

World Alliance of Reformed Churches

Christian education outlines “That All may have Life in Fullness” (Jn 10.10)

For use in the gathering process towards the
24th General Council to be held in Accra, Ghana
from July 30 to August 13 2004



24TH
GENERAL COUNCIL
ACCRA 2004

Christian education outlines

“That all may have life in fullness”

I. Introduction

In August 2004, delegates from 217 reformed, presbyterian, congregational, waldensian and united churches in more than 100 countries will gather in Accra, Ghana, and bear witness to their common faith in the lordship of Jesus Christ. The meeting in Ghana will be the 24th general council of the World Alliance of Reformed Churches. Guided by the theme “That All may have Life in Fullness” (John 10.10), participants will reflect on the threats and challenges to life while seeking God’s will for our response.

At the dawn of the of the 21st century, the church has a responsibility to engage in a critical self-review of the extent to which we have been instruments of God in bringing about and advocating life as a counterforce to the powers of death around us.

The theme challenges us to look at a variety of life-related issues facing the church today, including economic justice, creation, gender, human rights, violence, the marginalization of persons, HIV/Aids and many other issues. The threats and challenges to life call us to consider God’s gift of diversity, the role of young people, partnership between women and men, the mission of the church, our covenant with God, our witness in prayer and worship, and the ways in which the church is called to bring life and hope to all of God’s people.

We are challenged by the cries of suffering peoples and by the groaning of creation. We are challenged to be makers of peace in the midst of violence. We are challenged by pandemic health crises that threaten the lives of millions. We are challenged by a global economic system that is unfair and oppressive, leading to the misery and death of many. We are challenged to overcome attitudes and practices that erode the foundations of the earth’s livelihood.

Many believe the time has come to make a confession of faith that rejects and struggles against these injustices and threats to life, while affirming our faith in the triune God who through Jesus Christ offers a new life for the whole of creation.

We want to affirm God’s gift of life. We consider this affirmation of life, commitment to resistance, and struggles for transformation to be an integral part of Reformed faith and confession today. We want to affirm the mission of the church, our covenant relationship with God and one another, and the celebration of worship as powerful witnesses to the fullness of life offered in Jesus Christ.

II. Biblical notions

The theme “That All may have Life in Fullness” is an adaptation of John 10.10. Another major text suggested by the theme is Deuteronomy 30.17-20. “Choose life, so that you and your descendants may live, loving the Lord your God, obeying him, and holding fast to him” (v.19). These passages and many others, including those mentioned below, point to several things:

God makes provision for life

Whether through lengthy statutes and ordinances interpreting the commandments of the Old Testament or through an emphasis on grace in the New Testament, God makes provision for life – life in fullness and life in community. God’s commandments are not laws unto themselves but modalities to ensure that life is lived and lived well. The modalities change as historical circumstances dictate, but the promise of life is constant. It touches on all aspects of life including injustices such as the exploitation of others (Exodus 21.7-11) and the right of every person to live in freedom and share in God’s bountiful gifts (Deuteronomy 15.12-17).

We have a choice

To choose life, then, involves the challenge to develop social and political processes that begin and end with God who so loved the world that he gave his only Son (John 3.16). Our salvation is linked with a social reality that yields not merely existence or concern when it is convenient, but life in fullness. Our faith in Jesus Christ calls us to work for and seek that fullness for all people.

Other passages

The verses following John 10.10 are important. Jesus as the good shepherd offers life and protects life (John 10.11-18). A parallel in the Old Testament is Ezekiel 34.1-6, which is an indictment of the religious community and its

leaders for failing to provide for their flock. They were complicit in perpetuating injustices within the very community they were charged to lead. The church is called to feed the hungry, strengthen the weak, heal the sick, bind the injured and lead with grace, keeping the flock together.

This is echoed in Jesus' resurrection call to Peter in which he says, "Peter, do you love me.... then feed my sheep" (John 21.15-17). The disciples are called to be good shepherds themselves – tending, feeding and bringing life to the flock. The love of God is demonstrated in tending and feeding the sheep. No one is excluded, not even the weakest lamb. All are worthy of God's love and care. The promise of life in fullness is for all.

God's provision for life in fullness is further echoed in Ezekiel 37.1-15. The returned exiles are called to be instruments of a great reconstruction. They cannot simply despair at the forces and signs of death – dry bones. Even when reconstruction seems impossible, they are called to witness to God's gracious gift of life.

III. Using and adapting the outlines

As the Reformed family prepares for the 24th general council, the World Alliance envisions a gathering process, through which the concerns, insights and prayers of Christians around the world will be gathered together. These outlines are offered as a resource to help member churches take part in the gathering process through their educational ministries and by engaging local congregations.

The outlines were produced to stimulate reflection on the meaning of "life in fullness for all" in the many contexts in which we live and witness. They may be used in a variety of settings, including Sunday school classes, Bible study groups, fellowship groups, committee meetings, youth gatherings, leadership training and others.

Each outline is based on a life-related issue facing the Reformed family of churches today. Each outline identifies scripture for Bible study and suggests questions, activities and commitments for six age groups, ranging from four years of age through adult. You may wish to use the questions, activities and commitments from any age group, depending on the context.

The outlines were designed to be adapted in ways that make them relevant for the members of your church. They may be used in part or in whole. Likewise, you may wish to develop additional outlines. The outlines may be translated into other languages to suit your needs. Additionally, you are encouraged to adapt the outlines in creative ways.

The outlines may be shared with the Christian education offices as a resource for adaptation on a church-wide basis. They may be developed as part of an annual Christian education curriculum, for a seasonal education focus or as a weekly study guide. They may also be made available to local congregations for adaptation.

It is not necessary to request permission from the World Alliance to adapt the outlines. However, we do request that share your adaptation with us as it may be of use to other churches.

At the end of each outline, participants are invited to respond directly to the World Alliance of Reformed Churches. Please send responses to Mr Douglas Chial and Rev. Hartmut Lucke at:

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For additional copies of the outlines or an electronic version of the outlines, please contact the World Alliance or visit the web site.

The World Alliance wishes to thank Dr Dianne Wright, a member of the Presbyterian Church (USA), who developed these outlines. Dr Wright is the founder and director of the Kuumba Center for Christian Education and Spiritual Growth based in Florence, South Carolina.

IV. Outlines

1. Life in fullness

Scripture promises that those who enter through the gate, who follow the Good Shepherd, will have life in fullness. In contrast, the thieves and robbers of this world desire to take that life away. What is life in fullness for you? What is life in fullness for your community?

