjoy the celebration and you'll talk about it with them later. After the party discuss:

- What was the party for? (Accept reasonable answers and don't share the reason yet.)
- How do celebrations make you feel?
- What was the best celebration you have been involved in? Why was it a great celebration?
- Do people always need a reason to celebrate? Why or why not?

Tell students that the unit they will be doing in Christian Studies is about worship as a celebration. (2b,3b)

DO YOU HAVE TO GO TO CHURCH?

Students discuss in groups and develop a response to the statement: 'You don't have to go to church to be a Christian'. Each group shares its response and answers questions from other groups. As a class discuss what makes someone a Christian and why people go to church. Go on to investigate the impact of worship on the lives of Christians and ways in which Christians can worship in everything they do. (2a,2c)

SPECIAL OCCASIONS Students draw a map of their life and mark in special times. Discuss with students what they did at these special times and what people do at special times in their lives, eg celebrate with friends, commemorate the event with a special gift or memento. Highlight:

- How do people show that it is a special occasion?
- Why do people celebrate special occasions?

Go on to investigate the ways in which Christians celebrate special occasions in their lives in worship, eg weddings, baptisms. Students could also investigate the special events in the Christian year (eg Easter, Pentecost, Christmas) and ways Christians celebrate them. (2a,2b)

IS ONCE ENOUGH? Discuss situations in life in which someone might use the statement, 'Once is enough!' During the discussion introduce the concept that life involves a great deal of regular activities. Students brainstorm individually a list of things they do regularly, eg brush teeth, school lessons, spend time with friends. They also record what they believe are the benefits of doing each of these things regularly. Share their lists and discuss:

- How might regular tennis practice affect someone's ability to play tennis?
- What might happen if you stopped doing some of these things regularly? eg What might happen to a friendship if friends didn't regularly spend time together?
- What regular activities would improve a friendship?
- What types of things might Christians do regularly to grow in their relationship with God?

Go on to explore the benefits of regular worship in the lives of Christians. (2a,2c)

HYPOCRITES Write the word 'hypocrite' on the board in large jagged letters. Discuss with students their understanding of the word:

- What do you think it means to be a hypocrite?
- Give examples of something a hypocrite might do.
- What is the opposite of a hypocrite?
- Have you ever said (or heard someone say) that Christians are hypocrites? What did this comment mean?

Go on to the development item: *Genuine worship and hypocrisy*. (2c)

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Christians worship in a variety of ways

TRADITIONS Ask students to interview their parents about traditions that their families have at special times such as Easter and Christmas. Students develop a list of traditions and record what families know about the origin of such traditions. Consider using the resources in the library to explore any common traditions. Tell students that the Christian church has traditions in worship and that they are about to explore how many of these traditions developed. (3a)

WORSHIP IN FILM View segments of various films which present images of Christian worship, eg *Sister Act*, *The Apostle*, *Moby Dick*. As students view, ask them to record their comments about and reactions to the style of worship shown. (3a,3b)

CHANGE The teacher and/or students bring wedding photos from different periods. (Family history books may be a useful resource.) Compare the photos and discuss the changes which have occurred over time. Interview an older and a recently married member of the local congregation who can share information about the traditions involved in their wedding ceremonies. Discuss:

- How important are traditions?
- Why do you think some traditions change?
- Where did some of the wedding traditions originate?

Use this activity to lead into an investigation of traditional and non-traditional worship. (3a)

ARCHITECTURE AND ART Students visit a variety of Christian worship buildings to look at the architecture, art, signs and symbols. The local minister may be able to provide a tour of the building, highlighting the significance of the artwork and architecture for worship. Each student chooses a building to report on, including information about the art and architecture. (3b)

ARTWORK Students look at pictures of artwork (paintings, stained-glass windows,) featured in cathedrals.

- Which Bible stories, themes or symbols are featured most? Why do you think they are featured most?
- What message is presented through the artwork?
- What impact would the artwork have on people worshipping in the cathedrals? (3a,3b)

MUSIC IN WORSHIP Students make themselves comfortable with paper and pencil. Play different types of music, ranging from traditional hymns and Gregorian chants to contemporary music. As each type of music is played, students record what the music makes them think about.

As a class discuss:

- What type of music did you like best?
- Would some music be better for different types of worship occasions, eg wedding, funeral?
- What type of music would you find most helpful for worship in class or school worship?

