

MENU

BIBLE REFERENCES

1

The Christian church is the community of believers created by the Holy Spirit

The Christian church belongs to God

Acts 2:1–4, 41–47 Acts 13:1–3
1 Corinthians 1:2,3 1 Corinthians 12:13
2 Corinthians 5:19,20 Galatians 3:26–29
Ephesians 1:22,23 Ephesians 4:4–6,15,16

The foundation on which the Christian church is built

Romans 3:23,24 Romans 5:1,2
1 Corinthians 1:18–25 1 Corinthians 3:10,11
1 Corinthians 6:11 1 Corinthians 10:16,17
1 Corinthians 11:23–26 1 Corinthians 12:3
1 Corinthians 15:1–5, 20,56–58
Galatians 2:15,16,20 Ephesians 2:4,8–10
Colossians 1:21–23

Membership requirements in the community of Christians

John 3:16 Romans 10:9
1 Corinthians 12:3 2 Corinthians 5:17–19
Galatians 3:26,27 Ephesians 2:4,5,8,9

The church is the body of Christ

Romans 12:4,5 1 Corinthians 12:12–30
Ephesians 1:22,23 Ephesians 4:4,15,16
Colossians 2:19 Colossians 3:15

The church is God's holy temple Students read the entire book of Ephesians with particular reference to the following:

The master builder's (God's) plan and vision:
Ephesians 2:4,5,10,13,15,16,20–22
Ephesians 4:3–6, 12,13,23,24
The raw materials: Ephesians 2:1,5
Ephesians 4:22,31; 5:8
The process of building:
Ephesians 2:4–10, 13,14
Ephesians 4:1–3, 11,12,22–24
Ephesians 5:1,2,15–17

The church is God's flock

Luke 12:32 John 10:14,27,28
Acts 20:28 1 Peter 5:2

The Holy Spirit gives the church spiritual gifts

Romans 12:4–8 1 Corinthians 12:4–11
Ephesians 4:11–13

Church members come from different backgrounds

Matthew 22:8–10 Luke 4:40
Luke 7:37,38,48,50 Luke 18:16
Luke 19:1–10 John 4:39–41
John 5:5,14 John 8:3,10,11
Acts 2:1–11,41 Acts 4:13
Acts 6:1–7 Acts 8:9,13,27,36–38
Acts 10:34,35 Acts 11:1
Romans 1:7 1 Corinthians 1:26
Galatians 3:26–28

Christians share a common experience

Romans 12:5 Galatians 5:6
Ephesians 1:13,14 Ephesians 1:22,23
Ephesians 2:12–14, 18 Ephesians 4:3–6
Ephesians 4:15,16 Philippians 2:1,2
Colossians 3:15 1 Peter 2:10

Some 'one another' phrases in the New Testament

John 13:14,34,35 Romans 12:10,16
Romans 13:8 1 Corinthians 12:25
Galatians 5:26 Ephesians 4:2
Ephesians 4:32 Colossians 3:13,16
1 Thessalonians 4:9,18 Hebrews 10:25
James 5:9,16

The Christian community is made up of people who are both sinners and saints

Romans 5:1 Romans 7:15–25
Romans 8:1,2,5,9 Romans 8:14
1 Corinthians 1:2 2 Corinthians 5:17,20
Galatians 3:26–28 Galatians 5:16–18
Ephesians 1:1 Ephesians 4:22–32
Ephesians 5:25–27 Philippians 1:1
Philippians 3:12–14 Colossians 1:2
Colossians 3:13 Titus 3:3–7
1 Peter 1:1 1 Peter 2:9
1 Peter 2:11,12 1 John 1:9

The Christian faith summarised

Matthew 16:13–16 Matthew 26:26–28
Matthew 28:19 Acts 2:22–24, 32,33,36
Acts 10:36–43 Acts 13:26–32, 38,39
1 Corinthians 8:6 1 Corinthians 12:3
1 Corinthians 15:3–6 Ephesians 4:4–6
Philippians 2:5–11 1 Timothy 2:4–6
1 Timothy 3:15,16 2 Timothy 4:1
Titus 3:5–8

The gospel Paul preached

1 Corinthians 15:1–10
 Galatians 1:3–6; 2:15,16
 Galatians 3:3,5,11,13,14,26
 Galatians 4:4,5 Galatians 5:6
 Galatians 6:14

False teachers and prophets

Matthew 7:15–23 Matthew 24:4,5,24
 2 Timothy 2:14–26 Titus 1:10 – 2:1
 1 Peter 2:1–3 1 John 2:18–23
 1 John 4:1–3

2

God has gathered his people together throughout history

God's purpose for the church

John 17:4 Romans 12:1,2
 Romans 14:7,17–19 1 Corinthians 7:19b
 1 Corinthians 10:31–33 1 Corinthians 14:12,26
 1 Corinthians 16:14 Ephesians 4:1
 Ephesians 5:19 Philippians 1:27
 Philippians 2:14–16 Colossians 1:10–12

God's purpose for a community of Christians

Acts 2:42 Romans 1:11,12
 Romans 12:4–8 Romans 12:13
 Romans 15:14 1 Corinthians 10:16,17
 1 Corinthians 12:27,28 Galatians 6:1–6, 10
 Ephesians 4:11–13 Philippians 1:9–11
 Hebrews 10:23–25 2 Peter 1:12,13
 1 John 4:7

3

Lutherans in Australia work together in ministry and mission

Jesus sent his followers to preach the good news

Matthew 10:1,5–8 Matthew 28:19,20
 Luke 10:1,2,17–20 John 20:21–23
 Acts 1:8

Christians fulfil God's purpose for all people

Matthew 5:13–16 Matthew 28:19,20
 John 17:18,21 Acts 1:8
 Romans 1:16 Romans 10:11–17
 Ephesians 1:10 Ephesians 5:8
 Philippians 1:5 Colossians 1:6

The activities of a congregation

Acts 2:42–47 Acts 4:32–37
 Acts 6:1–7 Acts 15:22–29
 Romans 15:30–33 Romans 16:1,2
 1 Corinthians 11:23–26, 33
 1 Corinthians 14:26 1 Corinthians 16:1–3
 2 Corinthians 8:1–7 Ephesians 1:15,16
 Philippians 4:14–19 Colossians 4:2–6
 1 Timothy 3 James 1:27
 James 5:13–16

MENU

INTRODUCTORY ACTIVITIES

1

The Christian church is the community of believers created by the Holy Spirit

WHAT IS CHURCH? Give each student a large sheet of paper. At the centre of the paper they illustrate what the word 'church' conveys to them. Tell students to give as much detail as possible.