Stories

Share two stories or case studies that illustrate life in fullness. Choose one that illustrates life without Christ and another that illustrates life in Christ. Consider the range of life situations, including those who live in affluence and those who live in poverty. Both stories should point to the fullness that life in Christ offers.

Bible study (John 10.10; John 3.16)

The texts suggest that:

- Through Christ we are offered life in fullness.
- Life in fullness is for all people.
- Life in fullness relates to the whole of life, including mind, body and spirit.
- There are people and things that would rob us of life in fullness.
- There are people who do not know the Good Shepherd.
- We must take risks to proclaim the gospel so that others might share in the fullness of life offered by Christ.

Questions

- Children 4 – 6: What do people need to live? Where do these things come from?
- Children 7 – 12: Name something that is important to you and explain why. What makes life good? Is that the same as fullness of life in Jesus?
- Teenagers 13 – 15: Describe your life. How does it compare to the lives of others around us? Do you think it is all that Christ desires it to be? If not, what stops us from experiencing life in fullness?
- Teenagers 16 – 19: Define life in fullness. How does the definition compare to your life and the lives of others around us? What are some of the forces that enable or prevent us from experiencing life in fullness?
- Twenties and Thirties: What is the fullness of life offered by Christ? What are some things that would rob us of life in fullness?
- Forties and over: What is the Good Shepherd calling us to do in order to enjoy life in fullness? What can we do to ensure that “all” my have life in fullness?

Activities

- Children 4 – 6: Draw a picture of life in our community.
- Children 7 – 12: Consider all the things we have. Make a list of things that contribute to life in fullness and a list of things that do not.
- Teenagers 13 – 15: Create a healthy menu of things that help us enjoy life in fullness.
- Teenagers 16 – 19: Survey two people in your church, asking what life in fullness means to them.
- Twenties and Thirties: For one week, keep a list of things that have robbed you of life in fullness.
- Forties and over: Choose one thing to add and one thing to eliminate from your life that would increase the fullness of life in Jesus Christ.

Commitments

- Children 4 – 6: We will learn more about what is good for us and for the world.
- Children 7 – 12: We will focus on things that help us have life in fullness.
- Teenagers 13 – 15: We will take care of our mind, body and spirit.
- Teenagers 16 – 19: We will contribute to our church and community in ways that promote life in fullness.
- Twenties and Thirties: We will re-evaluate our lives and add one thing to nurture life and eliminate one thing that does not.
- Forties and over: We will nurture life in fullness for all people in our church and community.

Prayer

God, you are the source of life. Help us to seek the things that will bring all people life in fullness. Help us to worship you with all that we are and all that we have. Amen.

Response

What is the message we want to share with the wider church family? Write a short statement describing your understanding of life in fullness and the role the church can play in helping to achieve that fullness. Send your responses to the World Alliance of Reformed Churches.

2. Hope in the midst of hopelessness

In the jubilee year debts are forgiven, all things revert back to their original owner and the land is at peace (Leviticus 25). It is God's future for all of creation. It offers hope in the present and reminds us that life is not perfect or permanent. Like the psalmist, we pray to God in hope in every situation (Psalm 42; Psalm 43).

Stories

Share two stories or case studies that illustrate the hopelessness that many people feel given the circumstances of today. In what ways do they find hope in the church or the Christian message? Consider the range of life situations, including those who live in affluence and those who live in poverty. Both stories should point to the hope that the church can offer in difficult times and challenge participants to be channels of hope.

Bible study (Jeremiah 29.10-14)

The text suggests that:

- The message is for all – leaders and the people.
- We must work for life in fullness – food, family, shelter and spirit – where we are.
- In seeking good for those around us, we find our own.
- We must discern the voice of God from all the voices that we hear.
- We must work, live and pray while waiting for God's promise to be fulfilled.
- The challenge for us is in waiting for God's time and not our own.
- It is in God that we have hope for life in fullness.
- Hope can be found in working for life in fullness.

Questions

- Children 4 – 6: What are some things we wish we had? Why do we not have all of these things? What do we really need? Where will these things come from? Who will provide them?
- Children 7 – 12: What is hope? What should we be hoping for? How will we get what we hope for? How do we know that what we hope for is good for us?
- Teenagers 13 – 15: What in our situation today seems hopeless? Are there any signs of hope?
- Teenagers 16 – 19: How can we work for life in fullness where we are? How is that having hope? How do we know God is working it out?
- Twenties and Thirties: How do we benefit from working for the good of others? What are some signs that we are working for the good of others? How does that give us hope?
- Forties and over: What is life like without hope? What forces seek to take our hope away? What gives us hope? What part do we play in our own sense of hopelessness? How can our church be a source of hope?

Activities

- Children 4 – 6: Draw a picture of what you want life to look like.
- Children 7 – 12: Write a prayer of hope for the community. Write a prayer of hope for the world. For example, Dear God, we know that ... We hope that ...
- Teenagers 13 – 15: Discuss what we can do to help others who are in a difficult situation.
- Teenagers 16 – 19: Design a project in the community that will benefit others.
- Twenties and Thirties: List the things our church is doing for others that also benefit us. Choose one project to pray for and participate in.
- Forties and over: Looking back, list some ways the church has offered a sense of hope in our lives.

Commitments

- Children 4 – 6: We will thank God for what we have.
- Children 7 – 12: We will pray for our church and community every day.
- Teenagers 13 – 15: We will be grateful for what we have while looking to the future.
- Teenagers 16 – 19: We will be patient with ourselves as we wait for God's promised hope.
- Twenties and Thirties: We will live "where we are" rather than where we want to be.
- Forties and over: We will work to give a sense of hope to those around us.

Prayer

Oh Lord, we live in the promise that our hope is in you. Help us to work and pray as we wait patiently, knowing that your mercy provides for our welfare and your faithfulness provides hope. Amen.

Response

Share your concerns about your present situation, both your sense of hopelessness and your sense of hope. How can the church help people live “where they are” and yet work, live and pray toward God’s promises being fulfilled? Send your response to the World Alliance of Reformed Churches.

3. Economic justice

The world economic system favours trade for profit over an economy for life. Some choose materialism, idolatry, injustice and unrighteousness over belief in a good, righteous and just system. How can the Reformed family covenant for greater economic justice? Where is God in all of this?

