

4

Way to Worship!

Worship
We praise God for His great love.

POWER TEXT

"Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name" (Psalm 100:4).

KEY REFERENCES

- Mark 1:21-28
- *The Desire of Ages*, chap. 26, pp. 252-261
- *The Bible Story* (1994), vol. 7, pp. 157-159
- Student story on page 52 of this guide

OUR BELIEFS

- No. 20, The Sabbath
- No. 12, The Church
- No. 22, Christian Behavior

OBJECTIVES

The students will:

- **Know** that Jesus was active in regular church worship.
- **Feel** happy to be an active part of God's family.
- **Respond** by using their talents to contribute to corporate worship.

POWERPOINT

When we take an active part in worship, we are responding to God's love.

The Bible Lesson at a Glance

On Sabbath in Capernaum, as is His custom, Jesus teaches in church. The people are amazed at His teaching. He is believable. He knows what He is talking about. He makes good sense. Jesus shows that it is important to attend church and contribute to the church worship. The story also tells us that evil cannot exist where Jesus is. When we focus on Jesus, Satan is driven away.

This is a lesson about worship.

Jesus set an example of being involved in corporate worship, coming together publicly to praise God for His great love. Worship is a verb.

Teacher Enrichment

If possible, watch *The Video Bible: Matthew,* the part that corresponds with this lesson.

Worship in Bible times: Only men came in through the main door; the women and children came in through a separate door and sat at the back, sometimes upstairs.

At the end of the building, opposite the entrance, was a curtained room where the cupboard or ark containing the scrolls was kept. In the center of the building was a raised pulpit, with a lectern where the Scripture was read and the sermon preached. The usual service involved singing psalms, reading Scripture, preaching/hearing a sermon, and asking questions.

How do I personally contribute to corporate worship? What talents has God given me that I use to glorify Him?

Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask: **What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?** Invite students to share their experiences and/or the handiworks they created for Sabbath School during the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

Have students begin the readiness activity of your choice.

Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
Welcome	Ongoing	Greet students at the door. Ask about their week.	
1 Readiness Activities	10-15	*A. Missing Piece*	puzzle (pp. 148, 149), permanent marker, poster board or cardboard
		B. Group Build	blocks or cardboard boxes, blindfolds, arm slings
* Prayer and Praise	15-20	See page 47. Prayer and Praise may be used at any time during the program.	songbooks, world map, pushpins, offering plate/basket, paper cut in puzzle pieces, pens/pencils
2 Bible Lesson	15-20	Introducing the Bible Story	four copies of *Net Kids* script (p. 150)
		Experiencing the Story	Bibles, masking tape, rhythm instruments (optional), cloth for headdresses, hairbands or yarn
		Exploring the Bible	Bibles
3 Applying the Lesson	10-15	*Order of Service*	white/chalkboard, markers/chalk
4 Sharing the Lesson	10-15	*Invitation*	pens/pencils, paper
* Closing		Prayer and Closing Comments	
		Reminder to Parents	
		Coming Up Next Week	

1

READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

A

YOU NEED:
- ☐ puzzle (pp. 148, 149)
- ☐ permanent marker
- ☐ poster board or cardboard

Missing Piece

Make up a ready-made puzzle of 15-20 pieces. With a permanent marker write on the back "We are all necessary to make the picture complete." Break the puzzle apart; remove a few pieces, and hide them in the room. (Or make a puzzle by copying pages 148 and 149 in this guide, gluing them back to back, edges even, with a thicker paper or cardboard between. Cut the pieces apart.)

Distribute the remaining puzzle pieces. Give the students a few minutes to assemble their puzzle on a piece of poster board or cardboard. When they realize that pieces are missing, they must search until they find the pieces. (Give them some hints about where you have hidden the pieces.)

When they have completed the puzzle, they should carefully place a piece of poster board or cardboard on top of it, lift, and gently turn the puzzle over and read the message on the back: "We are all necessary to make the picture complete."

Debriefing

Ask: **How are the puzzle pieces like members of the church? What happened when pieces were missing? How can a person be like a missing puzzle piece? Let's read Psalm 100:1, 2 to find out how many people are supposed to be involved in worship.** Have students look up and read the verses with you. **Let's say our power text together, Psalm 100:4:**

"Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name" (Psalm 100:4).

Our point this week is:

When we take an active part in worship, we are responding to God's love.

