



Equip 1

Day two devotion

[This devotion addresses the questions: Who is the kind of God we are witnessing to in Christian Studies? How does this view of God shape how we teach about God? It provides a context for the learning and activity to follow]

<p>Prior to beginning:</p>	<p>Create a simple sacred space to gather in. Ideally the space communicates warmth, comfort, stillness and 'specialness'. Ideas: candle, Bible, art – objects or images that may contribute to the message (not too many), subtle music, cushions to sit on, etc</p>
<p>Beginning</p>	<p>Gather participants in a close / comfortably cosy group in a sacred space (eg, sitting in a circle) – try to avoid everyone sitting behind tables, at the back of the room, behind devices. Begin with the lighting of a candle and invocation to signal the beginning of the devotional time.</p>
<p>Who is God?</p>	<p>Ask participants to be involved in a word association activity – If I say the word 'God' to you, what is the first word, image, characteristic that comes to mind? [Alternatively, could provide some objects and have participants make connections to those – a rock, feather, ruler, magicians hat, fairy figurine...] Some participants may want to share, but given that this is the very beginning, and we want everyone to feel comfortable, and be inclusive of all those ideas perhaps don't ask for responses. Think of either a student you have, or a family member or friend who you think has a very different concept of God – what do you think they might say? Throughout this unit we'll be exploring the big question of Who is God?, and how we share this God with the students in our Christian Studies classrooms.</p>
<p>God in the Bible</p>	<p>Share a couple of Bible passages and have participants consider what images of God are evident (ie, What kind of God?):</p> <ul style="list-style-type: none"> • 1 Peter 3:18 – Jesus' death leads us to God • John 10:10 – Jesus gives life to the full • Hebrews 9:15 (context of covenant required) – freedom because of Jesus' sacrifice • Romans 5:6-11 – God loves so greatly that he sent Jesus to die to bring restoration • Lamentations 3:22-24 – steadfastness of the Lord never ceases, mercies never come to an end – new every morning • Walk to Emmaus – Luke 24: 13-35 (Jesus as the prophesy fulfilled – the disciples' grappling with understanding and reworking their human ideas of the divine) • The story of the tearing of the curtain at Jesus' death (contextual understanding required) • Psalm 19:1-4 – the glory of God proclaimed daily in nature

<p>What kind of God?</p>	<p>Are these the only views of God? Have your views stayed the same over your life?</p> <p>Share quote from Rob Bell (Velvet Elvis) – ‘The moment God is figured out with nice neat lines and definitions, we are no longer dealing with God.’</p> <p>A life of faith is one of continually growing and being shaped by God (Jeremiah 18 – potter and clay). God is really beyond our knowing as human beings (1 Cor 13) – God is revealed to us in many ways at many points in our spiritual journey, but what we see is just glimpses. As we have further glimpses, we add to our picture.</p> <p>What implications does this have for our teaching of God and the Christian faith in our classrooms? Do we have set answers in full? Do we provide glimpses and invite students to uncover? How can we witness to the God of the Bible yet enable our learners to make their own connections?</p>
<p>Time of prayer</p>	<p>Suggested prayer points:</p> <ul style="list-style-type: none"> • Praise God for his greatness • Thanks that God reveals himself to us and invites us to live in relationship with him • Pray for the journey to be undertaken in <i>Equip</i>, that it will be a time of great insight, growth and encouragement • Pray for the schools, students and families we serve, that they may be encouraged, and find meaning and purpose through their time with us