Stories

Share two stories or cases studies that illustrate the effects of injustice in the economy. Choose one that relates to your context and another that relates to a context that is different from your own. Consider the range of life situations, including those who live in affluence and those who live in poverty. Both stories should point to the challenge that Christians cannot stand by and watch without concern, but must examine what is happening in the economy from a perspective of faith.

Bible study (Nehemiah 5.1-13)

The text suggests that:

- The people were being taxed unfairly.
- There was an outcry against those who would levy taxes for their own gain.
- We must speak out against unjust practices.
- A covenant is a binding agreement that must be fulfilled.
- We must deal fairly with others.
- As leaders we must pray to and depend on God for guidance.

Questions

- Children 4 – 6: What does it mean to cheat? What can we do when that happens?
- Children 7 – 12: In what ways have we been treated unfairly? How have we treated others unfairly? What difference does it make to our community if trade is done unfairly?
- Teenagers 13 – 15: In the marketplace, what are some signs of unfair trade? How are we influenced by the media to treat others unjustly? Among your friends, where have you seen the unfair distribution of money?
- Teenagers 16 – 19: Where are we most likely to spend our money? What choices do we have? How can we respond to unjust practices? How would God have us respond?
- Twenties and Thirties: What are some unjust economic practices in our community? How are we contributing? What are some regional or global practices that are affecting our economic system? How are we speaking out against unjust practices? What just choices are we making?
- Forties and over: What industries, locally and globally, affect economic life in our community? How does the local community support this? What can we do to support local businesses? How can the church address economic injustices in the church and community?

Activities

- Children 4 – 6: Make up a story about someone being cheated.
- Children 7 – 12: Play an unequal distribution game. What is it like to receive less for a product for which another person has received a greater amount?
- Teenagers 13 – 15: Find out if there is an organisation in the community working to correct injustice in the local economy. What are they doing? Share this information with the church.
- Teenagers 16 – 19: Design a project to help local businesses cooperate for more sustainable growth.
- Twenties and Thirties: Keep track of how money is spent in the community. Who is profiting? What steps can we take to ensure a more even distribution of financial resources?
- Forties and over: Consider the economic enterprises in the community. Are they following fair business practices? How can the church be a source of support for the community against unfair practices? What is the church teaching young people about economic justice?

Commitments

- Children 4 – 6: We will treat others fairly.
- Children 7 – 12: We will deal fairly in trade with others.
- Teenagers 13 – 15: We will buy goods from companies that support our local economy.
- Teenagers 16 – 19: We will make lifestyle choices that support our local economy.
- Twenties and Thirties: We will use our money in ways that support justice in the economy both locally and globally.
- Forties and over: We will seek ways for the church to advocate economic justice in the community.

Prayer

Oh God of love and justice, we depend on you. Strengthen us to speak out against unjust practices. Help us to choose the ways of life that are right and just. Amen.

Response

What concerns does your church have about the economic injustices you are witnessing in your community. How is the church responding? How can the wider church family covenant for greater economic justice? Send your responses to the World Alliance of Reformed Churches.

4. Creation

At creation God did an amazing thing, God gave human beings the responsibility to care for every living thing upon the earth – animals, plants, air, soil and people. Yet the psalmist tells us that “the earth is the Lord’s and the fullness thereof.” As stewards of the earth, it is our responsibility to care for God’s creation.

Stories

Share two stories or case studies that illustrate ecological degradation. Choose one that concerns your immediate environment and another that concerns a community different from your own. Both stories should point to the final outcome if people do not take their responsibility seriously now.

Bible study (Psalm 24.1-2; Psalm 8.3-8)

The texts suggest that:

- God created all things.
- The cosmos, the earth, all plants, animals and people belong to God.
- God gave human beings a place of glory and honour with responsibility.
- Our responsibility to care for creation is a gift from God.

Questions

- Children 4 – 6: Who made all the things on the earth? Who helps God care for the earth? What can we do to care for the earth?
- Children 7 – 12: What does it mean to take care of something? How can we care for the land, the air, rivers, plants and animals? What are some signs that we are not caring for the earth?
- Teenagers 13 – 15: Consider the land, sea, air, animals, and plants. How are they being destroyed or used? What are some things that human beings have created that harm the earth? Can we live without these things?
- Teenagers 16 – 19: What makes us stewards? What can we do to respond to the destruction of the environment? What are we doing to restore the environment and reverse the damage?
- Twenties and Thirties: What is happening to the environment in our community? Is it possible to ensure the sustainability of the environment and still meet our needs? What is our spiritual commitment to God’s creation?
- Forties and over: How can creation share in the sabbath rest of the jubilee year? If we continue to consume the earth’s resources, what will life be like for future generations? Who makes decisions about the environment in our community?

Activities

- Children 4 – 6: Draw one picture of the earth as God created it and another picture of how it looks now.
- Children 7 – 12: Go outside and make a list of things you see that damage the environment. What can be done about them?
- Teenagers 13 – 15: Suggest things we can do differently to help the environment. Find out what people are doing in other parts of the world.
- Teenagers 16 – 19: Participate in a community project to replenish and restore the environment.

- Twenties and Thirties: Investigate a community or global project to determine how it will affect the environment.
- Forties and over: Start a project for your family that will increase environmental awareness.

Commitments

- Children 4 – 6: We will love all the things that God made.
- Children 7 – 12: We will not do things that hurt God's creation.
- Teenagers 13 – 15: We will not waste the earth's resources.
- Teenagers 16 – 19: We will reuse and recycle all we can.
- Twenties and Thirties: We will use the earth's resources responsibly.
- Forties and over: We will stay informed about environmental projects that affect our community.

Prayer

O Lord, our God, how majestic is your name in all the earth. We thank you for the gift of your creation. Help us in our caring to honour creation, make wise use of her resources, to replenish the environment and to live in harmony with the earth. Amen.

Response

What is the message you want to share with others about the use of the earth's resources? How can the church extend its covenant for justice to embrace all of creation? Write a short statement challenging Christians everywhere to be stewards of God's creation. Send your response to the World Alliance of Reformed Churches.

5. Gender justice

The initial equality between men and women as created by God (Genesis 1.27) is the basis for our relationships as a community called into existence by Christ. As Jesus travelled during his ministry, there were women who sat in his company and became his disciples. The gospel calls us to challenge Christian traditions and social norms that suppress the gifts of women. How can partnership between women and men renew both church and society?

