

# **Yesterday. Today. Forever.**

## **Module: Living the Story**

### **Lesson 2: Your Worship Sucks**

#### **Objectives:**

Students will

- Examine their understanding of worship by comparing their idea of worship with the kind of worship described in Isaiah 1:11-17
- Communicate what it means to “align our hearts with God’s”
- Create a meaningful piece of artwork that reflects their worship

#### **Materials Needed:**

- ☐ white board/chart paper and markers
- or
- ☐ Living the Story Lesson 2 Questions PowerPoint, computer and projector
- or
- ☐ Appendix A: Questions (1 copy per group)
- ☐ Bibles
- ☐ art paper and/or canvas (2 pcs / student, with a few extra in case of mishaps)
- ☐ paints
- ☐ paintbrushes
- ☐ water for washing paintbrushes
- ☐ paper towels for mess
- ☐ charcoal
- ☐ newspapers

- ☐ magazines
- ☐ scissors
- ☐ glue sticks
- ☐ markers
- ☐ lined paper (2/student)
- ☐ pens (1/student)
- ☐ envelopes (2/student)
- ☐ worship CD/playlist
- ☐ something to play music on

### **Pre-lesson preparation:**

- Before the session begins, create a separate space for creative worship. Put on a worship CD or have someone who can play a guitar or piano play quietly in the background. Consider dimming the lights slightly. Try to be creative in your setting. Be sure to set out paint, paintbrushes, and charcoal for the students so they can begin with the activity as they enter. Only set out ½ of the pieces of paper or canvas so that you can utilize the other half for the consolidate/debrief activity. Ensure that the supplies are spread throughout the room so that students can have their own workspace, and don't crowd around concentrated areas of supplies.
- Pre-write the Action questions from Appendix A: Questions on the whiteboard or chart paper at the front of the room and cover until needed or use the Living the Story Lesson 2 Questions PowerPoint or make one copy of Appendix A: Questions for each group.

## **Minds On**

Approximately 15 minutes

Tells students that when you say ‘go’, they can begin, but to wait until you finish your instructions. At the signal, each student should take a piece of paper or canvas. Tell students they have 10 minutes to create a piece of art with the theme “worship” whatever that means to them. Allow students to take it in whatever direction they would like. Mention to students that this isn’t about being an “amazing artist” but just putting to the page how they feel in their heart. Warn the students when only 5 minutes remains, and again when 2 minutes remain. When the time is up, using wall safe tape, have students tape their piece of art to a wall that you have designated as the “gallery”. Instruct students to take a couple of minutes to look at each others’ work. If some paint is still ‘drippy’ try to include a horizontal surface in the gallery.

Once they have done this, have students gather together in a large group near the “gallery”. Ask for a few volunteers to explain their piece of art – what they painted or drew and why. You can also select work that you would like to know more about and find out who created it and why. Use this as an opportunity to gauge how these students view worship. Next, ask the students: to imagine they are aliens from another planet and seeing this artwork for the first time, what would they conclude worship is about? (Allow some time for students to respond to your question.)

## **Action**

Approximately 30 minutes

**Prompt:** Worship is not about following a ritual; it’s about actively expressing the value of someone or something; it’s about aligning our hearts to God’s to give Him glory.

Ask students what they think it means to “align our hearts to God’s”. Have a few students try to answer this question, then tell them we will be considering this question tonight.

Tell students not to move until you say “go”. Explain that this is what they will be doing: In small groups they will read a passage and talk through what the passage means, and they will also answer a couple of questions together, and each group will have a youth leader (or a student appointed as leader in the group) who will receive some lined paper, envelopes, and pens/pencils.

### **Instructional Note: Grouping**

This lesson uses “numbered heads” as a grouping strategy. You can use numbered heads carefully to make sure that you have a ‘leader’ in each group, or to keep adversarial or distracting students apart, or to make sure a weak or unpopular student has an ally.

Divide the students into smaller groups using ‘numbered heads’, i.e., lining them all up and assigning each student a number 1-4. Tell all of the 1s they will go to one corner of the room, the 2s to another corner, the 3s to another corner, and the 4s to the final corner of the room. If you have more than 20 students and, therefore, more than five students per group, consider creating more groups in this same way, or break each group into two sub-groups. Assign space in the room for these groups. Make sure each student has a number, then say ‘Go!’

### **Consolidate/Debrief**

Approximately 30 minutes

Bring all of the students back into a large group setting. Have the students recap things you did today. Ask the students to reflect on something they learned or from the discussion or anyone’s art pieces that struck a cord with them, the Scripture passage, discussion questions, the writing activity, etc. Give them a few moments to think, then take a few responses from students.

Tell the students you are going to give them another opportunity to demonstrate worship through visual art, but this time you would like them to use 'collage' as a means of looking at the idea. (Here you can read or explain some of the ideas from Appendix B: On Collage-Making. Tell students not to move until you say "go". Each student will take another piece of paper or canvas. Using newspapers and magazines, students should cut out words or phrases that jump out to them that help to describe true worship. They will then glue them on their page. Encourage students to make a collage of the words or phrases or consider some way to artistically lay out the words. Students have approximately 17 minutes to do this. Have students write, paint or put somewhere on the page Isaiah 1:17, "Learn to do good. Seek justice. Help the oppressed. Defend the cause of orphans. Fight for the rights of widows." (This passage is also on the PowerPoint after the blank slide). Tell the students to 'Go!'

Warn the students when only 5 minutes remain, and again when 2 minutes remain. Take the time before closing to have students assist in cleanup.

Once the majority of the clean up is complete, have students return to a large group setting. Pray together to close. Pray that our hearts would be broken for the things that break God's heart. Pray this prayer together: God teach us "to do good. Seek justice. Help the oppressed. Defend the cause of the orphans. Fight for the rights of widows."

## Appendix A: Questions

1. Look up Isaiah 1:11-17. Read it together in a group.
2. What sticks out to you from this passage?
3. What is the “tone” – or the sound of the voice – in verses 11-16? What is the point that is being made in those verses?
4. Re-read v 17. Why might v 17 be described as “true worship”? Why do you think that verse might be an emphasis of this passage?
5. How can we “do good”? “Seek justice”? “Help the oppressed”? “Defend the cause of orphans”? “Fight for the rights of widows”? Who might be “like” orphans and widows in our context? Brainstorm practical ideas together. Take on an initiative this week.

Write a letter to sponsor children, inmates, or older people in nursing homes? Why might this be a form of worship?

## Appendix B: On Collage-Making

When explaining the collage making process to students, tell them:

- Words or pictures on collages can overlap
- It is helpful to lay out their images or words before gluing them down
- Drawing or outlining an image and filling it in with words or images can be effective
- Utilizing a single colour aside from black and white can highlight or accentuate something you are trying to show
- Try not to overuse glue so that it drips on the page
- Add a thin layer of paint over an image to add effect