Around the borders of the illustration students write questions they have about church.

Survey students to find out what they think is the purpose of a Christian church. Refer to E Nolan's *What is church for?* in *Christian Beliefs Book 2*.

Students create a list of feelings and attitudes people express about the Christian church, eg church is irrelevant and dull. They discuss on what basis such comments are made. Give students some positive statements to respond to, eg The Christian church celebrates oneness in diversity. The church cares for people.

Discuss with students the idea of the visible and the invisible church, the different groupings of Christians, eg house church, denomination, faith communities such as L'Arche, convents etc. (1a,3a)

WHAT DO THE MEDIA SAY?

Students collect articles, pictures and news items which relate to church. How are Christians and the church represented in comedies, films, documentaries, television? What impressions are gained from this source of information about church? (1,2,3)

THE THREE LITTLE PIGS

Students dramatise the fairytale and discuss the moral of the story with particular reference to the types of houses built by each of the pigs and the attitude of each pig to life. This can lead to a discussion on the importance of having proper and strong foundations for bridges, tall buildings, buildings in earthquake zones etc. Students think of what is meant by 'laying a good foundation for one's life'.

This activity can introduce a study of the church as God's holy temple, which has Jesus as its cornerstone. (1a)

WORKING TOGETHER As an introduction to a study of the church as the body of Christ, students do an activity which requires group cooperation, eg

- Students form groups of four. Each member of the group will be disabled in some way: one person has his/her elbows tied to a splint, one has both arms tied behind his/her back, one is blindfolded and one has his/her legs tied to a chair. Place food on a table some distance from each group. Each group needs to work out how they can all have a share of the food to eat then and there.
- Students form groups of 5–7 and select a group leader. Each person in the group is given two cards. The group makes a card house of at least two storeys. There is no speaking and no bending of cards. The leader begins by placing two cards on the floor. Each group member in turn adds one card at a time. If the structure falls, everyone takes two cards and starts again.
- A large group of students stands in a circle. Everyone reaches across to join hands with another person, not the person on either side of them nor both hands of the one person. Students work together to untangle the knot without letting go of each other's hands.

Conduct a debriefing session after the activity, asking students to identify the most to the least important factors in working together in a group. (1a,1c,3b)

HARNESSING OUR DIFFERENCES

Students think of a recent school production. List the people who were involved. What different tasks were performed by different groups of people? What would happen if you had everyone directing a drama production? Or if you only had actors? Or if all your volunteers wanted to do the make-up but no one wanted to make the backdrops or be backstage?

Alternatively, students view the credits at the end of a film. Students identify the different kinds of people involved in the production of the film. Who usually gets the limelight when a film is released? How dependent are these people on the work done by the people listed in the credits?

This leads to a study of how the body of Christ functions and what hinders its effective functioning. (1a,3b)

BELONGING TO A GROUP Students list groups to which they belong, eg family, sports team, friendship group. They work in small groups, each of which designs a logo for one of the groups listed. To help them create the logo, students consider the following:

- For what purpose does the group exist?
- On what basis is a person a member of the group?
- Of what value is group membership for an individual member?
- What roles do members of the group play?
- What different relationships exist within the group?

Students display the logos. Hold a class discussion on what makes a group function effectively. Students write in their journals their experience of being part of a group — the positive and the negative.

This activity can introduce a study of the Christian church as a community of believers in Christ. (1a,1c,3b)

WHAT IS A SECT? Students find a dictionary definition of 'sect'. Students list religious groups that are considered to be sects by mainstream Christianity, eg Church of the Latter Day Saints, Jehovah's Witnesses.

According to the following Bible passages what differentiates a Christian group from a non-Christian group? 2 Timothy 2:14–26

Titus 1:10 – 2:1 1 John 2:18–23
1 John 4:1–3 1 Peter 2:1–3

This can lead to a study of the church as the creation of the Holy Spirit. (1b)

DENOMINATIONALISM

Provide students with an overview of the major breakaways in the history of the Christian church, outlining the reasons for each:

- the Christian split from Judaism
- the split between Eastern (Orthodox) and Western Christian churches
- the split between Roman Catholic and reformed churches.

Continue with an overview of the major movements in the Christian church (eg missionary movement, pietism, charismatic movement) and their place in the rise of denominationalism. (1b)

NEW AGE (1) Students investigate the presence of the New Age movement in their community. Students conduct their research in the local CBD. What evidence is there of

- New Age shops?

- New Age books in bookshops and newsagencies?
- sale of New Age artefacts, such as crystals, rune stones?
- psychic seminars and meetings? (1b)

LOCAL CHRISTIAN COMMUNITIES

Using the telephone book and local newspapers, students make a list of the different Christian groups in their community. Students identify to which denominational branch each group belongs. What do they learn about the purpose and role of the group from its official title? (1c)

MULTIPLE INTELLIGENCES

Students complete a check list to assess their preferred ways of learning and where their strengths lie. Thomas Armstrong provides a check list you can adapt for students in *Multiple Intelligences in the Classroom*. If you have access to right-brain and left-brain learning check lists, use those. Alternatively, create a list of activities which include all six of De Bono's hats. Students select the activities they prefer and give their reasons.

Students read Romans 12:4–8
1 Corinthians 12:4–11 Ephesians 4:11,12.
They discuss how people's different gifts and abilities are recognised and used in the Christian church. (1c,3b)

2

God has gathered his people together throughout history

STRONGLY AGREE TO STRONGLY DISAGREE

Divide the classroom space into quadrants, each of which represents a different viewpoint: strongly disagree, disagree, agree, strongly agree. The middle of the classroom is neutral territory.