Stories

Share two stories or cases studies to illustrate the sinfulness of sexism, incidences of how sexism shows itself in church and society. Consider the range of life situations, including those who live in affluence and those who live in poverty. The stories should point to the fact that God has called women and men and equipped them equally for life and mission.

Bible study (Galatians 3.26 – 29)

The text suggest that:

- Each one of us is a child of God through faith in Jesus Christ.
- Through baptism each one of us, having been clothed in Christ, is equal.
- In Christ, we are no longer separated by race, gender or status, but all are one in Christ.
- All of us belong to Christ and share in the promise of life in fullness.

Questions

- Children 4 – 6: What kinds of things are your mothers and sisters doing at home? In the church? What kinds of things are men doing? Which seems more important?
- Children 7 – 12: What roles do women have in the church and the community? Can they make use of the gifts they have been given by God?
- Teenagers 13 – 15: What roles do women have in the church and the community? Do these roles allow women to experience life in fullness? How can men and women work together?
- Teenagers 16 – 19: If in our baptism, women are equal, can they participate equally in service to God in the church and the community? Why is there an imbalance? What messages do we receive from society about women's role in the community? What can the church do to support women in ministry? How are men and women working as partners in ministry? How can we play a role in enabling this partnership?
- Twenties and Thirties: Compare the roles of women in the church to those of men. Where is power located in the church? Do women and men have similar access to positions of leadership? How does the church promote partnership of men and women? What are the challenges to promoting partnership (gender equality) within the church?
- Forties and over: Women are gaining more equality in the work place and in the church. What are your views about the roles that women are taking today compared to twenty or thirty years ago? What challenges are these

changes creating? What differences are they making in the life of the church and the community? What does ministry look like when men and women participate as partners?

Activities

- Children 4 – 6: Draw a picture of the women you know showing the things that they do.
- Children 7 – 12: Talk to your mother or sister about what they feel called to do for God. Ask your father or brother what they think women are called to do? What do you think God would say?
- Teenagers 13 – 15: Choose a woman from the Bible (for example, Vashti, Esther, Deborah, Martha, Mary or Lydia) and act out (role-play) how you think she might act today. Act out (role-play) what her relationship to men would have looked like if she were to had been an equal partner to the men in the story.
- Teenagers 16 – 19: Interview two women who are involved in the church and the community. Do they participate in the governing bodies of the church? What advice can they give to young women who are trying to find their place in the church today? How can women and men move beyond traditions and social norms to serve in partnership with each other?
- Twenties and Thirties: Look at women's involvement in the church from another culture. Compare this to your culture. Discuss the advantages and disadvantages of each.
- Forties and over: Conduct a gender justice session for the young people in your church. Allow them to ask questions about what the church can do to be open to women's involvement in all areas of church life and how women and men can forge new partnerships in ministry.

Commitments

- Children 4 – 6: We will treat each other equally.
- Children 7 – 12: We will work together.
- Teenagers 13 – 15: As young women and men, we will seek to work in partnership with each other.
- Teenagers 16 – 19: We will affirm all ministries in which women and men are engaged.
- Twenties and Thirties: We will work to develop better partnerships between men and women.
- Forties and over: We will model better relationships between women and men for our children.

Prayer

God of all creation, we know that traditions and social norms no longer separate us. Help us to live as we live in you. Help us to develop partnerships between women and men that glorify you, nurture one another and serve the church. Amen.

Response

What message do we want to share with the wider church family? What insights can you give to help the church forge new partnerships between women and men? Prepare a short statement expressing this. Send your response to the World Alliance of Reformed Churches.

6. Young people – God's gifts for today and tomorrow

Jesus said that we must not hinder the children, "For it is to such as these that the kingdom of God belongs" (Mark 10.14). All who belong to God have received gifts, including young people. How can the church be a source of empowerment for young people both in the church and the community?

Stories

Share two stories or case studies that illustrate how young people contribute to the life of the church. Choose one story that shows how the church positively values the gifts of young people and another story that shows how, in spite of claiming to value their gifts, the church denies young people life in fullness. Both stories should point to the fact those young people have gifts to share.

Bible study (1 Timothy 4.11-16)

The text suggests that:

- Youth have a measure of maturity in conduct, love, faith and purity to offer the church.
- Youth are to attend to the public reading of scripture, teaching and preaching.
- Youth should use their gifts so that the church might benefit from their teaching.
- Others can be called to a life in Christ through young people.

Questions

- Children 4 – 6: Jesus said that adults must be like little children to be a part of the church. How are adults supposed to act? How do you think you can help the church?
- Children 7 – 12: How do you participate in church? How often? What does your church say about youth participating in the church?
- Teenagers 13 – 15: What gifts can you offer the church now?
- Teenagers 16 – 19: Is the church open to youth participation in all areas of its life? Would you consider that youth are a part of the church now or is the church waiting to use your gifts when you become adults? What will such an attitude do for youth discipleship in the future?
- Twenties and Thirties: In what ways does the church despise youth? Do you think the church structure is open to youth participating in its life and worship? If not, what needs to change?
- Forties and over: What place do you think youth have in the church? What does the future of your church look like considering its current focus on young people? Where is the church on this issue compared to thirty or forty years ago?

Activities

- Children 4 – 6: Prepare a greeting, a song, a dance, a prayer or a project to share with the church.
- Children 7 – 12: Make a list of how youth are currently involved in the church. Compare this list with what the church says it believes about young people.
- Teenagers 13 – 15: Discuss an activity the church recently held and review with your church leaders the ways in which young people were or were not involved.
- Teenagers 16 – 19: Review your church programme and suggest ways in which young people might serve in the church today. Share this with your church leaders.
- Twenties and Thirties: Create a vision statement for youth involvement in your church and community.
- Forties and over: Design an activity for your church that includes all members in its life and work. Be an advocate for youth with your church leaders.

Commitments

- Children 4 – 6: We will let the light of God in us shine for all to see.
- Children 7 – 12: We will participate as we learn and play.
- Teenagers 13 – 15: We will do our part to serve God in the church.
- Teenagers 16 – 19: We will seek every opportunity to serve God in the church and community.
- Twenties and Thirties: We will use our gifts to glorify God in the church and community.
- Forties and over: We will share leadership roles with young people.

Prayer

Dear Lord, we thank you for the gifts you have given to young people. We praise you for your mercy and loving-kindness as we learn how to welcome young people into your service. We pray that you will empower the young for greater service in our church and community. Amen.

