

**SCHOOL-DEVELOPED  
SAMPLE UNIT  
FOR LEVEL 2**

# THE RHYTHM OF LIFE

**LIFE CONCEPT: GOD GATHERS CHRISTIANS TO WORSHIP HIM**

YEAR:.....FAITH STATEMENTS: ① ② ③

SUGGESTED DURATION: 12-17 hours DATE OF USE:.....

## UNIT-SPECIFIC GOALS (highlighted)

### 1. IN WORSHIP GOD COMES TO HIS PEOPLE IN WORD AND SACRAMENT AND THEY RESPOND

1a explore the concept of worship as a common human experience

1b examine the distinctiveness of Christian worship

### 2. CHRISTIANS WORSHIP REGULARLY AND ON SPECIAL OCCASIONS

2a explore the biblical pattern of God's people setting aside time for regular worship

2b investigate the worship festivals of God's people

2c explore the Christian understanding that worship encompasses the totality of life

### 3. CHRISTIANS WORSHIP IN A VARIETY OF WAYS

3a explore the place of ritual in Christian worship

3b investigate the role of different forms of worship in the Christian tradition

## STUDENT ASSESSMENT

### ASSESSABLE STUDENT OUTCOMES

Analyse a Christian worship liturgy or service . (1b)

Imagine/visualise/describe life in the wilderness governed by Sabbath regulations. (2a)

Make a poster illustrating a worship observance from the Old Testament and a contemporary one. (2b)

Listen to and write a brief report on music used in worship in various Christian traditions. (3b)

### ASSESSMENT STRATEGIES

⇒ TRS D2/3

⇒ reports and discussion

⇒ posters

⇒ TRS D2/2

## UNIT SUMMARY

Students look at the way worship fits into and shapes the life patterns of worshippers. They look at daily, weekly, and yearly worship patterns in the Old Testament, the New Testament and today. A parallel activity is to listen to and write brief reports on worship music from a variety of Christian traditions. The culminating activity is the production of a video titled *The Rhythm of Life*.

## UNIT NOTES

The main focus of this unit is on the 'rhythm' or pattern of worship in the life of God's people — daily, weekly, annually.



A secondary focus is on the use of music in worship. You can take up this sub-theme by beginning each session with a song (see Teacher Resource Sheet [TRS] D2/1). Select worship music to expose students to a wide range of styles. The song need not relate directly to the topic to be studied in the session. Students can use TRS D2/3 to record their listening experiences. Music can be presented in various forms, eg CD, tape, video, live performance.

## INTRODUCTION

### 1. THE RHYTHM OF LIFE

Introduce the unit theme by listening to the song: *The Rhythm of Life*. Distribute TRS D2/2 to students and model the way they are to use the sheet throughout the unit.

Discuss the concept of rhythm in life.

Suggest that while life can be seen as a movement in one direction:  it is at the same time a series of repeated patterns: 

Form three (or six) groups. Each group produces a *Rhythm of Life* poster/chart: one for activities and events that are repeated on a *daily* basis, one for *weekly*, one for *yearly*. Display the completed charts.

### 2. FOR EVERYTHING A SEASON

Students read Ecclesiastes 3:1-8. (Note that 'time' is understood as divinely appointed). They find examples of the different time-frames mentioned from their own life experience, community life and general history. Discuss how people celebrate and commemorate some of the life activities listed in the passage.

Students draw a time line of events in their lives indicating times of sadness, happiness, change, growth, new friendships, moves, etc. They identify times in their lives that are remembered in a special way and celebrated. How is this done?

Explain that the unit will look at ways that worship fits into and shapes Christian people's life patterns.

## DEVELOPMENT

### 2. THE OLD TESTAMENT PATTERN

**WEEKLY (a)** Students trace the pattern of rest and worship established by God in the Old Testament. Groups of students each read one of the following passages to find out what they say about the Sabbath. They report to the whole class in sequence.

Genesis 2:2,3                      Exodus 20:8-11  
Exodus 23:10-12                Leviticus 25:1-7  
Leviticus 25:8-22                Deuteronomy 5:12-15.

Discuss what this pattern of life would have been like for the Israelites in the desert.