Go on to explore ways in which Christians have used the arts to worship creatively. (3a,3b)

ALONE OR WITH OTHERS Make a list of activities which students might be involved in regularly, eg they play sport, watch particular television programs. Students sort or classify whether the activities might best be done all alone or in the company of others. Students work in groups to prepare role-plays to show the advantages and disadvantages of completing some activities alone and some with others. Go on to explore the features and benefits of public and of private worship. (3c)

CORDS Give a practical demonstration of the image from Ecclesiastes 4:12: 'A cord of three strands is not quickly broken'. Challenge students to write on slips of paper what they think this demonstration might have to do with Christian worship.

Attach the 'cord' and the students' ideas to a graffiti poster which you display throughout the unit. At the conclusion of the unit, look again at students' comments to see which ones they now think are appropriate and which they would like to remove or change. (3c)

MENU

DEVELOPMENT ACTIVITIES

1

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

WHAT IS WORSHIP? Students investigate Bible stories of people worshipping, in order to explore the importance of worship to God and his people (see Bible References Menu for story suggestions). Include stories of both individual and corporate worship. Assign different stories to groups and ask students to record information relating to why, how and where people worship. Use Bible encyclopedias and handbooks to gain further information about worship.

Students create a diorama to show what they have learnt about worship. (1a,1b)

WORSHIP FESTIVALS Students investigate the origin of biblical festivals such as Passover (Exodus 12) and Purim (Esther). They use Bible encyclopedias and handbooks to explore ways God's people celebrated these events. They identify symbolic rituals and traditions. Students could prepare activities to celebrate these festivals as a class. (1a)

JESUS: THE CENTRE OF CHRISTIAN WORSHIP Investigate New Testament readings to explore the central place of God's word and the Lord's supper in Christian worship (see Bible References Menu).

Students observe a worship service to explore ways in which the worship place and worship service show that Jesus is the centre of Christian worship, eg a cross symbol, artwork, standing for the gospel reading about Jesus, the words used in the Lord's supper. (1b)

PRIESTS AND SACRIFICES Students use Bible handbooks and encyclopedias to investigate the role of priests and sacrifices in the Old Testament. They read the laws governing sacrifices in Leviticus 1 – 7 and God's instructions for the priests in Exodus. Students record the information with appropriate illustrations. Read and discuss Hebrews 8 – 10 which describes the way in which Jesus changed worship.

Students investigate the Lord's supper as a celebration of Jesus' sacrifice. Students prepare a 'before and after' diagram to show worship before and after Jesus. (1a,1b)

ELEMENTS OF WORSHIP Students study a range of different service orders to identify common elements of worship, such as invocation, confession, prayers. They interview the local pastor or use a text such as *Together In God's Presence* by P. Renner to explore Bible references for each element.

Tell students that Christians believe that in worship God reveals himself to people and they respond. Students classify each element as either God's action or people's response to God's action. Students could compare the elements in traditional and non-traditional worship orders. They use what they have learnt to plan their own class worship. (1a,3a)

WHY WORSHIP GOD? Students record the Bible's message about why God is worthy of praise and worship, using the Apostles' Creed's description of God as creator, rescuer and helper to guide the investigation. See Bible References Menu for Bible readings.

Students also explore Bible stories in which people respond to God and investigate ways in which people have responded to God through history in music, art, and drama. They prepare posters entitled 'Why worship God?' (1b,3a)

2

Christians worship regularly and on special occasions

WORSHIP THROUGH THE YEAR

Students work in groups to investigate the seasons and special occasions in the church year. Gather information about the rituals and worship on special occasions such as Harvest Festival, Reformation Sunday, Good Friday, Easter Sunday. Gather information about Christian traditions and symbols for each church occasion. Students could explore worship orders and songs or hymns for each occasion. Each group prepares a display about their worship occasion. Discuss:

- What do you think is the most important occasion or season of the church year?
- Why do you think it is important for Christians to celebrate these occasions each year? (2a)

REGULAR WORSHIP Students explore ways in which people can have regular private worship (eg daily 'quiet time', devotions, prayer) and public worship (eg Sunday worship in a congregation and receiving the Lord's supper). They consider each form of worship and list the benefits and difficulties of worshipping regularly. Students may express frustration and share the difficulties of worshipping regularly. Discuss ways of establishing regular worship routines. (2a)

CHRISTIAN WORSHIP

CEREMONIES Students investigate Christian worship ceremonies, eg marriage, baptism, confirmation. This could be done in the following ways:

- View a video of the worship ceremony. Students record the features of the ceremony.
- Interview a Christian married couple who can share what the marriage ceremony meant to them.
- Interview parents who have recently had their child baptised who can share what baptism means to them.
- Study a worship order for a wedding or baptism. Students record the elements of the worship order.