Response

Describe how young people are involved in the life of the church. What can the church do to encourage them to participate in all areas of church life? Send your response to the World Alliance of Reformed Churches.

7. Honouring diversity

We are God's sign of the rainbow. Diversity is the nature of things. To achieve life in fullness is to be faithful in the midst of our complex diversity. In Christ we are made whole, not perfect and not pure. We are men and women of many colours, young and old from many cultures, religious minorities and majorities called to live out the universal covenant God made with all nations and peoples of the earth. How do we witness amid such pluralism?

Stories

Share two stories or cases studies that illustrate incidences of racism, tribalism or caste prejudice. Consider one story from your community and another from a culture that is different from your own. Both stories should point to the Christian call to rise above racism, tribalism or casteism, breaking the chains of injustice inherent in these practices.

Bible study (Revelation 5.6-10)

The text suggests that:

- Christ, full of power and might, is in the midst of the people.
- Through the blood of the lamb, people from every tribe, language, and nation are gathered for God.
- All people are called into the kingdom of God for worship and service.
- We can work towards this reality now.

Questions

- Children 4 – 6: What makes people different? Are these differences good or bad? Who created all these people? Where do they live?
- Children 7 – 12: What are the different gifts each of us has to offer, making diversity a cause for celebration? How do our differences sometimes separate us? What would life be like if we were all of one race, if we all believed the same thing, if we all shared the same culture?
- Teenagers 13 – 15: What are the various cultures in your community? Does your home, school and community life reflect this diversity? Is this diversity present in your church? How are people treated differently? Why is that so? How can we increase our interaction with others?
- Teenagers 16 – 19: Besides visible differences, what causes us to treat each other differently? What has society taught us about living in community with others? How does this attitude differ from the beloved community God calls us into? What can we do to change how we perceive one another?
- Twenties and Thirties: Where do we see diversity in our community? Is there a breakdown in our relationships with people we perceive to be different from us? What created the perceptions that divide us? What can the church do to foster better relationships?
- Forties and over: What were we taught about people who are different from us? Have we overcome some of these stereotypes? What are we teaching the present generation about relating to others? How can we overcome divisions and misunderstandings that create barriers between people?

Activities

- Children 4 – 6: Make a poster with faces that show all the people created by God.
- Children 7 – 12: Choose a culture different from your own and learn about it.
- Teenagers 13 – 15: Write a letter introducing yourself to a young person from another tribe or culture.
- Teenagers 16 – 19: Organise an event to help your community celebrate its diversity.
- Twenties and Thirties: Discuss what the church can do in life and worship to help bring God's people together.
- Forties and over: Discuss how adults can help children foster healthy relationship with others in spite of differences and how adults can model this?

Commitments

- Children 4 – 6: We will treat all people as children of God.
- Children 7 – 12: We will claim all people as a part of the universal family of God.
- Teenagers 13 – 15: We will respect other cultures.
- Teenagers 16 – 19: We will honour the diversity in our community.
- Twenties and Thirties: We will seek opportunities to be in fellowship with other people from other races, tribes and cultures.
- Forties and over: We will work and pray to break down the barriers that divide us.

Prayer

Lord, you created us in your image. Thank you for the incredible variety of races, cultures and people. Help us to envision a future in which all of us are honoured and celebrated for who we are. Empower us to let nothing come between us so that we might live in covenant with one another. Amen.

Response

What would you say to the wider church family to encourage them to honour the diversity in their community? What will help us realise the time when people from every tribe and race are gathered together in worship and service? Send your response to the World Alliance of Reformed Churches.

8. God's mission for us

God calls each of us into mission. Jesus fed his disciples so that they might go out and "feed the sheep." We are called to participate in God's work in the world. Through the Holy Spirit, God calls us to bear witness to our faith in the world.

Stories

Share two stories or case studies that illustrate various understandings of mission. Choose one story from your community and another from a community that is different from your own. Both stories should point to the variety of ways we are called into mission.

Bible study (Luke 4.16-21)

The text suggests that:

- Worship should lead us to service with others.
- Mission is our response to the anointing of the Holy Spirit.
- Mission should not be charity, but should give a sense of empowerment.
- To hear God's word is to act upon it in service to and in partnership with others.

Questions

- Children 4 – 6: What can we do to serve others?
- Children 7 – 12: What is mission? How do we choose what we do in mission?
- Teenagers 13 – 15: Where does our sense of mission come from? In what ways have we been involved in mission? How have we been the recipients of mission?
- Teenagers 16 – 19: What is Christ's mission for the church? How are we living that out in our worship, witness and service? How can we do mission in partnership with others?
- Twenties and Thirties: How does our mission witness to God's activity in the world? Where have we been able to develop partnerships both locally and globally in doing mission?
- Forties and over: How can the mission of our church help others enjoy life in fullness? Do we define mission as charity or as a way to work for mutual empowerment? Why is giving money not mission? How can we develop mission partnerships that fulfil our common calling?

Activities

- Children 4 – 6: Draw a picture of people helping people.
- Children 7 – 12: Invite the mission team from your church to talk about the purpose of past or current mission projects.
- Teenagers 13 – 15: Discuss how we can be involved in mission through building community.
- Teenagers 16 – 19: Design a mission project for your church that demonstrates the fullness of mission in worship, witness and service.
- Twenties and Thirties: Suggest ways your church can develop mission partnership globally.
- Forties and over: Invite your community to find new ways of being involved in mission.

Commitments

- Children 4 – 6: We will help each other.
- Children 7 – 12: We will share our faith with others.
- Teenagers 13 – 15: We will seek opportunities to build relationships while serving others.
- Teenagers 16 – 19: We commit to mission that is the full expression of our lives.
- Twenties and Thirties: We will develop new ways to do mission in partnership with others.
- Forties and over: We will design mission projects in ways that foster unity among Christians.

Prayer

Lord, guide us by your spirit to do your will. Let your Holy Spirit guide us to a deep living faith that will lead us to selfless dedication to the needs of others. Amen.

Response

How do we define the fullness of mission? How can the church grow in its understanding of mission? What creative things are happening in your community that might serve as a model for how we engage in mission? Send your response to the World Alliance of Reformed Churches.

9. Our common covenant

Our common covenant is the relationship created by God with us and between one another in which we receive life in fullness. Our covenant with God and with one another calls us to work for justice. It calls us to live responsibly with others in worship, work and witness.

