

**Christian Worship.** *How is Christian worship expressed? How can I communicate what inspires me & influences me?*

Year 6 or Year 5 / 6 on a two year rolling programme

**Key Areas of Enquiry**

B-Beliefs, teachings and sources

E-Questions of meaning, purpose and truth

**Background Story/ Information**

Jesus' disciples were afraid; their friend had been arrested & crucified. Even though he had risen from the dead, they were unsettled because he was no longer with them physically. Jesus had promised he would send a "helper," his Holy Spirit, to be with them (John 14). He told them to wait in Jerusalem until God's special power came to them (Acts 1: 4 - 5)

On the Jewish feast of Pentecost, Jews from many different countries gathered in Jerusalem. The disciples were together in an upper room, worried that the Roman soldiers might come and arrest them. Suddenly there was a sound like a rushing wind & what appeared to be tongues of fire; they all began praising God in different languages. They went out into the street & started to preach fearlessly about Jesus; people thought they were drunk. There were about 3,000 new converts to Christianity on that day and the good news about Jesus was spread to many other countries. (Acts 2) This is seen as the birth of the Church. Christians believe that God gives them his Holy Spirit to help them to express their worship and have the courage to speak about their beliefs. There are many different ways for Christians to express their feelings about God and the children will have an opportunity to explore some of these.

**Cross Curricular Links**

Art, Music, Dance, Drama, ICT.

**Key Vocabulary**

Holy Communion / Mass / Eucharist / The Lord's Supper (*Different Christian traditions have different names for sharing the bread & wine*)

Pentecost, Worship, Holy Spirit,

**Taizé** (*pronounced Tezzay*) (*This is a Christian community in France founded by Brother Roger in 1949. Thousands of young people visit each year, to work, join discussion groups, experience the distinctive style of worship, or spend time in silence.*)

**Skills**

Investigation: I can give examples of how humans try to make sense of their experience.

I can see implications of actions, words and beliefs.

Analysis and Evaluation: I can voice my opinions & ideas and give my reasons.

Communication: I can communicate my thoughts, ideas, beliefs and values.

**Attitudes**

Self-awareness: feeling confident about their own beliefs and identity & sharing them without fear of embarrassment or ridicule.

Respect for all: being ready to value difference & diversity.

Appreciation and Wonder: Appreciating the sense of wonder at the world in which they live.

<b>Key Questions</b> How do we express our feelings & emotions? What are some of the different ways in which Christians can express their worship? Why do people go to Taizé ? / What do they gain from the experience? Why do Christians celebrate Holy Communion? Why do Christian churches remember Pentecost? What difference did the Holy Spirit make to early Christians? (And to Christians around the world today?) What are the things that inspire or influence me?			
Assessment Opportunities are indicated by a ☺ throughout the document			
<b>Lesson 1. How do we express our emotions? How do Christians express their feelings about God?</b>  <b>Learning Objectives</b> To know that Christians can use music and art to express their beliefs, feelings and values.	<b>Possible Teaching/Learning Activities</b> <ul style="list-style-type: none"><li>Look at some pictures where people are experiencing various emotions and feelings. Then look at people worshipping in different situations. Place words around the pictures that indicate what feelings/emotions the worshippers are experiencing.</li><li>Look at pictures of creation - mountains, sunsets etc, or a video clip, e.g. from Planet Earth. How do they make the children feel? What other aspects of the natural world might make people stop &amp; think? Christians believe that God created the world; discuss how seeing God's power in creation might make them want to worship him. There's a good clip from the beginning of "A Bug's Life" which shows how big the world seems to the tiny ant - or read &amp; discuss the story of the ant.</li><li>Look at some examples of how emotions/feelings</li></ul>	<b>Learning Outcomes</b> I can understand that Christians express their emotions/feelings when they worship God. I know that these feelings can be expressed in many different ways, e.g. through music, art or dance.	<b>Resources</b> Posters or slides or video showing aspects of creation, e.g. Planet Earth. A Bug's Life or the story of the ant. Christian music in different styles, e.g. Great Big God CD (Vineyard Music) (Great Big God 3 includes a DVD with dance moves for some of the tracks.) <a href="http://www.Taizé.fr">www.Taizé.fr</a> For Salisbury schools, The Bridge Project have an excellent series of lessons on Expressions of Worship, involving music, dance,