As a class explore the Christian belief that funerals are also a time for celebration. Be sensitive to students who may have experienced the loss of a loved one. See Bible References Menu for Bible readings. (2b)

GENUINE WORSHIP AND

HYPOCRISY Christian worship is not just a matter of going to church on Sunday. The way Christians live their everyday life must show the sincerity of their Sunday worship. Jesus spoke out against hypocrisy.

Form small groups. Each group looks at one of these Bible passages in which Jesus describes people as hypocrites. How did Jesus use the word 'hypocrite'?

Matthew 6:2	Matthew 6:5
Matthew 6:16	Matthew 23:23
Mark 7:6	

Each group prepares and presents a short skit which conveys the message of their Bible verse.

Students discuss ways the stories could be changed to show genuine worship. (2c)

A LIFE OF WORSHIP Listen to a range of contemporary Christian songs that express the idea that the whole life of a Christian is a response to their relationship with God, eg *I am the light of the world (All Together Again 128)*; *Let's go out (All Together Everybody 298)*; *My life is in you, Lord (Vineyard)* and traditional hymns *With the Lord thy task begin (365)*, *Take my life (377)*, *Fill Thou my life (378)* in the Lutheran Hymnal.

Discuss:

- What is the message of the song?
- How would a Christian feel about singing the song? Why?

Students use the information they gather to develop a cartoon strip entitled 'A day in the life of a Christian'. (2c)

WHOLE-OF-LIFE-WORSHIP Christians believe that worship involves every aspect of their life (eg family, occupation, leisure). With the students examine the Ten Commandments as a description of whole-of-life worship.

Look at the first commandment and the explanation of it in Luther's *Small Catechism*. Students find in the explanation words that they can use to form a definition of 'worship'. Write their definition on the board, eg: 'Worship is honouring, loving and trusting God more than anything else'.

Look at the second and third commandments and their explanations. Discuss how these relate to whole-of-life worship.

Form seven groups. Assign one of the remaining commandments to each group. The group is to read the commandment and the explanation of it in Luther's *Small Catechism* and to consider the question: If worshipping is loving and honouring God, what does this commandment say about Christian worship?

Groups share their responses with the whole class. For each group add one statement to a class chart that begins: 'Worship is . . .' (2c)

WORSHIP HELPS Arrange a guided tour of the local worship centre with the pastor. The pastor can explain the meaning and significance of the worship helps, eg the shape of the building, the crucifix, altar, stained-glass windows. Discuss the meaning of worship and highlight the two-way nature of worship as God revealing and people responding. Students design their own worship centre incorporating various worship helps into the interior design. (2a,3b)

3

Christians worship in a variety of ways

PLACES OF WORSHIP Through a combination of the following activities, students explore ways in which people have used their creative abilities to design places of worship. They create a pictorial display of worship places through the centuries.

- Investigate the Bible's description of God's people worshipping in special places (eg Jacob, Abraham and Moses. See Bible References Menu).
- Read and investigate the Bible's description of the temple and view pictures of the temple in Bible handbooks and encyclopedias and discuss its features.
- Students investigate and record information about worship places such as basilicas and cathedrals and the features of these worship places.
- View pictures of artwork on display in the cathedrals. Discuss the images and the artist's message.
- Go on an excursion to visit Christian worship centres in the local community. Students take photos and record the features of these worship places. (3a,3b)

WORSHIP IN CHRISTIAN

DENOMINATIONS Students work in groups to conduct an investigation of worship in local Christian congregations, eg Uniting, Catholic, Greek Orthodox, Baptist. Each group chooses a denomination to investigate and report on to the class. The investigation includes attending a worship service, sketching the interior of the worship building and recording what happens during worship.