Stories

Share two stories or cases studies that illustrate a combination of the above points, linking the theme of covenant with justice. Consider the range of life situations, including those who live in affluence and those who live in poverty. Both stories should point to the meaning which life in Christ can bring through covenant relationship.

Bible study (Deuteronomy 30.11– 20)

The text suggests that:

- The covenant is in your mouth and heart, given in the commandments.
- To enter into a covenant is a choice.
- God will keep God's promises if we choose life in the Lord.
- Choosing life means loving, obeying and holding fast to God.

Questions

- Children 4 – 6: What is a promise? What happens when a promise is broken?
- Children 7 – 12: What is an agreement? What kinds of agreements do people make with each other? How does it feel to keep your word? How does it feel when an agreement is broken?
- Teenagers 13 – 15: How do we live in covenant with God? How do we live in covenant with each other? Knowing it is not easy, how should we respond when a covenant is broken?
- Teenagers 16 – 19: What evidence do we have that God is in a covenant relationship with us? How have we been faithful to that covenant? How have we broken that covenant? How does our covenant call us to be responsible toward one another?
- Twenties and Thirties: What is our particular covenant with God? What are some challenges/threats to our covenant with God? How does our covenant change, grow and expand? In what ways does the covenant call us to love justly with one another?
- Forties and over: How do we participate in this covenant with people in other parts of the world? What is our responsibility toward one another? What does it mean for our worship, work and witness; for our spiritual fellowship with God; and for our commitment to justice?

Activities

- Children 4 – 6: When people are baptised, the church promises to love and care for them. List some words that describe how the church cares for us.
- Children 7 – 12: Write an agreement focusing on something that has been difficult for your group.
- Teenagers 13 – 15: Discuss what happens to our covenant with God if some people keep it and others do not. Write a prayer confessing our brokenness from God and other people.
- Teenagers 16 – 19: Finish this sentence: "I will live responsibly toward others by ...". Combine your answers into a litany. Add a response that is repeated between each answer.
- Twenties and Thirties: Write a covenant statement that reflects your relationship with God, self and others.
- Forties and over: List of the ways we can relate justly with others in worship, work and witness.

Commitments

- Children 4 – 6: We will love God in what we do.
- Children 7 – 12: We will keep the promises we make to God and others.
- Teenagers 13 – 15: We will seek forgiveness when we break our agreements.
- Teenagers 16 – 19: We will live responsibly in the life choices we make.
- Twenties and Thirties: We will covenant to love in right relationship with God and others.
- Forties and over: We choose to love God and serve others in our worship, work and witness.

Prayer

Praise the Lord! For you created the word and all things. Help us to understand your care for us. Teach us to love and care for each other responsibly. Help us to worship, work and witness in spiritual fellowship with you and all of our brothers and sisters. Amen.

Response

How can we renew our covenant with God and others? What does living in covenant require from each of us? What is the message we want to share with the wider church family? Send your response to the World Alliance of Reformed Churches.

10. Culture of violence

Violence knows no colour, religion nor race. It happens in small villages and large cities around the world. Our lives are filled with exploding bombs, murder, violent crimes and guns. International conflict, civil war, urban and domestic violence continue to rise. Churches around the world have declared a “Decade to overcome Violence.” How do we lift up peace and reconciliation as a way of life?

Stories

Share two stories or case studies that illustrate different forms of violence. Choose one story from your community and another from a community that is different from your own. Both stories should point to ways in which we can overcome violence and live in peace.

Bible study (1 Samuel 25.2–39a)

The text suggests that:

- We must greet one another in peace.
- Selfishness often leads to trouble.
- We must be willing to act on what we know.
- We are called to be peacemakers.
- Conflict occurs when we mistreat others.
- Leave retribution to God.
- God will provide a solution to the things that divide us.

Questions

- Children 4 – 6: What happens when someone is angry? How can we respond to anger? Why do we choose to hurt others? What can we do that would show peace instead?
- Children 7 – 12: Where do you see violence? How real is it? What are the alternatives we can choose instead of violence? How can we make peace with someone who hurt us?
- Teenagers 13 – 15: What does violence look like in our community? How is violence created? How can the church respond to these forms of violence? What messages about violence do we get from the newspaper, radio, television or movies?
- Teenagers 16 – 19: What causes violence in our community? Is there evidence that violence in other places affects life where we live? How are these events glorified? What causes us to choose violence as a response to conflict? How can we turn a potentially violent situation into a peaceful one?
- Twenties and Thirties: What causes violence? How can it be prevented? Who profits from violence? What other issues must we face as a result of violence in the community? In the world?
- Forties and over: What forms of violence impact our families, church and community? How are we explaining this to our children? What is the church’s response to violence? Are we equipping church members to be peacemakers?

Activities

- Children 4 – 6: Draw one picture showing how we hurt others. Draw another showing your community at peace.
- Children 7 – 12: Discuss a violent event that occurred in your community. Act out (role-play) a peaceful solution.
- Teenagers 13 – 15: Review a popular song or television programme for evidence of violence. Rewrite the words of the song or the dialogue of the programme without the violence.
- Teenagers 16 – 19: Talk about a conflict in your community and decide on steps that we can take to develop a peaceful solution.
- Twenties and Thirties: List some things we do to make peace. What are some new strategies we can use to handle conflicts?
- Forties and over: Examine the myriad forms of violence in the community and in the world. Create proverbs to help our children process them.

Commitments

- Children 4 – 6: We will treat others with kindness.
- Children 7 – 12: We will seek peace in our relationship with others.
- Teenagers 13 – 15: We will covenant to use methods and resources that promote peace.
- Teenagers 16 – 19: We commit to “think” before reacting to violence.
- Twenties and Thirties: We will be peacemakers in our community and the world.

- Forties and over: We will model creative ways to overcome violence in our own relationships as well as in the community.

Prayer

Compassionate God, we pray for our world. We pray for people everywhere struggling for freedom in the midst of violence. We pray for those who suffer abuse by the hand of others. We pray that we might seek the peace you offer. Call us to love so that we might serve one another, loving our neighbor in word and deed. Amen.

Response

What are you doing to respond to violence in your community? What can the church do to lift up peace and reconciliation as a way of life? What role can the wider church family play in overcoming violence and caring for human life? Send your response to the World Alliance of Reformed Churches.