**(b)** Students read and analyse the story of God giving manna and quail to the Israelites in the wilderness (Exodus 16:1-30). Discuss:

- What is the people's attitude to God?
- What does God do for the people?
- What does the Sabbath remind people about God and their relationship with him?

**YEARLY (a)** Students investigate the origins and observance of the Passover in the history of the Israelite people. Students list the elements of ritual common to all the accounts and state the importance and relevance of these rituals for the Israelites.

Exodus 12:1-28                      Exodus 24:3-11  
Leviticus 23:4-8                      Deuteronomy 16:1-8  
2 Chronicles 35:1-19                Ezra 6:13-22

**(b)** Students work in groups, each group researching a different annual observance appointed by God for his people in the Old Testament (refer to the Bible References Menu). Use Bible handbooks and notes in Bibles such as the NIV Study Bible.

Students answer the following questions:

- What event is *commemorated*?
- What main message does the festival *communicate* about the relationship between God and people?
- What is *consecrated*?
- Who *congregates*? Where? When?
- How is the festival *celebrated*?

Groups record their research as posters about each observance.

**DAILY** Form groups. Each group examines a Bible text for evidence that worship — on a personal or household basis — was a daily pattern for the Israelites. A member of the group gives a first-person report on the daily worship pattern described in the text.

Deuteronomy 6:4—8                Joshua 1:8  
1 Chronicles 16:23                Psalm 55:17  
Psalm 96:2                              Daniel 6:10.

### 3. THE NEW TESTAMENT PATTERN

(a) Form three groups. Each group looks at one of three areas in which Jesus adapted and changed Old Testament worship patterns. They will need to consult Bible notes and handbooks as well as reading the Bible references and their context. Groups report back to the entire class the changes that Jesus made.

**Sabbath** Matthew 11:28,29  
Matthew 12:1-14 Mark 2:23-28

**Passover** Matthew 26:17-30

**Nature of worship** John 4:21-26

(b) Students look at how the worship pattern of the early church developed from the Old Testament pattern.

**Daily worship:** Acts 2:42-47

**Sabbath worship**

Acts 13:13ff Acts 16:13-15  
Acts 20:7 1 Corinthians 16:2

### 4. THE CONTEMPORARY PATTERN

**DAILY** Invite the school chaplain to talk to students about the reason for and pattern of daily devotions in the school community.

**AND/OR** Invite a mature Christian young person to talk to students about the form and benefits of daily devotions in their life.

Allow students to question either speaker.

#### WEEKLY

(a) Students evaluate Luther's understanding of the third commandment: 'Remember God's special day and keep it holy' by comparing it with God's explanation in Exodus 20:8-11.

(b) Students investigate the pattern of regular worship for Christians.

- Research the history of Sunday worship and the reasons for shifting worship from Saturday to Sunday.
- Interview local Christians who attend worship regularly, asking them why they worship regularly each week.
- Create a class poster entitled *The meaning and purpose of regular worship*.

(c) Students examine different forms of Christian worship. If you have in your class students who are familiar with various worship traditions, these students can form a panel, each one presenting a brief description of their experience of regular weekly worship.

While panel members are preparing their presentations, other students prepare a list of questions for the panel to answer after their presentations.

Panel members can use TRS D2/3 to help in their preparation.

Alternatively, students collect worship service orders from various Christian denominations and worship traditions.

Small groups of students each analyse two service orders, using TRS D2/3.

#### YEARLY

(a) **The Christian Year** The Christian year offers Christians opportunity to relive their salvation history. Christmas, Easter and Pentecost are the major festivals of the Christian calendar (see TRS D2/4 for a list of Christian observances). Students work in groups, each researching a different observance.

- Read the stories in the Bible that form the basis of the festivals (see Bible References Menu).
- Investigate how the festivals were celebrated in the early Christian church.
- Investigate how the festivals are celebrated in local churches, in different denominations and countries.
- List the symbols, objects, activities, ceremonies, people involvement etc associated with the festivals.
- Make a comparison between the details in the Bible stories and the ritual of the festivals.

Groups record their research as posters about each observance.