Students respond to a controversial statement such as 'All nuclear weapons and technology should be destroyed immediately' by going to appropriate quadrants of the room.

Students predict the different political or community groups that might be set up if the statement were to be made a reality.

Students discuss what makes it possible for people belonging to the same group (eg a class or nation) to have opposing views. At what point would a person's views force them out of the group?

This can lead to a study of issues that led to the rise of various Christian denominations. (1b,2a)

ART, MUSIC, ARCHITECTURE

Students find examples of music, art and architecture that has been influenced by the Christian message over the past 2000 years. For example:

- Students listen to parts of Handel's *Messiah* or to contemporary Christian songs.
- Students find as many different examples as possible of artwork of the Madonna and child, the Lord's Supper, the annunciation, etc.
- Students find pictures of different churches, crosses, etc.

Students record what they find out about the culture of the artists, the artists' understanding of Christianity, the changing ideas within Christianity. (2a,2b)

WHAT ARE MOVEMENTS? Students explore the phenomenon of movements in the history of humankind, eg what led to the war of independence in America? the feminist movement? the green movement? the peace movement?

Students explore briefly the movement away from one idea to another idea. What prompted the first Lutherans in Australia to leave Prussia? What were they hoping the move would achieve for them? (2a,3a)

INTERVIEW QUESTIONS Students think of the different questions they would like to ask a Christian person about being a member of the Christian church — about their faith, how they deal with life's crises and incorporate their belief in Jesus into their daily life. (2b)

3

Lutherans in Australia work together in ministry and mission

OUR STORIES Students read stories people their own age share about their connection and involvement in the Christian church (see *Belonging* and *My Story, Our Stories: Religion and Identity in Australia* by K Engbretson). Invite students to tell or write stories of their experience (and non-experience) of church. (3a)

A RARE BREED? Students write down all that they know about the Lutheran Church in Australia, as well as what they would like to know.

Give students a brief history of the Lutheran Church in Australia (you might need to go back to Luther and the Reformation).

Students research the history of a local Lutheran congregation. (3a,3b)

MINISTRY AND MISSION Students define the meaning of 'ministry' and 'mission' in a Lutheran context. Discuss the definition of 'ministry' in the constitution of the Lutheran Church of Australia (*Growing as God's People* chapter 37 has a concise definition).

Students discuss the following statements taken from the LCA's Mission at Home document (1990 GCC, Canberra).

- 'Every congregation is a congregation in mission. All pastors and all members are missionaries.'
- 'The mission field of a congregation includes its local community, as well as distant communities and foreign lands.'

Students view the promotional video *Hand in Hand* on the work of the Lutheran Church in Australia.

Supporting Bible texts:

Matthew 10:1,5–8	Matthew 28:19,20
Luke 10:1,2,17–20	John 20:21–23
Acts 1:8 (3a,3b)	

OUR SCHOOL Students investigate the beginnings and development of their school. To what extent was the establishment of the school a response to the needs of the local community? a response to the congregation's sense of ministry and mission?

What primary function/purpose of the school is expressed in its logo? What is the relationship of the school's mission statement to the logo? (3a)

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DEVELOPMENT ACTIVITIES

1

The Christian church is the community of believers created by the Holy Spirit

Several development activities listed in Faith Statement 1, eg *Christian congregations*, *Who Goes to Church? At Significant Moments*, can have as their main focus a local Lutheran congregation. See *A Lutheran Perspective* under Faith Statement 3.

WHO GOES TO CHURCH?

Students create profiles of the kind of people they would expect to find in a church. What is expected of people who attend church or claim to be Christians?

Students work in groups, each of which is given some songs from the *All Together* series:

ATN 10,71,77,99

ATA 131, 138, 172, 191

ATE 219, 223, 284, 294, 308

ATOK 324, 325, 326, 332, 373

Students record the following information given in the songs:

- What different types of people meet together to worship?
- What reality do people who attend church face in their daily lives?
- What is the central and common experience shared by the people who gather together?

Supporting Bible texts:

Matthew 22:8–10

Luke 4:40

Luke 7:37,38,48,50

Luke 18:16

Luke 19:1–10

John 4:39–41

John 5:6,14

John 8:3,10,11

Acts 4:13

Acts 6:1,4

Acts 8:9,13,27,36–38

Acts 10:34,35

Acts 11:1

Romans 1:7

1 Corinthians 1:26

Galatians 3:26–28

Ephesians 4:3–6

Students discuss the problems that could arise from such a diverse group of people meeting and working together and identify factors that unify the group. (1a)

THE MASTER BUILDER

Students investigate the history and construction of famous cathedrals and church buildings. They list the raw materials used in the construction, the processes, craftspeople and time it took to complete the construction.

They discuss what motivated the building of these structures and how the architecture reflects the beliefs of the people.

Students read the book of Ephesians and examine Paul's use of the image of the Christian church as God's holy temple under the following headings:

- The master builder's (God's) plan and vision: Ephesians 2:4,5,10,13,15,16,20–22
Ephesians 4:3–6, 12,13,23,24
- The raw materials:
Ephesians 2:1,5
Ephesians 4:22,31; 5:8
- The process of building:
Ephesians 2:4–10, 13,14
Ephesians 4:1–3, 11,12,22–24
Ephesians 5:1,2,15–17

Students re-read Ephesians and record details and other images used by Paul which reinforce what has already been learnt about the Christian church. Students draw and label the understanding of the Christian church given in Ephesians, using an appropriate motif. (1a,1c)

The next five activities, if done together, will enable students to do an in-depth study of 1 Corinthians.

(1) SNAPSHOTS OF CORINTH

In groups students produce a series of 'snapshots' of first-century Corinth to be displayed on a bulletin board. They refer to Bible handbooks, dictionaries, commentaries, maps, PC Bible software, introductions to study Bibles. To stimulate interest, collect information on modern-day Corinth from travel agencies or travel books.

Students create snapshots of:

- location/size/population
- trade/economy
- religious activity
- Roman influence
- Greek philosophies
- Christian beginnings (Acts 18)
- morality.