B

YOU NEED:
- ☐ blocks or cardboard boxes
- ☐ blindfolds
- ☐ arm slings

Group Build

Move students into groups of three. Give each group a pile of blocks. Divide the groups into three sections. Place a blindfold on all the groups in section one. Tell the groups in section two that they aren't allowed to speak. People in section three must hold their right arm (the left arm if they are left-handed) behind their backs.

Say: **Each group will build a church using the construction materials in front of them. We want to see what kinds of churches you will build.**

Give the students a few minutes to work on their task (they may not complete it).

Say: **Now I want you to rearrange your groups so that each group has at least one blindfolded person from section one, one person who can't speak from section two, and one person who has their arm tied behind them from section three.**

Allow students to get into their new groups and tell them to complete or improve the construction of their church.

Debriefing

Ask: **How did you feel when you were in your first group? Which group was easier to work with? Why? How is this activity like or unlike participating with others at church? Let's say our power text together, Psalm 100:4:**

"Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name" (Psalm 100:4).

Our point this week is:

When we take an active part in worship, we are responding to God's love.

Prayer and Praise

Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

Suggested Songs

"How Excellent Your Name Is" (*He Is Our Song*, no. 17)
"Jesus, Name Above All Names" (*He Is Our Song*, no. 54)
"Shout to the Lord" (*Praise Time*, no. 69)

Mission

YOU NEED:
- ☐ world map
- ☐ pushpins

Use *Adventist Mission* for youth and adults (go to www.juniorpowerpoints.org and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

Offering

YOU NEED:
- ☐ offering plate/basket

Reinforce the concept that we do not give our offerings so that God will love us, but in response to what He has done to show His love to us.

Prayer

YOU NEED:
- ☐ paper cut into puzzle pieces
- ☐ pens/pencils

Cut a large sheet of paper into "puzzle pieces." Make enough pieces for each student to have one. Mix the pieces together in a large container. At prayer time, ask the student to select a piece of the prayer puzzle and write on it a characteristic of God that they most appreciate. When everyone has finished, invite the students to circle around and put the puzzle together. Close with a prayer, praising Him for everything the puzzle says about Him. Pray also for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

Notes

2

BIBLE LESSON

YOU NEED:
- ☐ four scripts (p. 150)

Introducing the Bible Story

***The* Net Kids**

(Refer to Lesson 2 for background and setup information.)

Make four copies of the *Net Kids* script found on page 150 of this guide. Distribute to the students you have selected as early as possible. Allow practice time before using this activity.

Present the skit.

Debriefing

Ask: **How is the discussion about the team and the violin strings like or unlike what we have been studying about worship this month?** (It takes everyone. Everyone is important and has a part.) **Who are members of a "worship team"?** (everyone) **What parts can you play in a "worship team"?**

YOU NEED:
- ☐ Bibles
- ☐ masking tape
- ☐ rhythm instruments (optional)
- ☐ cloth rectangles
- ☐ hairbands or yarn

Experiencing the Story

Tell the students the following about worship in a Jewish synagogue: **A synagogue was a place of worship governed by a local board of elders. This place of worship was under the control of laypeople, not of priests. At first it was just a place for reading and discussing Scripture, but eventually a more elaborate service was developed. It even became a school and a court as well. In the center of the building was a raised platform, with a lectern where the Scripture was read and the sermon preached. People sat around it on the floor. The usual service involved singing psalms, reading Scripture, preaching a sermon, and asking questions.**

Give students each a rectangle of cloth and a hairband or strands of yarn to use as a headdress. Create a "raised platform" in the center of your classroom (use masking tape on the floor to set space apart). Have students sit on the floor in rows around the platform, girls to the side. After everyone is seated, choose volunteers to "perform" the "synagogue service." First, have someone read Psalm 100 from the "platform." Second, have a student who is musical come onto the "platform" and lead the students in one of their favorite praise songs. Third, have another student, a particularly good reader, come and read Mark 1:21-28. Have a fourth student come and lead all the students in reading Psalm 150 aloud together. (If possible, have musical or rhythm instruments available for this last psalm.)

Debriefing

Ask: **Which participant in our "synagogue service" this morning was more important than another? Why did we need everyone?** (Everyone played some role—even the "audience" played a role.) **How was this like or unlike our worship service in church?** (Accept and encourage different perspectives.) **How could everyone feel a part of our church worship service? In what parts of our service does the audience join in?**

Remember:

When we take an active part in worship, we are responding to God's love.