## RESPONSE

### 5. MUSIC VIDEO

Students in groups make music videos titled 'The Rhythm of Life' in which they use music, visuals, and commentaries which show their understanding of Christian worship related to the rhythm of life.

Play the videos for the whole class. Students write 'reviews' of one another's videos for the school newsletter, telling what is good about each video and why people should see it.

Alternatively, groups produce only outlines for videos and present them to the class. Students write 'recommendations' to a producer, telling what is good about the idea and why people would want to see it.

## YOU WILL NEED

- Bibles
- Bible handbooks and access to research materials about religious observances
- copies of TRS D2/2,3,4
- arrangements for guest speakers
- worship music from various Christian traditions (see TRS D2/1)
- paper and materials for making posters

- service orders from various Christian groups

The ABC program *Songs of Praise* can be a valuable resource for this unit. Tape weekly broadcasts and edit to provide segments illustrating a variety of Christian worship settings and forms.

Music performed on the program is an alternative source of music for the unit.

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## INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in relation to

### Topics

- Understanding other cultures .....

### Skills

- Music appreciation.....

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## UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' understanding and experience in worship?

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

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?



# THE RHYTHM OF LIFE



## SONG SUGGESTIONS

<i>Song</i>	<i>Writer</i>	<i>Recording</i>
<b>Introducing the unit</b>		
<i>The rhythm of life from Sweet Charity</i>	Coleman/Fields	various
<i>Turn, turn, turn</i>	The Byrds	<i>The Byrds Greatest Hits</i>
<b>Contemporary Australian music, eg</b>		
<i>I'm changed, I'm not the same</i>	Russell Fragar	<i>People just like us</i> (Alliance)
<i>Shout to the Lord</i>	Darlene Zschech	<i>People just like us</i> (Alliance)
<i>Have faith in God</i>	Geoff Bullock	<i>People just like us</i> (Alliance)
<i>You rescued me</i>	Geoff Bullock	<i>People just like us</i> (Alliance)
<i>Shout for joy</i>	Andy Park	<i>All Together OK</i>
<i>This Kingdom</i>	Geoff Bullock	<i>All Together OK</i>
<i>Light of the nations</i>	Robin Mann	<i>All Together OK</i>
<b>Taize-style music, eg</b>		
<i>The Lord is my Song</i>		<i>Songs and Prayers from Taize</i>
<b>African, eg</b>		
<i>John 3:16</i>	East Africa	<i>Arms around the world</i> , African Children's Choir
<i>Jesus is alive today</i>	East Africa	<i>All Together OK</i>
<i>Freedom is coming</i>	South Africa	<i>All Together OK</i>
<i>We are marching in the light of God</i>	South Africa	<i>All Together OK</i>
<b>Traditional hymns (European), eg</b>		
<i>Praise to the Lord, the Almighty</i>	Neander	<i>Sunday Morning</i> (25 favourite hymn treasures)
<i>Just as I am, without one plea</i>	Elliott/Bradbury	"
<i>How sweet the name of Jesus sounds</i>	Newton/Reinagle	"
<i>Crown him with many crowns</i>	Bridges/Elvey	"
<i>Guide me, O thou great Jehovah</i>	Williams/Hughes	"
<i>Love Divine, all loves excelling</i>	Wesley/Pritchard	"
<i>When I survey the wondrous cross</i>	Watts/Miller	"
<i>Jesus Christ is risen today</i>	Wesley	"
<b>South American, eg</b>		
<i>Glory, Glory Glory</i>	Argentina	<i>All Together OK</i>
<i>Glory to God</i>	Peru	<i>All Together OK</i>
<i>Sent by the Lord I am</i>	Nicaragua	<i>All Together OK</i>
<b>Caribbean, eg</b>		
<i>Halle, halle, halle</i>		<i>All Together OK</i>
<b>Russian Orthodox, eg</b>		
<i>Kyrie Eleison</i>		<i>All Together OK</i>

Where available, consider also using examples of : Australian Aboriginal music, Gregorian chant, Hebrew songs, jazz mass, Afro-American gospel singing, major choral music, eg Hallelujah Chorus (Handel).



# THE RHYTHM OF LIFE



Keep the following record for each piece of music you listen to in this unit.