Alternatively, local pastors could be contacted and asked if videos of worship services are available. Students view these to explore worship in Christian denominations. Each group prepares a poster or oral report about worship in a Christian denomination. (1a,1b,2a,3a)

YOUTH WORSHIP Students interview young people involved in preparing Christian youth (or contemporary) worship services in your local community or district. The young people could share information about the features of the worship and ways the youth worship service is different from traditional worship. The youth group could be invited to lead a school worship service and students could discuss their response to the contemporary worship experience. (3a)

WORSHIP LITURGIES Students investigate a range of liturgies used in worship and list the elements common to all liturgies. Discuss each of the common elements:

- Why do you think this is so important it is found in each of these liturgies?

Interview the pastor or use non-fiction texts to investigate these elements of worship. Students develop a flow chart for a worship service, highlighting the common elements and explaining their meaning and purpose. (3b)

MUSIC IN WORSHIP Students interview people from the local congregation who provide music for the worship services, eg members of bands. They ask the musician(s) what they believe about the importance of music in worship. Include people from different age-groups who can talk about the significance of hymns, songs and rock music in worship.

Students could read contemporary Christian music magazines, available from Christian bookshops, to explore what Christian musicians believe is the importance of music in worship.

Students investigate the book of psalms in a study Bible to find any information about the psalms being set to music and used in worship. Students read psalms written by David and develop their own musical accompaniment (a tune to which the psalm can be sung or one which can be played in the background while the psalm is read). Students' musical psalms could be used for class or school worship. (3a)

STEP-BY-STEP INSTRUCTIONS

Students investigate a worship liturgy commonly used in the local congregation. The pastor may be able to explain the origin and significance of each part of the liturgy. Bible encyclopedias may be useful for investigating the biblical origin of different parts of the liturgy.

Students attend a worship service as a class and record what happens during each part of the service. Students develop a step-by-step instruction manual for people who attend worship for the first time. The manual explains the different aspects of worship. (3a,1a)

PUBLIC AND PRIVATE WORSHIP

Students read a range of Bible stories and readings about public and private worship, eg the early Christians' regular worship meetings and Paul's private study of God's word and personal commitment to a life of worship (see Bible References Menu). Students record what each story reveals about the importance of private and public worship. (3c)

RESOURCES FOR WORSHIP

Have available a selection of worship resources which include resources designed for congregations (eg hymnal, service orders), resources that are designed for family or small group devotions, and resources which are designed for private devotions. Each student (or pair of students) selects one book and makes notes for a brief oral book report which includes:

- title and author of the book
- the way the book is organised
- situation in which the book could best be used:
 - individual devotions
 - a family
 - a small group like the class
 - a large group like the whole school or a congregation
- anything they like about the book
- anything they dislike about the book.

Students could present their book reports in small groups, or two or three students could give reports in each lesson during the unit.
(3c)

PERSONAL AND GROUP PSALMS

The psalms in the Bible are songs or hymns in which people worship God. Some psalms are worship songs of individuals, others express the worship of groups. Assign the following psalms to students randomly. Students work in pairs to read their psalm and determine:

- What kind of relationship with God is expressed?
- Is this a personal (one person) expression or the expression of a group? Why do you think that?

Students sort the psalms into group psalms or individual psalms. They could use the individual psalms to develop prayer books for the class library. Students could use the group psalms to create a series of overhead transparencies for class worship.

Recommended psalms to use:

3	4	6	13	23	43	54
61	70	101	120	121	130	131
20	46	47	60	67	75	95
99	100	11	134	136	149	150

118:1–4 (3c)

GENERAL ACTIVITIES

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

SONGS Students learn songs related to the concept (see Music and Worship Ideas in the appendix).

TIME LINE (A recommended activity for Level 1) If the class is developing a time line for Christian Studies, put on the time line any events that were particularly celebrated in worship.

GOD FILE (A recommended activity for Level 2) If the class is developing a God File, add information to the file about the God whom Christians worship and the way they worship him.