	<p>can be expressed in different ways, such as writing poems, diaries, letters, stories, paintings, sculpture, music, and dance. Christians can use all these ways to express their feelings about God. Over the next few weeks the class will explore a variety of ways in which Christians worship God.</p> <p>Suggested activities-</p> <ul style="list-style-type: none"> <li>• Play a selection of Christian music in different styles (traditional choral, hymns, Taizé, modern worship songs...), How does the music express what Christians believe about Jesus and help them to respond to God in worship? How does the music encourage reflection on the words and beliefs?</li> <li>• Create some signing for a song they enjoy to accentuate through movement the meaning of the words.</li> </ul>		<p>puppets, flags, art work and Taizé style worship. www.the-bridge.org.uk</p> <p>CD's e.g. Music from Taize The Best Worship Songs..... series Music from the Christian Celtic tradition e.g. Maire [Moya] Brennan</p>
<p><b>Lesson 2. What are some of the ways that Christians worship God? How do members of the Taizé community worship God? (or another Christian community)</b></p> <p><b>Learning Objectives</b> To know that different cultures &amp; traditions may worship God in different ways. To learn about the Taizé</p>	<p><b>Possible Teaching/Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Talk about the children's own experiences of church or look at web site. How does the church building help Christians to worship (Music, stained glass windows, candles etc). Do they know anything about other traditions? E.g. look at older/modern examples.</li> <li>• Talk to the class about the Taizé community - or ask them to research it. (Their website gives a good history and includes video clips). Design a worship space for Christians and what would it include?</li> <li>• Light lots of candles, ask the children to sit quietly while you play some Taizé music. How did you feel as you entered? What is it about this music that might appeal to Christians seeking to worship God? Compose a simple chant with appropriate words that Christians could use as a prayer. <i>(This works well if you can set</i></li> </ul>	<p><b>Learning Outcomes</b> I can describe how members of the Taizé community worship God (AT1) I can understand that different people find different styles of worship helpful.</p>	<p><b>Resources</b> <a href="http://www.Taizé.fr">www.Taizé.fr</a> The Believe It or Not video series has a 20 minute programme on Taizé (and on worship in different denominations e.g. Black Pentecostal etc) Taizé information sheets in the "Thinking Caps" scheme of work.</p> <p><a href="http://www.educhurch.org.uk">www.educhurch.org.uk</a> <a href="http://www.reonline.org.uk">www.reonline.org.uk</a></p>

<p>community &amp; their style of worship.</p>	<p><i>it up beforehand in another room, or even outside (?) You'll need to be aware of health &amp; safety if you have lots of candles!)</i></p> <ul style="list-style-type: none"> <li>• Discuss the idea that some people like peace &amp; quiet when they think about God, while others will prefer something more physical. Show an example of Soul Survivor to contrast with more reflective styles. Which do students prefer?</li> <li>• You could try an odd one out activity - show the class 3 pictures e.g. football fans celebrating after a victory, Christians worshipping God in a noisy, lively way and quiet, reflective worship. Ask them to discuss in small groups which is the odd one out and why, then debate this as a class. <i>There is no correct answer (!)</i></li> <li>• <i>Other suggestions, you could look at a different tradition, such as icons in the Greek Orthodox church, traditional Cathedral worship, a modern Vineyard church etc, if you prefer)</i></li> </ul>		<p>DVD Soul Survivor <a href="http://www.soulsurvivor.com">www.soulsurvivor.com</a></p>
<p><b>Lesson 3. What happens at Holy Communion?</b></p> <p><b>Learning Objectives</b> To understand how Christians express their worship through Holy Communion.</p>	<p><b>Possible Teaching/Learning Activities</b></p> <ul style="list-style-type: none"> <li>• How did Jesus tell his disciples to remember him?</li> <li>• Have any of the children been to a communion service? What do they remember about it?</li> </ul> <p>Suggested activities:-</p> <ul style="list-style-type: none"> <li>• Watch a video about communion / look at pictures &amp; discuss / visit a local church to see the altar / communion table &amp; chalice or individual glasses / invite a local vicar or minister to come in &amp; talk to the children about communion / use a virtual tour of a church from the Internet.</li> <li>• How do the symbols used in the communion service help Christians to worship God and to understand the</li> </ul>	<p><b>Learning Outcomes</b></p> <p>I can make links between the Last Supper &amp; Jesus' death and the Communion Service.</p> <p>I can describe the service of Holy Communion and show understanding of why the Communion Service is important to Christians.</p>	<p><b>Resources</b></p> <p>Consider borrowing a chalice &amp; plate &amp; a communion service book from a local church (or ask a local vicar or minister to come in and talk about Communion.)</p> <p>Video or pictures of a communion service or a virtual tour of a church.</p>