Title \_\_\_\_\_  
Writer/composer \_\_\_\_\_ approximate date of the composition \_\_\_\_\_  
Performer \_\_\_\_\_

- What is the mood of the music (eg melancholy, lively)? \_\_\_\_\_
- What aspect of worship is presented in the music (eg is it teaching about God? prayer to God? praise of God?) \_\_\_\_\_
- What is the main message of the words? \_\_\_\_\_  
\_\_\_\_\_
- What aspects of the music/words form repeated patterns? \_\_\_\_\_  
\_\_\_\_\_
- Did you personally enjoy the music? Why/why not? \_\_\_\_\_  
\_\_\_\_\_
- Other comments \_\_\_\_\_

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\_\_\_\_\_
- Other comments \_\_\_\_\_



# THE RHYTHM OF WORSHIP



## WEEKLY CHRISTIAN WORSHIP

Christian worship is in the name of the Triune God.

It is God making himself known.  
It is God forgiving, renewing, empowering and blessing his people.

It is people responding to God in adoration, confession, thanksgiving and intercession.  
In worship Christians state what they believe.

### SOME QUESTIONS TO ASK WHEN ANALYSING A WORSHIP LITURGY

- What does God make known about himself?
- What do people say they believe?
- How does God make himself known?
- How do people say what they believe?

How do these things happen:

- God forgives people?
- God renews people?
- God empowers people?
- God blesses people?
- People respond in adoration?
- People respond in confession?
- People respond in thanksgiving?
- People respond in intercession (pray)?

- What is the service celebrating?
- What aspects of God and of Christian belief are emphasised?
- What mood will the service probably create?
- What is the high point (climax) of the service?
- Who will be likely to attend this kind of service?

### SOME QUESTIONS TO ASK WHEN ANALYSING A WORSHIP SERVICE

- When is the service held (day, date, time)?
- Where is the service held?
- What does the worship area look like?
- Approximately how many people are involved?
- What are some words you would use to describe the worshippers? (eg are they all children? are they enthusiastic?)
- Who leads the service?
- What form(s) of music are used? Who sings/leads the singing?
- Is there reading from the Bible in the service? If so, who reads? What rituals are used?
- Is there holy communion in the service? If so, who is involved? what rituals are used?
- Is there a baptism in the service? If so, who is involved? what rituals are used?



# THE RHYTHM OF WORSHIP



## THE CHRISTIAN CHURCH YEAR

SEASON	MAJOR OBSERVANCES events in Jesus life	MINOR OBSERVANCES other events and people
Advent (4 weeks)		St Andrew (Nov 30) St Thomas (Dec 21)
Christmas (12 days)	Christmas (Jesus is born)  Jesus is named (Jan 1)	St Stephen (Dec 26) St John (Dec 27) The Innocents (Dec 28)
Epiphany (5-8 weeks)	Epiphany (Magi visit Jesus) Jesus is baptised Transfiguration (Jesus' glory revealed)	St Peter's confession (Jan 18) Conversion of St Paul (Jan 25) Jesus presented at the Temple (Feb 2)
Lent (6 weeks)	Palm Sunday (Jesus enters Jerusalem)/ Passion Sunday (Jesus' suffering and death) Maundy Thursday (Jesus' last supper) Good Friday (Jesus dies)	Ash Wednesday St Matthias (24 Feb)  Annunciation of Jesus (Mar 25)
Easter (7 weeks)	Easter (Jesus rises to life) Ascension (Jesus returns to heaven)	St Mark (Apr 25) St Philip and James (May 1)  Angel visits Mary (May 31)
Pentecost (22-28 weeks)	Pentecost (Jesus' promised Spirit comes to the church)	Trinity  Birth of John the Baptist (Jun 24) St Barnabas (June 11) Augsburg Confession (Jun 25) St Peter and St Paul (Jun 29) St Mary Magdalene (Jul 22) St James (Jul 25) Mary, the mother of Jesus (Aug 15) St Bartholomew (Aug 24) Holy Cross Day (Sept 14) St Matthew (Sept 21) St Michael and all angels (Sept 29) St Luke (Oct 18) St Simon and St Jude (Oct 28) Reformation Day (Oct 31) All Saints (Nov 1)