MENU

RESPONSE ACTIVITIES

1

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

WORSHIP Students use what they have learnt about worship to develop a school worship service. Students use information from the pastor to develop the theme and elements of the service. (1b)

VIDEO PRESENTATION Students prepare a video to introduce people to worship in Christian congregations. Students could present information about the importance of worship, the worship building and the worship service. Sections of worship in the school and/or congregation could be edited into the video. (1a,1b,2a)

WALL PANELS Students create a series of wall panels to show worship in the Old Testament, early Christian church and contemporary society. Discuss the changes that have occurred in worship and what aspects of worship have remained the same. Display the panels and students' comments on what they have learnt about worship. (1a,1b,3a)

2

Christians worship regularly and on special occasions

IT'S GOOD FOR YOU Students prepare a brochure promoting the worship services of the local Christian denominations. In the brochure students include information about worship times and the benefits of regular worship. The brochures could be distributed with the school newsletter. (2a)

ALTAR CLOTHS FOR SEASONS OF THE CHURCH YEAR Students design simple images and symbols for each season of the church year. Use a range of resources to determine colours and appropriate pictures. Students use these designs, together with techniques such as long stitch, patchwork or cross-stitch, to create altar cloths for the classroom or school worship centre. (2b)

WORSHIP AS A CELEBRATION OF LIFE

Students prepare a worship service to celebrate a special time in their life (eg moving into a new home). Students use what they have learnt to develop a theme and order of service and to select songs and readings and thoughts for the sermon or address. Students could also give some consideration to the way in which they would like the place of worship decorated. (3a,3b)

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Christians worship in a variety of ways

WORSHIP USING THE SENSES

Students prepare a worship service for the school community. Students consider the following questions:

- What is the theme of the worship? (Use Bible stories or verses as the basis for developing the theme.)
- Where will the worship be held? (People worship in different settings, eg in parks, worship buildings, halls. The theme of the worship will guide the selection of venue, eg a worship about God's creation ideally may be held outside.)
- What colours will worshippers experience? (The theme of the worship will assist students to choose an appropriate colour.)
- What sounds will worshippers hear?
- What symbols will be used to help worshippers focus on the theme and remember the worship experience? (3b)

STAINED-GLASS WINDOWS Provide a range of pictures of stained-glass windows or study those in the local churches. Discuss the stories presented and the techniques used. Students create their own stained-glass window, using cellophane and black card. The stained-glass window can show a worship symbol or illustrate a Bible story. These could be displayed in the worship centre of the class or school. (3b)

WORSHIP BOOK Students study the features of hymn- and songbooks used in worship. They identify the features, such as songs grouped in themes, prayers and responsive psalms. Assign different sections to groups of students. Students read and select songs or hymns, psalms and prayers to write a class worship book. The books could be used in class worship. (3a,3b)

WORSHIP IN TOMORROW'S

WORLD Discuss with students the advantages and disadvantages of the changes technology can bring to worship, eg televangelism, worship on the Internet.

Students explore the impact technology could have on Christian worship services, eg video and computer images, large screens to view the images. Students create a presentation of what they imagine worship will be like in the future. The presentation could include drawings of the worship centre, interior and exterior, and an explanation of what might happen during a worship service. (3a)

MENU**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

- Brown A & Seaman A *Christian Church* 1997
A & C Black
- Brown A *The Christian World* 1984
Macdonald & Company
- Dowley T (ed) *The History of Christianity* 1990
Lion Publishing
- Fee G D & Stuart D *How to Read the Bible for All It's Worth* 1993 Zondervan Publishing House
- Growing as God's People* 1981 Lutheran Publishing House
- Luther's Large Catechism* 1983 Lutheran Publishing House
- Luther's Small Catechism* 1996 Openbook Publishers
- Mercier C *Christianity for Today* 1997 Oxford University Press
- Rock L *Festivals of the Christian Year* 1996
Lion Publishing
- Thompson J *Celebrate Christian Festivals* 1995 Heinemann
- White JF *Introduction to Christian Worship* 1990 Abingdon Press
- Wiersbe W *Real Worship* 1986 Kingsway Publications
- 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

- My Church Book* Board for Congregational Life 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

God as creator

- Podlich A *Barrier Reef Reflections* 1990
Lutheran Publishing House
- Prewer and Morris *Kakadu Reflections* 1988
Lutheran Publishing House

God as rescuer

- Fisher J *A Place at the Table: Women at the Last Supper* 1993 Joint Board of Christian Education
- Lucado M *The Cross* 1998 Multnomah Publishers

Church architecture

- Abingdon's Book of Buildings* (Seven Biblical Buildings) 1996 Abingdon Press
- Bradley C *Let's Discover Churches* 1993
Watts Books

Song books and hymnals

- See Music and Worship Ideas in the appendix

TEACHER RESOURCES

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

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

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

Lee S *A Rainbow of Seasons* 1983 Augsburg Publishing House

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

Schubert D (ed) *Church Rites* 1994 Openbook Publishers

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