First-century Corinth could be compared to modern day New York, Las Vegas, Los Angeles. Students research life in these cities. They suggest what problems a Christian group might have had in first-century Corinth. (1a)

(2) TO WHOM DOES THE CHURCH BELONG?

Students act out the rivalries that exist between different schools, sporting clubs, religious groups. What attitudes and ideas motivate such rivalry? Students share what they know of the antagonism that has existed between different denominations, eg Catholic and Protestant churches (in Northern Ireland and elsewhere), Eastern and Western Orthodox churches. How does that affect the way people view the Christian church?

Rivalry was present in the Corinthian church (see 1:11–13). Students imagine they are Paul and his helpers in Ephesus discussing the Corinthian problem, deciding on what Paul needs to include in a letter he is about to write to the Corinthians. Students work in groups, referring to the following Bible verses which emphasise that the church belongs to God.

Acts 2:1–4, 41–47	Acts 13:1–3
1 Corinthians 1:2,3	1 Corinthians 12:3,13
2 Corinthians 5:19,20	Galatians 3:26–29
Ephesians 1:22,23	Ephesians 4:4–6,15,16
(1a,1b,1c)	

(3) ONE AND ONLY FOUNDATION

The foundation on which the Christian church rests is the basis for how Christians live their lives, relate to one another and treat people.

Students explore the nature of the foundation which Paul speaks of in 1 Corinthians 3:10,11.

See

1 Corinthians 1:18–25	1 Corinthians 6:11
1 Corinthians 11:23–26	1 Corinthians 12:3
1 Corinthians 15:1–5, 22,56–58.	

Paul's letters to other congregations have the same gospel message.

See	Romans 3:23,24
Romans 5:1,2	Galatians 2:15,16,20
Ephesians 2:4,8–10	Colossians 1:21–23.

Students consider how their school logo, motto, or name reflects the gospel message. They discuss what implications being a member of their school has for their attitudes and behaviour. (1a)

(4) BODY IMAGE Paul uses the human body to illustrate how members of God's new alternative society are to function. The body image of the Christian church is 'unity in diversity' (1 Corinthians 12:12–30).

Students create a poster or model of a human body with its many parts and organs. Alternatively, use any models of the human body belonging to the Science department or use computer images (*Encarta* supplies many views of the human body with its different systems).

Students discuss the function of different parts and organs of the body. They discuss:

- What happens to the body when you remove any of the parts, eg the heart, liver, fingers, or when any of the parts become dysfunctional or diseased?

In groups students act out the consequences of a body being made up of only one part or organ. They consider:

- Why is a body seen as a unit, even though it has many parts?

Students apply the body image to family, class, school, Christian congregation. They identify parts people play in these 'bodies'. They record the insights they gain when they apply the above (bulleted) questions to the new contexts.

Paul's image of the body includes Christ as the Head (Ephesians 4:15,16; Colossians 2:19). Students determine what implications this has for members of the Christian church and for the corporate life of a Christian group such as a congregation or a school faith community.

Students prepare a response to:

- 'Christians do not go to church; they are the church'; and/or
- 'You don't have to be a member of a church organisation to be a Christian'. (1a)

(5) A TUG OF WAR St Paul's first letter to the Corinthians is his response to the numerous struggles the young congregation was experiencing in learning to live out their call to be God's people in a 'godless' world. Section headings and introductions to 1 Corinthians in most Bible translations will outline the problems. Groups of students can examine different problems, or the class can examine a selection of problems.

1. Encourage students to read the whole letter as they would a novel. CEV translation is reader-friendly. Read it to the class yourself.
2. 1 Corinthians is like listening to one end of a telephone conversation. As students examine the problems in depth, they need to take notes on what they learn about
 - the original recipients of the letter: their problems, behaviour, motives, attitudes, background;
 - the writer Paul's attitudes and concerns; what prompted Paul to write.
3. Students identify in what ways the problem(s) referred to in the letter were affecting the health of the body of Christ and threatening its unity.
4. Students record the important truths Paul restates for the Corinthians, which will help them in their struggle to be God's people.
 - What is the gospel message?

- Who are the Corinthians in the eyes of God?
 - What difference should this make to the way they deal with others and the world around them?
5. In 1 Corinthians 13 Paul points out that love is the life force of the body, the motivating factor for Christians' behaviour, decisions and treatment of others. How will love help the Corinthians in their struggle to live out God's way as the body of Christ?

CONCLUSION TO THE 1 CORINTHIANS STUDY

Students identify aspects of their society which are in opposition to God's ways.

Students interview Christians to find out how they struggle to live as God's people in their society. What is the focal point and motivating factor for contemporary Christians?

Students consider how Paul would respond to the accusation that the 'church is full of hypocrites'. Students also discuss:

- Does Paul expect all Christians to think and behave the same way? (1a)

ONE ANOTHERS Students list *one another* phrases in the New Testament. They look up in a Bible concordance words such as love, comfort, encourage, forgive, honour, teach. What understanding of the Christian church do these verses give? Students compare these verses with the gifts that the Holy Spirit has given to the body of Christ:
Romans 12:4–8 1 Corinthians 12:27–30
Ephesians 4:11–13. (1a)

CREEDS OF THE CHRISTIAN

CHURCH Students investigate the history of the Apostles', Nicene and Athanasian creeds. Students determine the reasons the creeds were formulated and the purpose they served in the first few centuries and the role which they now play in the faith/confessional statements of different Christian denominations, eg Luther's catechisms, the Heidelberg Catechism of the Reformed churches, Westminster Confession.

Students may look at what each of the creeds of the church says about the nature of the church and the Holy Spirit's role in the church. (1b,1c,2a)

UNITED IN FAITH Students examine the Apostles' and Nicene creeds for what they have to say about the faith that Christians adhere to and what the creeds assume about Christians. Students list the main beliefs Christians have about God.

Students identify the common experience shared by Christians.

Students read Luther's explanation of the creed in his *Small Catechism* to see what he understands to be the significance of the credal statements. Students draw or write in their own words the impression of God and human beings that they receive from Luther's explanation.

In addition students examine the Lord's Prayer and the sacraments of baptism and holy communion (see Bible references given in *Luther's Small Catechism*).