3

APPLYING THE LESSON

YOU NEED:
- Bibles

Exploring the Bible

Divide the class into four groups (or if you have a small group, assign the texts to individuals). Assign each group one of the following texts: 2 Chronicles 5:13; Psalm 65:4; Psalm 92:12-14; Psalm 106:1. Lead each group in reading its verse aloud together.

Debriefing

Ask: **What do these verses tell us about worship?** (It includes singing, giving offerings, and most important, it includes everybody.) Our power text emphasizes the importance of praise and worship as well. **Let's say it together, Psalm 100:4:**

"Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name" (Psalm 100:4).

YOU NEED:
- white/chalkboard
- markers/chalk

Order of Service

Last week groups of students discussed how they would like to present individual parts of a worship service. This week go through the parts of the worship service that they selected and discuss in what order they would like to present them. Do a short run-through of the worship order they decide on, using the activities they chose. (Talk through with them any adaptations that you feel must be made.) Print an "order of service" where all can see. Decide on appropriate lengths of time for each activity. Keep it for next Sabbath. In the meantime, talk with the pastor or head elder about the juniors helping with an upcoming worship service.

Debriefing

Ask: **What have you learned about worship? How active do you feel you have been already in this worship program? In what other ways can you be an active part of worship?**

Alternative

If your students prepared to be church greeters and have actually taken a turn at greeting, this week discuss how the greeting went and what the responses of the people were as they were greeted by junior Sabbath School members.

Ask: **What did you like/dislike about serving as a greeter? How was greeting church members a part of our worship experience this morning?**

Remind the students that

When we take an active part in worship, we are responding to God's love.

4

SHARING THE LESSON

YOU NEED:
- ☐ paper
- ☐ pens/pencils

Invitation

Invite students to share with the class if they had the opportunity last week to discuss with an adult ways they could become actively involved in worship. Ask: **What did you learn about why it is important to worship with others? What are some ways you could participate actively in worship?**

Ask the students to identify people other than themselves who could be part of their program. For example:

Students who don't attend regularly.

Friends who don't stay for church.

Some adults to assist with selected parts.

Help students design and write a letter to absentees telling them how much their voice was missed during the singing, etc. Ask: **Who are some people you could invite to our worship service who might not regularly take time to worship God?** Encourage students each to invite at least one person to their special worship service. Offer to visit or provide transportation.

Debriefing

Say: **Why is it good to include as many people as possible in our worship service?** (To give everyone an opportunity to respond to God's love.) **Have we thought of ways to include everyone who attends our service?** (Encourage ideas; the audience can participate in singing, scripture reading, etc.)

Ask: **What is this week's power point? Say it with me:**

When we take an active part in worship, we are responding to God's love.

Accommodations for students with special needs

Allow students with special needs who experience difficulty with this activity to receive assistance from one of their peers.

Closing

Prayer and closing comments:

Pray that each student will understand that God values their part in worshiping as a church. Pray that God's Spirit will impress each one of how they can have an active part in worship at church.

Reminder to parents:

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at www.juniorpowerpoints.org/podcast.php?channel=1.**

Coming up next week:

Say: **Jesus got thirsty. Jesus longs to spend time with us when we worship Him.**

Notes

Student lesson

Way to Worship!

Do you have a favorite preacher or teacher? Why do you think you enjoy that person so much? Have you told the person how you feel? Imagine Jesus as your pastor.

A young man squirmed in his seat beside his father. "I'm glad we came early," he said. "I can't believe how many people are here at the synagogue today."

"Everyone has come to hear Jesus," his father answered. "After He healed the nobleman's son, word spread quickly about His teachings."

"Maybe He'll heal someone today," the young man said excitedly.

"Perhaps," his father murmured. "But I get the feeling that Jesus doesn't do this for the crowd's enjoyment. There's something different about Him."

Craning his neck, the boy could see the man who interested him so much. Jesus didn't look any different from those clustered around Him. He went to synagogue each Sabbath just as they did. He took part in the service with the others.

"Why does Jesus spend so much time here in Capernaum?" the boy wondered out loud.

"Capernaum has so many people passing through it," his father observed. "I think Jesus wants to reach as many people as possible with His message. This is a good place to do that."