	<p>significance of Jesus for Christians e.g. bread - remembering and sharing in the life of Jesus: wine - remembering the sacrifice of Jesus: giving thanks for all that God has done in creation through Jesus and that he will do in the future.</p> <ul style="list-style-type: none"> <li>Children could write a leaflet explaining what happens at the Communion service to give to people visiting a church for the first time.</li> </ul> <p>☺ AT1 / 2</p>		
<p><b>Lesson 4. What happened at Pentecost?</b></p> <p><b>Learning Objectives</b></p> <p>To learn what happened to the disciples at Pentecost.</p> <p>To understand the impact of the coming of the Holy Spirit.</p>	<p><b>Possible Teaching/Learning Activities</b></p> <p>Jesus also promised that he would send the Holy Spirit (God's power at work in the world) so that his followers would have the power to continue the work of Jesus. Christians know God as Father, Son (Jesus) and Holy Spirit. God is creator and sustains. Jesus the son - the one who reveals God. Holy Spirit - empowers Christians to live as God intended in the world.</p> <ul style="list-style-type: none"> <li>Tell the story of Pentecost, the class could re-enact it using hot seating or freeze frames or explore through dance or a multi media presentation. Draw out the feelings &amp; attitudes of the disciples before &amp; after the coming of the Holy Spirit e.g. frightened, confident etc.</li> <li>Discuss what supports/empowers you in your life? Where do you draw strength from?</li> <li>In groups present the television news from Jerusalem on the day of Pentecost - include interviews with Peter, bystanders etc. They could also write up a newspaper report. ☺ AT1</li> <li>Draw out the idea that this marked the birth of the Christian Church. The crowds in Jerusalem came from many different cultures; each of them heard about</li> </ul>	<p><b>Learning Outcomes</b></p> <p>I can describe what happened to the Church at Pentecost.</p> <p>I can make links between the coming of the Holy Spirit at Pentecost and the way this inspires Christians today.</p>	<p><b>Resources</b></p> <p>The Fount Children's Bible has a very clear account of Acts 2 (or use any appropriate version)</p> <p><a href="http://www.refuel.org.uk/curric/festivals/pentecost">www.refuel.org.uk/curric/festivals/pentecost</a> has some good background information.</p>

<p><b>Lesson 5 Using art or music to express Christian symbols or ideas.</b></p> <p><b>Learning Objectives</b> To use art or music to express Christian ideas about God.</p>	<p>Jesus in their own language and took the message back to their own communities. Today there are Christians all over the world who worship God in many different ways (As we have seen over the last few weeks)</p> <p><b>Possible Teaching/Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Discuss the symbols of Pentecost, mainly fire &amp; the dove to represent the Holy Spirit. Google images have an interesting selection of banners, stained glass windows etc if you search under "Pentecost" or "Holy Spirit."</li> <li>• Ask the children to create their own piece of art (or music, dance etc); this could be inspired by the story of Pentecost, or more generally by a piece of Christian music, Christian belief in God's creation etc. Here are a few suggestions...</li> <li>• Produce a PowerPoint presentation of pictures and text inspired by a piece of Christian music, or ...</li> <li>• Make a "stained glass window" from black sugar paper &amp; tissue paper using Pentecost symbols, or...</li> <li>• Use different instruments to work in groups &amp; compose a piece of music to express feelings of joy or thankfulness, or...</li> <li>• Ask the children to present and explain their work to the rest of the class. ☺ AT2</li> <li>• These could be performed or displayed in Assembly, maybe as part of a Pentecost assembly, which the class could present.</li> </ul>	<p><b>Learning Outcomes</b> I can understand what inspires Christians and use art or music to express this. ☺ AT2</p>	<p><b>Resources</b> Pictures of art work inspired by Pentecost (e.g. banners, stained glass etc from Google)</p>
<p><b>Lesson 6 Using Art or music to explain what inspires the children.</b></p> <p><b>Learning Objectives</b> To create a presentation to explain something that</p>	<p><b>Possible Teaching/Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Review with the class what they have learned about the things that inspire Christians and different ways in which these can be expressed. Talk with them about the things that inspire or influence them and how they might communicate this to others. (What does it</li> </ul>	<p><b>Learning Outcomes</b> I can share what inspires or influences me and use art or music to communicate this. ☺ AT2</p>	<p><b>Resources</b> The children's own materials about whatever inspires or influences them.</p>

<p>inspires them.</p>	<p>really mean to say that e.g. Judo influences you? How does it affect the way you live?) <i>(It would be useful to do this before the lesson, so that they can collect pictures or think of ideas, rather than coming to the activity cold.)</i></p> <ul style="list-style-type: none"> <li>• Can you explain how the things that influence and inspire you are the same or different from the inspiration that Christians express in worship. This could be a PowerPoint presentation about their favourite football team, a collage of pictures and text about a celebrity they admire, a dance or song, a poem or other piece of writing.... You could consider linking this to your work in art / music / ICT / literacy...</li> <li>• Ask the children to present their work to the class (or to other children in the school) and to explain the thinking behind it.</li> </ul>		
<p><b>Assessment Opportunities</b> ☺</p>	<p>I can communicate through dance/drama the impact of the coming of the Holy Spirit at Pentecost. I can describe how worship expresses the significance of Jesus to Christians</p>		