Students determine what the common features of the majority of Christian denominations teach about God's action for people, God's relationship with people, people's need of God and people's response to God. How well do the Lord's Prayer, baptism and holy communion support the Christian creeds? (1a,1b,1c)

SUMMARIES OF FAITH Students match the statements of faith in the Apostles' Creed with summaries of faith found in the New Testament:

Matthew 26:26–28	Matthew 16:13–16
Acts 2:22–24, 32,33,36	Matthew 28:19
Acts 13:26–31,38,39	Acts 10:36–43
1 Corinthians 12:3	1 Corinthians 8:6
Ephesians 4:4–6	1 Corinthians 15:3–6
1 Timothy 3:15,16	1 Timothy 2:4–6
Titus 3:5–8	2 Timothy 4:1

Students examine a range of ecumenical services, eg Anzac Day or civic services. They identify the audience and purpose of the service and which aspects of the common Christian faith, as found in the New Testament and summarised in the Apostles' Creed, are included in the service. (1b,2a))

CHRISTIAN DENOMINATIONS

In groups students produce a fact sheet outlining the history, beliefs, practices and organisation of a denomination. They may visit a church of the denomination, make appointments to interview a pastor of the denomination, or they use the Internet to see what listings appear under the denomination.

Students read the fact sheets and draw up a list of similarities and differences between the denominations. They analyse the relationship between the reasons a denomination came into existence and its beliefs, practices and organisation. On what points are all Christian denominations united? (1b,2a)

DENOMINATIONAL EMBLEMS

Students find the emblems or logos (and their explanations) of the major Christian denominations in Australia. They identify which aspects of belief are common to the denominations. What different denominational emphases do the emblems reveal? (1b)

DO THEY BELONG? Sects that have grown out of the Christian tradition have some ideas in common with mainstream Christianity and others in conflict. In groups students design a series of posters on different sects, summarising the sects' main beliefs and practices, as well as including the history of their beginnings and breakaway from traditional, mainstream Christianity.

As a class examine one sect (such as the Jehovah's Witnesses) in depth. Help students identify the sect's teaching about God, Jesus, the Holy Spirit, salvation, the Bible, God's kingdom and the future. A text such as *You Can Live Forever in Paradise on Earth*, published by the Watch Tower Bible and Tract Society, is a good source of information for the teacher.

Students compare this sect's beliefs with mainstream Christian belief. They refer to the catechism, a Bible concordance, Bible verses listed in the Bible References Menu and a range of different denominational confessions of faith.

Jehovah's Witnesses claim to be Christian, however mainstream Christianity does not recognise them as Christian. Students write an explanation of why mainstream Christianity has taken this position. Note that selected verses from the book of Galatians will help provide a clear understanding of the Christian gospel:

Galatians 1:3–6	Galatians 2:15,16
Galatians 3:3,5,11,13,14,26	Galatians 4:4,5
Galatians 5:6	Galatians 6:14.

(1b)

THE NEW AGE MOVEMENT (2)

Students investigate the New Age Movement (NAM), examining

- NAM's development since the 1960s
- NAM's key beliefs about individual and global transformation
- The diverse means of reaching spiritual enlightenment.

Students design a coat of arms to represent the NAM. They write an explanation of the symbols, colours, words and pictures they have included in the coat of arms.

Continue by comparing the principles of the New Age Movement with the teachings of the Christian church. Perhaps you could involve a pastor as a resource person. (1b)

HOW DO I RESPOND? Students will encounter the New Age Movement and sects during their lives. After a study of sects and the New Age Movement, students debate the following statements:

- Christianity and the New Age Movement have nothing in common.
- It doesn't really matter what you believe so long as you are sincere.
- Sects are harmless.
- All religious groups lead to the same destination.

OR Create a series of scenarios to which students respond, eg

- A friend of yours says that since wearing a crystal he/she has improved in health and now has a positive outlook on life. He/she advises you to get a crystal. Would you get a crystal for yourself? Give your reasons.
- You have been invited by a friendly group of people to attend a church service. You go. You have fun and agree to join them for a meeting. It lasts for several hours. The speaker says that to be able to serve God, you have to live your life a certain way, eg you need to give up your own friends and just have this group as your friends. What do you do? (1b)

THE HOLY SPIRIT AT WORK

Students explore the Christian belief that the building of the church and the functioning of the church are the work of the Holy Spirit.

Read the third part of the Apostles' Creed. Students create a concept map, exploring the work of the Holy Spirit under the six points listed in the Apostles' Creed. Students refer to Luther's explanation of the third part of the Apostles' Creed.

Alternatively, students read Luther's explanation of the third part of the Apostles' Creed. List in three columns the things the Holy Spirit does

- for the individual
- for the church
- through the church.

Look at the first column of the chart and discuss:

- How are local Christian churches (faith communities) instrumental in what the Holy Spirit does for individuals?
- Can you imagine a way God might have accomplished these things without local Christian churches? (1c)

CHRISTIAN CONGREGATIONS

Collect Sunday church bulletins (newsletters, magazines) representing a variety of Christian denominations and, if possible, covering a period of time from each group. Students list activities in which members of the congregations are involved. Which activities relate to worship? fellowship? care of congregational members? spreading the Christian message? serving the world? Which activities involve people of students' own age?

Students compare what takes place in contemporary congregations with life in the early Christian church. See

Acts 2:42–47	Acts 4:32–37
Acts 6:1–7	Acts 15:22–29
Romans 15:30–33	Romans 16:1,2
1 Corinthians 11:23–26,33	1 Corinthians 14:26
1 Corinthians 16:1–3	2 Corinthians 8:1–7
Ephesians 1:15,16	Philippians 4:14–19
Colossians 4:2–6	1 Timothy 3
James 1:27	James 5:13–16.