Growing quiet, the crowd recognized that Jesus was ready to speak. No one wanted to miss a word He would say. He seemed to talk directly to each one. And He used illustrations from everyday life that they could understand. He used those illustrations to tell them important things about the love of God. Jesus spoke with authority, using simple language, to help people receive and believe the truth. The boy was amazed that even he understood Jesus' teaching.

Looking around him, he saw people listening carefully. Some were smiling. Others nodded their heads in agreement. But some were frowning.

"Father," the young man whispered, "who are those men who are frowning?"

"They're from the Sanhedrin," his father answered. "Some say that they are following Jesus from town to town, gathering information on what He does."

Jesus began to speak about His kingdom. Hope filled the hearts of the people as they recognized that Jesus was able to set them free from the forces of darkness that had kept them in captivity to sin.

Suddenly a scream echoed through the building. Everyone froze in their seats.

A man came running from the back of the synagogue. Holding his hands out as if trying to reach for Jesus, he headed directly to Him. But as he got close, it seemed as if something or someone was holding him back. The man appeared to be fighting an invisible force, a demon.

"What do you want with us, Jesus of Nazareth? Have you come to destroy us?" screamed an unearthly voice. "I know who you are—the Holy One of God!" (Mark 1:24).

The young man looked at Jesus. He was holding His hands out to the man. There seemed to be sorrow and anger on His face at the same time.

"Be quiet!" Jesus commanded. "Come out of him!" (verse 25).

After one last struggle the demon obeyed.

The crowd began to murmur. "Did you see that?" "Amazing!" "What manner of man is this?"

Holding up His hand for silence, Jesus continued to teach. This time everyone listened to His words.

After the service the boy and his father left the synagogue, knowing that they had surely felt the presence of God in this place of worship. They were thankful for the opportunity they had to be witnesses of God's goodness and power conquering evil.

KEY REFERENCES

- Mark 1:21-28
- *The Desire of Ages*, chap. 26, pp. 252-261
- *The Bible Story* (1994), vol. 7, pp. 157-159
- Our Beliefs nos. 20, 12, 22

POWER TEXT

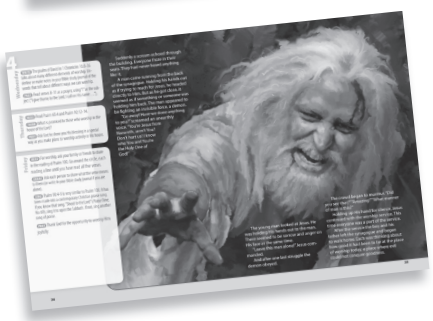
"Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name" (Psalm 100:4).

POWER POINT

When we take an active part in worship, we are responding to God's love.







Sabbath

DO Do the activity on page 33.

Sunday

READ Read Luke 4:31-37 and this week's lesson, "Way to Worship!"

CREATE Draw a temple gate with the power text on it.

PRAY Praise God for the things He has done in your life.

Monday

READ Read Mark 1:21, 22.

COMPARE The word *authority* can mean different things. Compare your understanding of these verses with this contemporary version: "They were surprised at his teaching—so forthright, so confident—not quibbling and quoting like the religion scholars" (*The Message*).

REVIEW Review the power text.

PRAY Ask God to speak with authority in your life and help you to be a powerful witness for Him.

Tuesday

READ Read Mark 1:23-28 and John 2:15, 16.

DISCUSS Jesus showed that worship is a positive experience. Discuss with an adult how you could contribute with your talents to the worship programs at church.

REVIEW Review the power text.

PRAY Ask God for wisdom as you seek to worship Him.

Wednesday

READ Read 1 Chronicles 16:8–36.

WRITE After you have read this Bible passage, underline or make notes in your Bible study journal of the words that tell about different ways we can worship.

REVIEW Review the power text.

PRAY Pray verses 8–11, using "I" as the subject.

Thursday

READ Read Psalm 65:4 and Psalm 92:12–14.

THINK What is promised to those who worship in the house of the Lord?

REVIEW Review the power text.

PRAY At worship, praise God for His blessings.

Friday

READ For worship, ask your family or friends to share in the reading of Psalm 100.

SHARE Ask each person to share what the verse means to them.

SAY Share with your family the power text by memory.

SING Psalm 98:4–9 is very similar to Psalm 100. It has been made into a contemporary Christian praise song. If you know that song, "Shout to the Lord" (*Praise Time*, no. 69), sing it to open the Sabbath. If not, sing another song of praise.

PRAY Thank God for the opportunity to worship Him joyfully.