11. Gospel and culture

We are called to bear witness to the gospel in Jerusalem, in Judea, in Samaria and to the ends of the earth (Acts 1.8). This call began with the Jews and extended to include diverse cultures and peoples. The church came into being out of the local community in which it was rooted. Relating our faith to our cultural context is essential. We are called to experience the power of the Holy Spirit at work in the midst of our culture. Each church expresses its love for God in ways that are both culturally relevant and biblically grounded.

Story

Share two stories or case studies that illustrate how culture plays a role in interpreting the gospel. Choose one story from your community and another from a community that is different from your own. When selecting the stories consider how culture has been both celebrated by the church and how culture has been oppressed or misused.

Bible study (Acts 15.6–21)

The text suggests that:

- Gentiles received the gift of the Holy Spirit.
- God makes no distinction between Jews and Gentiles.
- New believers should not be made to bear what other believers have not been able to.
- Salvation comes to all through the grace of our Lord Jesus Christ.
- God called the Gentiles to be his people where they lived.
- All people have the opportunity to seek God.
- In order to become Christians, the Gentiles were not expected to give up practices that celebrated their culture.

Questions

- Children 4 – 6: What do we tell others about Jesus? What are some ways we like to have fun? Can we have fun like that in church? Why or why not?
- Children 7 – 12: What are some things we do in church and at home that are the same? That are different? Is there anything we do outside of the church that God would not like?
- Teenagers 13 – 15: How were early Christians able to understand the gospel message they received from foreigners? What helps us communicate with others who are different from us? Where and when was our church founded? What makes us who we are?
- Teenagers 16 – 19: What is our culture? In what ways has the church celebrated or ignored our culture? What are some cultural practices that might be contrary to biblical teaching?
- Twenties and Thirties: What is our culture? In what ways are we expected to conform? Are these expectations coming from the gospel, the church or our culture? What complements and conflicts do we see between the gospel and our culture?
- Forties and over: What are the tensions between our culture, the gospel and the culture of the modern world? What effect does one have on the others? How can they be balanced? Why is it important for the gospel and culture to complement one another? What happens when they do not? How does the gospel help to transform cultural practices that are oppressive? What elements of our culture should the church celebrate?

Activities

- Children 4 – 6: Draw one picture of things we do in church. Draw another picture of things we do at home.
- Children 7 – 12: Ask the adults in the church to describe their culture. Try to match each description to something in the life of the church.
- Teenagers 13 – 15: Identify a cultural tradition and use it to tell the gospel story.

- Teenagers 16 – 19: Consider a tradition from our culture and find a way to include it in the life of the church.
- Twenties and Thirties: List some things the church can do to make connections between our culture and the gospel.
- Forties and over: Discuss the ways in which the church has developed a mistrust of culture. Name some cultural practices the church could incorporate that would be meaningful. How can the church transform cultural practices that are oppressive?

Commitments

- Children 4 – 6: We will pray for our church.
- Children 7 – 12: We will learn more about our culture.
- Teenagers 13 – 15: We will use our culture to celebrate the gospel.
- Teenagers 16 – 19: We will look for ways the church celebrates and challenges our culture.
- Twenties and Thirties: We will incorporate cultural practices that affirm the gospel message.
- Forties and over: We will share the gospel message in ways that affirm and challenge our culture.

Prayer

Dear God, thank you for creating us with wonderful ways to express who we are. Help us to use our culture to share the good news. May we experience joy as we worship you. Amen.

Response

Share your insights about the connections between the gospel and the cultural traditions of your community. Share your vision of how the church can celebrate and challenge your culture. Send your response to the World Alliance of Reformed Churches.

12. Healing

People, churches and communities are in need of all kinds of healing – spiritual healing for the soul and physical healing for the body. Healing comes from God who gives us new life. For Jesus, healing the body was often an avenue to healing the soul and showing his love for humankind. We must find ways to heal divisions, to heal broken communities and to overcome the spread of diseases such as HIV/Aids. How can the church be a source of healing that offers life in fullness?

Stories

Share two stories or case studies that illustrate the power of healing. Choose one story from your community and another from a community that is different from your own. Both stories should point to the importance of our participation in the lives of others and the power of the Holy Spirit in healing both body and soul.

Bible study (Mark 2.1-12)

The text suggests that:

- We must believe that Jesus can heal.
- We must support others who need healing.
- Be persistent and creative.
- We must seek healing.
- Healing comes through the faith of those around us.
- We must come to our own understanding of who Jesus is.
- We must witness to others about God's healing in our lives.
- We must glorify God who gives healing.
- Healing the body also heals the soul.

Questions

- Children 4 – 6: How do we help people who are sick? When should we help?
- Children 7 – 12: What is healing? What help can we offer when someone needs healing? How do we know someone has been healed?
- Teenagers 13 – 15: In what areas of our lives do we need healing? If healing comes from God, what difference does our participation make?
- Teenagers 16 – 19: Where have you seen physical and spiritual healing? In what ways can we witness to God's healing in our lives?
- Twenties and Thirties: What is the connection between belief and healing? Where in our lives have we seen that connection?

- Forties and over: How can the church be a source of healing that gives life in fullness? How can we offer support when the need for healing is unknown?

Activities

- Children 4 – 6: Make a poster that shows people being healed.
- Children 7 – 12: Make a list of things you can do to support a child in your community, school or church who needs healing. Choose one and do it.
- Teenagers 13 – 15: Help your community by providing a list of churches that offer specific healing ministries. Develop a directory.
- Teenagers 16 – 19: Name some “rooftop” solutions (creative ideas like that of Mk 2.4) we can offer to people who are ill. List some things the church can do to minister to people living with diseases such as HIV/Aids.
- Twenties and Thirties: Name the areas in your church and community where people are in need of healing. What would you suggest as a treatment?
- Forties and over: Where divisions exist, develop a plan for reconciliation and healing. From your discussion, list practical ways of breaking down walls of division.

Commitments

- Children 4 – 6: We will help our friends who are sick.
- Children 7 – 12: We will be present with those who need healing.
- Teenagers 13 – 15: We will support healing ministries.
- Teenagers 16 – 19: We will establish a healing network in our church and community.
- Twenties and Thirties: We will work to heal our church and community.
- Forties and over: We will give witness to healing in our lives.

Prayer

God of compassion, who through Christ Jesus healed the sick, empower us by your spirit to do the work of healing. Restore wholeness to our souls, our minds and our bodies. Show us what we need to have life in fullness. Amen.