Students identify the activities the school, as a faith community, has in common with a congregation. They discuss in what ways a congregation differs from other community groups such as Rotary. (1c,1a)

VIEWS FROM THE PEWS Books such as *Winds of Change, Shaping a Future, Views from the Pews, Mission under the Microscope* will provide teachers with recent statistics, information and evaluations relating to the role and work of local congregations from a broad cross-section of denominations in Australia. These are a useful resource that will spark discussion and give students an insight into the role of the Christian church in the life of individuals and the community. (1c,3a,3b)

AT SIGNIFICANT MOMENTS

Students investigate the role that the Christian church has at significant moments in the life of a person, eg birth, schooling, marriage, sickness, death. Students survey their neighbours to find out who chose a minister of religion to conduct their weddings and funerals, who had their children baptised, who sends them to 'church' schools. What reasons do the neighbours give for these choices?

Students contact local congregations to find out what their involvement is with the community in times of disaster or crisis, eg the Thredbo disaster, murder in a small town, responding to unemployment, homelessness, child abuse. (1c,3b)

2

God has gathered his people together throughout history

PENTECOST TO CONSTANTINE

Students investigate the nature of the world in which early Christians lived. They find out the different beliefs and practices of the Jews, Romans, Greeks and Christians in the first three centuries. Working in small groups students imagine that they are either a Roman, a Greek, a Jew or a Christian keeping a log book of personal and social observations about the times. They focus on one of the following periods:

- after Pentecost
- Paul's missionary journeys
- persecutions of Christians.

Students make a list of prominent Christians during the first three centuries and briefly outline the contribution these made to the Christian church. As a class students determine which ideas and events posed the greatest threat to the continuing existence of Christianity. The Lion handbook: *A History of Christianity* and John Drane's *Introduction to the New Testament* are useful reference texts. (2a,2b)

THE GOSPEL UNDER ATTACK

Students write a definition of the Christian gospel. Refer to Galatians passages in the Bible References Menu and to 1 Corinthians 15:1–10; Ephesians 2:7–9; John 3:16.

Students share any questions and doubts they have about the gospel message.

They investigate the rise of teachers who preached another gospel in the first century. Begin with references to false teachers in Galatians, Colossians, 1 John and 2 Peter. On what basis were teachers labelled as false?

Working in groups students summarise the teachings of various movements and people which led to the formulation of the Apostles' and Nicene creeds: the Montanists, the Novatianists, the Gnostics, the Manichaeans. Students identify parts of the creeds which were rebuttals of the false teaching.

If the class is investigating the New Age Movement or sects, draw a comparison between the teachings of NAM and the sects and the early false teachings. (2a,1b)

A RICH TAPESTRY Each generation of Christians searches for the relevance of the gospel to their time. As a class or in small groups, students investigate the impact of a movement within Christianity on the beliefs and life of the Christian church, on individual Christians and on the wider community.

Suggestions for movements to investigate:

monasticism	crusades
the Reformation	pietism
the Inquisition	Methodism
19 th century missionary movement	
rationalism	revival movements
charismatic movement	TV evangelists
ecumenicalism.	

Within larger movements smaller movements took place, such as the proliferation of 'orders' after the Counter-Reformation.

Students create a display of the selected movement(s) incorporating the following details:

- factors giving rise to the movement
- aspects of Christian belief and Christian life which were the focus of the movement
- significant people, ideas, art, etc which emerged
- strengths and weaknesses of the movement
- how the movement either promoted or threatened the gospel that Jesus preached.

Another approach is to focus the investigation on the development of Christianity within one country, eg Ireland, North America, Australia.

Students write an individual response to: 'The survival and growth of the Christian church depends not so much on the goodness of people as on the goodness of God'. (2a,2b)

CHRISTIANITY IN AUSTRALIA

Students survey the school population and some of the general public to determine the common perception of the place of Christianity in Australia.

In small groups students investigate the part played by various Christian denominations at different stages of Australia's development from a colony to a nation. Some groups investigate the contribution of individual Christians to the Australian community and to the life of the Christian church, eg Caroline Chisholm, Mary MacKillop, Bishop Willson, Dr. Charles Duguid, Archbishop Marcus Loane, Alan Walker, Ted Knoffs, B A Santamaria, Father Frank Brennan.

Students refer to the historical documents of different Christian denominations, early Australian historical records, letters and newspapers, different historians' views of the role of Christianity in Australia (eg Manning Clark), census statistics, the media, short

stories and poems written by people such as Henry Lawson. What contrasting ideas about the Christian church in Australia do the different sources of information present?

Students create a factual time line of the part played by Christianity in Australia, to be displayed in the library. They write a personal response to and evaluation of the contribution of Christianity to Australian society. (2a,2b)

TELL ME ABOUT YOUR WORK

Students work in pairs and research the work, life and writings of a significant leader in the Christian church. Findings can be presented in the form of an interview, a biographical fact sheet or a statement of faith consistent with the life and beliefs of the person they have researched.

Approach No 1: Each pair of students investigates people who have served the Christian church in a variety of different ways, eg Bible translators, missionaries, theologians, reformers, humanitarians, evangelists, martyrs, sports people, politicians, etc.

Approach No 2: Each pair of students investigates a person involved in a movement in the Christian church. (2b)

3

Lutherans in Australia work together in ministry and mission

AUSTRALIAN CITIZENS Christians, including Lutherans, can make a significant contribution to the society in which they live through the use of their individual talents and gifts. Students investigate the contribution of individual Lutherans to the life of the Australian community.

The chapter 'Lutheran contributions to Australian Society' in *For Faith and Freedom* (E Leske) outlines the contribution Lutherans made to the wine industry, care of the environment, education, music, art, legal and civic life.

Students interview local Lutherans about their involvement in society and the role their faith plays in their work and relationships.

Students create a series of biographical fact sheets on Australian Lutherans, past and present. (3a)

ABORIGINAL MISSIONS Students read stories of Lutheran missionaries and of Aboriginal peoples with whom the missionaries worked (see Recommended Resources Menu). They take notes on

- how the missions began
- the problems Aboriginal people faced
- the commitment and struggles of the missionaries and issues they faced
- the care given to Aboriginal people
- the relationship between Aboriginal people and the missionaries
- the role of Aboriginal members in the Lutheran Church of Australia today.

Students work in groups, each of which can examine a different mission. Where possible invite Aboriginal people and people who worked on the missions to share their personal stories with the class.

Examine with the class the theme of reconciliation between Aboriginal and non-Aboriginal people within the Lutheran Church of Australia and in the wider Australian community.

At the conclusion of the study students write a personal reflection on what they have learnt about the Lutheran church, Aboriginal peoples and the contribution that students can make personally to reconciliation. (3a)

MANY SCHOOLS Students research the history of Lutheran schools in Australia, examining how the character, role and purpose of Lutheran schools have changed over time. In particular, students investigate the history of Lutheran schools in their state.

Working in groups, students examine the prospectuses of three or four different schools. They identify what is unique and distinctive about each school and what is common to all the schools. Each student writes a description of themselves as a member of a Lutheran school community. (3a)

A LUTHERAN PERSPECTIVE

Several development activities listed under Faith Statement 1, in particular, *Who Goes to Church? At Significant Moments, Christian Congregations*, can have as their main focus a local Lutheran congregation. There are different ways students can obtain the necessary information:

- Organise a visit to a local Lutheran congregation. Students interview the pastor and any other significant church members who are available. They examine bulletin boards of the church, pamphlets produced by the congregation, etc.
- Students read a Lutheran congregation's prospectus, any historical material it has published, a collection of Sunday bulletins, promotional flyers, etc.
- Invite the pastor and other congregational members who have different roles in the congregation to form a panel.

Students summarise how a congregation fulfils its call to ministry and mission. (3b)

OUTREACH TO THE COMMUNITY

In groups students investigate how several different Lutheran congregations are involved in their local community.

- In what ways do the congregations share the good news of Jesus with their community? How is the local community involved in the major Christian festivals such as Christmas and Easter? How are the services adapted to the wider audience (drama, music, dance)?
- What different agencies of service (eg nursing homes, day-care centres) have the congregations set up for the community? Which community help groups do they actively support? How?
- What involvement with and response to ethical and social issues do the congregations have?
- What contribution do people of students' own age make to the life and work of the congregations?

Students produce a promotional pamphlet for each of the congregations researched. (3b)

MENU

RESPONSE ACTIVITIES

1

The Christian church is the community of believers created by the Holy Spirit

‘THE CORINTHIAN CONNECTION’

Students produce a television series on the Corinthian church. As a class students decide on a set of characters that will remain constant throughout the series, eg Paul, Apollos, a Jewish family, a Greek family and a Roman family (include family members the age of your students).

Form groups, each of which produces an episode for the series. Each episode should depict a problem the Corinthian congregation struggles to resolve in being the ‘body of Christ’ in Corinth in the first century. Each episode needs to have an orientation, complication or development and resolution.

Video student productions, which can then be viewed by other members of the school community. (1a)

WHAT IS CHURCH? Students work in groups to create a series of murals which express the concept of church as:

- a community of people
- one yet diverse
- a divine and human partnership
- a place of learning
- a place of healing. (1a)

POINT OF VIEW Students imagine that a local magazine is publishing a series of feature articles on the similarities and differences between sects, the New Age Movement and Christian denominations. Each student is asked to submit one article which incorporates:

- a summary of the beliefs and practices of the religious groups that are being compared
- what motivates people to join and remain committed to various religious groups
- an outline of the similarities and most important differences between different religious groups
- the impact of the religious groups on the wider community
- relevant statistics, graphs, illustrations, quotes
- an assessment of the importance of knowing what and in whom you believe. (1b)

BUILDING COMMUNITY Students organise activities for a Christian Studies class or a pastoral care group or a year level to foster and build a sense of Christian community. Some suggested activities:

- Students design and make a celebration board which highlights student involvement in a range of activities in and out of school.
- Students organise a picnic lunch each term.
- Students plan lunchtime study support activities.
- Students care for an area of the school.
- Students plan a worship service that focuses on the school as a Christian community.
- Students make posters which advertise the ways different people and groups of people contribute to the community life of the school. Students display the posters around the school. (1c)

A MODERN PERSPECTIVE

Students investigate how a community of Christians aims and works to fulfil God’s purpose for the church and through the church for all people. They research any one of the options below either individually or in groups, or the class works together on one activity.

- Investigate a local congregation.
- Investigate several denominational groups in their local community.
- Investigate the work of several Lutheran congregations.

Where possible, encourage students to interview several members of a community of Christians (including members of their own age group), to collect material produced by the community, to attend worship services and activities organised by the community. TRS D2/4 in Level 2 Model Unit is a starting point for students.

Students present their research in the form of either a report or a display with commentaries, written or spoken. Their presentation should address each aspect of the task requirements listed in TRS D2/4. (1c,3b)

2**God has gathered his people together throughout history**

DISPLAY WITH STYLE Students create a varied and colourful display of posters, charts, time lines, graphs, profiles, music, artwork and architecture representing a movement in the history of the Christian church. Students write summaries of the significance of the items on display. They set up the display in the library or another suitable area in the school, so that the whole school community can view the display. They photograph their display as a permanent record of the class's achievement. (2a)

THE IDEAL CHRISTIAN COMMUNITY

In groups students design the type of Christian community they would want to be part of and which would be relevant for the whole community. They design an advertising flyer which outlines the Christian community's mission statement, membership, meetings, worship, activities etc. (2a)

ANTHOLOGY As a class publish an anthology of stories about significant people in the history of the Christian church. Place the anthology in the school library. (2b)

3**Lutherans in Australia work together in ministry and mission**

A WEEK IN FOCUS Students nominate a week in the school calendar when they can organise and present a series of lunchtime talks, dramas, guest speakers and displays on one of the following:

- The history of their school (students can organise such a display for National Lutheran Schools week).
- Aboriginal people and Lutheran missions
- The local Lutheran community.

Several classes could study the same topic at the same time, each focusing on a different aspect of the topic. Classes could then share the organisation and presentation during the week. (3a,3b)

CHURCH PROMO Students produce a promotional pamphlet or short video highlighting the contribution of a local Christian community to the life of the society of which they are a part. (1c,3b)

DEBATE Students conduct a debate on any one of the following topics:

- That no religious groups should ever be banned by the government.
- That the story of the Christian church is more a story of failure than of success.
- That the Christian church is irrelevant for contemporary society.