Response

What is the message you want to share with the wider church family? How is God present in your community healing people and healing divisions? In the face of diseases such as HIV/Aids, how can the church care for people in ways that offer life in fullness? How can the wider church family support the healing of divisions in the church and in the community? Does your church have healing resources? Send your response to the World Alliance of Reformed Churches.

13. Inclusiveness

We are called to affirm the importance of a church that is inclusive. God created men and women and gave them a common blessing and responsibility to care for creation. All people are called to full participation in the life of the church. The promise of life in fullness for all is compromised where the church excludes people because of their age, gender, ethnicity, disability, or for other reasons.

Stories

Share two stories or case studies that illustrate how people are either included or excluded from life in fullness in the church and in the community. Choose one story from your community and another from a community that is different from your own. Both stories should point to the importance of including all people in the life and work of the church.

Bible study (Galatians 3.26-4.7)

The text suggests that:

- In Christ we are all children of God through faith.
- We should not separate ourselves by gender, age, race, social status or religion.
- All are one in Christ.
- Each of us is called to participate in fellowship with Christ.
- Together we form the community in which God is to be both worshipped and served.

Questions

- Children 4 – 6: How do we serve God? What makes us a part of the church? Why do we come to church?
- Children 7 – 12: What does it mean to be a member of the church? In what ways are we called to participate? What are the things that make it hard for us to participate? Who are the members of our church?
- Teenagers 13 – 15: Are there ways in which we are separated in the church? Are there tasks or ministries set aside for particular people?
- Teenagers 16 – 19: What are the barriers that prevent all from full participation? What gives us the right to full participation? Are there particular people who are excluded from our church, either from membership or participation?
- Twenties and Thirties: How does our church share the responsibilities of ministry with others? How does the ministry of the church reflect the gifts of all its members? Does the church limit or deny the full participation of some? Are some excluded by policy or by choice? Does the mission of the church reach out to all people?
- Forties and over: Who is called to participate in the ministry in the church? Who is excluded? What would it take to be a more inclusive church? What are the barriers that limit full participation? Are there cultural factors that limit the inclusion of some?

Activities

- Children 4 – 6: Draw a picture of different people working in the church.
- Children 7 – 12: List the ways different people are included in the life of the church. Consider children, youth, adults, disabled people, the rich, the poor, etc.
- Teenagers 13 – 15: Develop a plan outlining how you can participate fully in the life of the church.
- Teenagers 16 – 19: Create a slogan that celebrates inclusiveness.
- Twenties and Thirties: Evaluate how your age group participates in the life of church, suggesting ways the church can be more inclusive.
- Forties and over: Write a letter to the church leaders affirming that God calls all of us to ministry. Affirm your commitment to including all people in the life and ministry of the church.

Commitments

- Children 4 – 6: We will welcome all that come.
- Children 7 – 12: We will participate in the life of the church.
- Teenagers 13 – 15: We will serve as a volunteer in the church and community.
- Teenagers 16 – 19: We will include all that come.
- Twenties and Thirties: We will make the church a place where all people are welcomed and valued.
- Forties and over: We will help the church to be more inclusive of people that have been excluded.

Prayer

God of life, open our hearts to the fullness of the human family. Give us your Holy Spirit to help us welcome everyone with love and care, so that we might not exclude anyone created in your image. Amen.

Response

What is the message you want to share about the nature of inclusivity in the church? How can the church covenant for greater inclusion of all? Write a short statement suggesting ways we can be faithful to common responsibility given to all. Send your response to the World Alliance of Reformed Churches.

14. Worship

“Oh come, let us sing to the Lord; let us make a joyful noise to the rock of our salvation” (Psalm 95.1). Worship begins with God. God calls us together as a community of believers. The psalmist invites all who come to worship to participate in the glorious celebration of God. If we are truly people created in God’s image, we should use all that God has given to us – music, dance, drama, poetry, art – to worship God in holy splendour.

Stories

Share two stories or case studies that illustrate how worship glorifies God in ways that engage and are relevant to the community. Choose one story from your community and another from a community that is different from your own. Both stories should point to the way that corporate worship celebrates faith and encourages us to love and serve.

Bible study (Hebrews 10.19–25)

The text suggests that:

- We are called to worship God with sincere faith.
- We are to engage in the public confession of our hope.
- We are to help others love and do good deeds.
- Gathering for worship is something we must do.
- In worship we are to encourage one another.

Questions

- Children 4 – 6: What do we do during worship? Do you know why we do those things? What part of worship do you like best?
- Children 7 – 12: What is worship? Why do we come together to worship? What does worship look like in our congregation?
- Teenagers 13 – 15: What does worship do for the people of God? What are some different ways to worship God? How meaningful is our worship experience?
- Teenagers 16 – 19: How does our way of worshipping God help people to love and do good deeds? Is our way of worshipping God engaging? Does it speak to the needs of the community?
- Twenties and Thirties: Why does scripture define worship as service? What is our covenant with God about worship? With the community? How does worshipping God empower us to go forth and share the good news?
- Forties and over: How can we ensure that our worship honours God? Would you say that your worship encourages others toward life in fullness? What connections do you make between daily life and God?

Activities

- Children 4 – 6: Write a prayer and draw a picture for each line of the prayer.
- Children 7 – 12: Create a banner that invites people to worship.
- Teenagers 13 – 15: Discuss your experience in worship, listing the things you like and the things you do not like.
- Teenagers 16 – 19: Create a worship service.
- Twenties and Thirties: Reflect on the last sermon you heard and design a service project or ministry based on the message you heard.
- Forties and over: List ways in which families can worship God in their daily lives and share them with the church.

Commitments

- Children 4 – 6: We will praise God.
- Children 7 – 12: We will participate in worship.
- Teenagers 13 – 15: We will seek ways to use our gifts in worship.
- Teenagers 16 – 19: We will lead and participate in worship.
- Twenties and Thirties: We will attend worship regularly to listen for God's call and invite our friends.
- Forties and over: We will invite others to participate in creating culturally relevant worship experiences.

Prayer

Almighty God, we praise your name. Fill us with your Holy Spirit that we might celebrate with joy and thanksgiving. May we be gathered together by your spirit. Help us to listen for your words so that we may serve others. Amen.

Response

What is the message you want to share with the wider church family about worship in the church? How is your church encouraging the affirmation and importance of corporate worship? Write a short statement suggesting ways in which the church can renew its commitment to prayer, service and celebration in worship. Send your response to the World Alliance of Reformed Churches.