Organise the debate between two class groups. The debate can be conducted in the lunch hour, with all members of the school community being invited to attend. (1,2,3)

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 people into the Christian church.

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

HISTORY OF THE CHRISTIAN CHURCH

Crawford M *A History of Christianity Books 1–5* 1991 E J Dwyer

Dowley T *The History of Christianity* 1990 Lion Publishing

Drane J *Introducing the New Testament* 1986 Lion Publishing

Fredrickson B & Grube E *Church History: Faith Alive series* 1991 Concordia Publishing House

Hanks G *70 Great Christians* 1994 Christian Focus Publications

CHRISTIANITY IN AUSTRALIA

Breward I *Australia 'The Most Godless Place under Heaven'?* 1988 Lutheran Publishing House (excellent bibliography section relating to the history of Christianity in Australia)

Engelbreton K *Belonging* 1992 Social Science Press

Hayward P *Christianity in Australia (and the traditions that shaped it)* 1998 Anembo Books

Kaldor P & S *Where the River Flows* 1988 Anzea Publishers

Kaldor P et al *Mission under the Microscope* 1995 Openbook Publishers

Kaldor P et al *Shaping a Future* 1997 Openbook Publishers

Kaldor P et al *Views from the Pews* 1995 Openbook Publishers

Kaldor P et al *Winds of Change* 1994 Anzea Publishers

Macdonald M *Living the Good News* 1995 Collins Dove

Millikan D *The Sunburnt Soul* 1981 Anzea Publishers

Rule P & Engelbreton K *My Story, Our Stories* 1995 Social Science Press

CHRISTIAN BELIEF

Balchin J *What Christians Believe* 1994 Lion Publishing

Emmett J *Get a New Life* 1996 JBCE

Luther's Small Catechism Openbook Publishers 1996

Nolan E *Christian Beliefs Book 2* 1995 JBCE

Perry C *Youth Spirit* 1997 Wood Lake Books

Smith J & Kitto F *Something You Can Stand For* 1994 JBCE

Strelan R *Fair Dinkum* 1986 Lutheran Publishing House

Wright C *Key Christian Beliefs* 1995 Lion Publishing

CHRISTIAN DENOMINATIONS

Bentley P & Hughes P *The Uniting Church in Australia* Religious Community Profiles 1996 Australian Government Publishing Service (Series includes Anglican, Baptist, Eastern Orthodox, Pentecostal, Catholic, Presbyterian and Lutheran churches in Australia.)

SECTS

Cole M et al *What Is the New Age?* 1990 Hodder and Stoughton

How to Respond to . . . series published by Concordia Publishing House. Includes:

- the Lodge
- The Latter Day Saints
- Jehovah's Witnesses
- New Christian Religions
- The New Age Movement

Martin W *The Kingdom of the Cults* 1985 Bethany House

Mather G A et al *Dictionary of Cults, Sects, Religions and the Occult* 1993 Zondervan

McDowell J & Stewart D *The Deceivers* 1992 Scripture Press

Montanism, Heresy and the Church Today Lutheran Theological Journal Vol 30 No 1 1996

New Age and Old Gnosticism Lutheran Theological Journal Vol 26 No 2 1992

You Can Live Forever in Paradise on Earth 1982 Watch Tower Bible and Tract Society

LUTHERANS IN AUSTRALIA

Christ in the Centre Newsletters from Finke River Mission Board Openbook Publishers - (available from Finke River Mission Office, e-mail lca.administration@lca.org.au)

Finke River Mission: The Lutheran Church at Work in Central Australia pamphlet published by Lutheran Publishing House (available from Finke River Mission Office, e-mail lca.administration@lca.org.au)

Leske E *For Faith and Freedom* 1996 Openbook Publishers

Leske E (ed.) *Hermannsburg: A Vision and a Mission* 1977 Lutheran Publishing House (available from Finke River Mission Office, e-mail lca.administration@lca.org.au)

McNally W *Professor Ted Strehlow Aborigines, Artefacts and Anguish* 1981 Lutheran Publishing House

Pohlner H *Gangurru* 1986 Assembly Press Pty Ltd

Scherer P A *Venture in Faith (An Epic in Australian Missionary History)* 1971 Lutheran Press (available from Finke River Mission Office, e-mail lca.administration@lca.org.au)

Schild M & Hughes P *The Lutherans in Australia* 1996 Australian Government Publishing Services

Schubert H *A Pictorial History of the Lutheran Church in Australia* 1988 Lutheran Publishing House

The Story of Lutherans in Australia Lutheran Teachers College 1988 Lutheran Publishing House

We're All People Report and recommendations of the Committee on Aboriginal Issues and Ministry, Lutheran Church of Australia 1997 LCA

Periodicals

The *Lutheran Theological Journal* is an important publication which can provide useful resources on the history, life and thoughts of the Lutheran church. The following articles relate to Faith Statement 3

Aboriginal Issues Vol 32 No 1 1998, Vol 22 No 3 1988, Vol 23 No 2 1989

History of the Lutheran church Vol 25 No 3 1991, Vol 22 No 2 1988

Lutheran church and mission Vol 26 No 2 1992

Lutheran schools Vol 22 No 3 1988, Vol 24 No 2 1990, Vol 30 No 3 1996

GENERAL

Fee G D & Stuart D *How to Read the Bible for All Its Worth* 1993 Zondervan Publishing House

Covey S *The Seven Habits of Effective People* 1990 The Business Library

AUDIO-VISUAL

Traeger I *'Hand in Hand' LCA Congregations' Joint Ministries* Lutheran Church of Australia

Some of the episodes from the *Vicar of Dibley* TV series (if you have access to them) can be used as stimulus for discussion.

MUSIC

Songs about church from the *All Together* series, Openbook Publishers

ATN 10,71,77,99

ATA 131, 138, 172, 191

ATE 219, 223, 284, 294, 308

ATOK 324, 325, 326, 332, 373

TEACHER RESOURCES

Drama Resources 1 Youth Office BCL Lutheran Publishing House: in particular the play entitled *The Body*

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 PEOPLE INTO THE CHRISTIAN CHURCH