



**Uniting Church in Australia**  
SYNOD OF VICTORIA AND TASMANIA

# Course Outline

*VTWP002 Exploring Preaching in the UCA*

Course Administrator:

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eLM – Equipping Leadership for Mission



equipping Leadership *for* Mission



## PLEASE READ THIS FIRST!

Greetings, and thanks for registering to be part of the **Preaching** Units for lay leaders. In this Course Outline you will find details of the study requirements, the assessment and other helpful information.

The Units are intended for lay people who are called to prepare and preach in local settings. For those who are interested, there is also another course that on worship for those who are called to prepare and lead worship.

There are six (6) Units in Worship and six (6) Units in Preaching.

Some lay leaders will undertake the Worship Units only. Others will undertake the Preaching Units only. For those studying for Lay Preacher accreditation and those studying to achieve the Pastor competencies in Worship and Preaching, all twelve Units must be undertaken. Please refer to page 5 of this Course Outline for further information.

***The Units have been developed to be a time of discipleship-forming, faith-expanding learning in worship and preaching.***

These Units will provide an opportunity to learn and develop some practical skills in preparing and preaching.

We encourage you to approach your studies with a positive attitude and a willingness to be open to learning. Remember don't be daunted by what lies ahead, as help will be available along the way.

Thanks again for committing this time to your journey of understanding.

We pray it will be a time of learning, with some challenge, and a time of deepening faith in God.

*A note for those seeking accreditation as Lay Preachers or gaining competency as Pastors:*

*For those studying toward accreditation as a Lay Preacher, this course covers most of the main content for the "Worship and Preaching" component of the Lay Preacher education requirements.*

*For those gaining competency for the Ministry of Pastor these Units address most of the "Worship and Preaching Competencies" numbers 1 and 2 ('Prepare and lead Worship', and, 'Prepare and present Sermons').*

HOURS OF ENGAGEMENT: Each Unit involves 5 to 6 hours of engagement in study, reading, and assessment preparation.

EXPECTATIONS OF ADULT LEARNERS:

- Participants will have computer abilities in research, assignment writing, and electronic submission OR will work alongside someone who can assist them with these tasks.
- Participants will take responsibility for their own learning – ask questions when uncertain or are unsure about what is required of them. Manage their time well/efficiently. Read the learning and assessment Task questions carefully. Read the Course Outline carefully to ensure they are familiar with all requirements for the Course. Seek assistance from their Presbytery, peers, identified local mentors/tutors.

It is recommended, for those studying towards Lay Preacher accreditation or completing the Pastor Competencies, that this course be completed within 3 months. It is structured in such a way that it can be completed within around 9 weeks. A Suggested Study Guide provided later in this Course Outline presents how this might be achieved.

***If someone is studying towards Lay Preacher accreditation undertakes this course early in their training – i.e. before their Biblical and theological study – it is strongly recommended they undertake their practical assessment for these Units (and possibly their theoretical assessment) after they complete Biblical and theological study.***

# INTRODUCTION

## OBJECTIVE

These Units introduce participants to the study of Worship and Preaching. A key theme is the question

***“How do we worship God and encounter God’s Word in worship?”***

These Units act as a foundation for understanding how the Christian Church and the Uniting Church in particular, worship God. The Units are closely integrated with the study of scripture, and historical and contemporary scholarship on worship and preaching.

Through the study there is also an invitation to participants to deepen their response to, and faith in, Jesus Christ.

## OUTCOMES (from the UCA Assembly Standards and Competencies for Lay Preachers)

At the completion of this Course students should be able to:

1. Speak and lead in worship settings (relating to preaching)
2. Undertake exegesis of biblical texts
3. Develop sermon appropriate to congregational or group context
4. Present sermons

## CONTENT

Elements of worship in constructing a service

Exploring and choosing resources for preaching preparation (UIW2, video, book and online resources)

Approaches and contexts for preaching including multi-sensory and multi-intelligence

Exegesis

Crafting the message

What makes for good preaching and styles of preaching

Ethics and knowing yourself as a preacher

Communicating effectively

## METHOD

Depending on the ***mode*** (eg. face-to-face, online, blended) in which these Units are offered, participants will be exposed to these types of learning experiences:

- Lectures are delivered in class and texts of lectures will be available afterward.
- Lectures will be delivered online, with texts of lectures available online.
- Seminar, Workshop, and Webinar times will be focused on developing knowledge and skills.
- Video and online resources will be used to supplement information gathering.
- Key ideas will be discussed in class and in small group tutorials.
- Key ideas will be presented online and discussed through forums and Webinars.
- Ideas and interpretations will be discussed and debated in the learning community.
- Groups will construct some working definitions to better be able to articulate faith and talk about God.
- Course Participants will be encouraged to read the set text and become familiar with a broad range of other texts.
- Course Participants will have an opportunity to work with a range of resources and people in applied exercises.

- Course Participants will be expected to personally reflect on and respond to the course materials.
- Group presentations of debates and times of worship will reinforce learnings from lectures and workshops.
- Group presentations of online forum debates or Webinar debates and (times of worship) will reinforce learnings from lectures and workshops.

**SUMMARY OF ASSESSMENTS:**

**Each Unit requires one Task A (theoretical) and one Task B (practical) to be submitted:**

<b>Exploring Preaching Unit 1</b>	<b>(P1)</b>
<b>Understanding Preaching Unit 2</b>	<b>(P2)</b>
<b>Understanding Preaching Unit 3</b>	<b>(P3)</b>
<b>Preparing for Preaching Unit 4</b>	<b>(P4)</b>
<b>Preaching as Leadership 1 Unit 5</b>	<b>(P5)</b>
<b>Preaching as Leadership 2 Unit 6</b>	<b>(P6)</b>

## **The Course allows participants to engage in MULTIPLE LEVELS OF INVOLVEMENT:**

1. Those wishing to dip into all, or part, of this course in order to create or supplement group studies, etc. You are encouraged to use the materials, including assessment questions, in creative ways that provide opportunities for faith and discipleship growth.
2. Those wishing to use these materials to learn more about worship leadership but not seek formal accreditation. In order to deepen your learning experience, you are encouraged to work through the activities, readings, and reflections in the Units, and to discuss, and work through, Task A and Task B activities.
3. Those wishing to study, update, or refresh their understanding but not seeking formal accreditation – perhaps a Lay Preacher looking for some continuing education. In order to deepen your learning experience, you are encouraged to work through the activities, readings, and reflections in the Units, and to complete all the Task A activities.
4. Those wishing to explore the course for their own learning, or to meet the academic requirements for the Specified Ministry of Lay Preacher - i.e. the person seeking formal accreditation. You will need to work through the activities, readings, and reflections in the Units, and to complete all Task A and Task B activities.

## Course Learning Materials

The course has no set text.

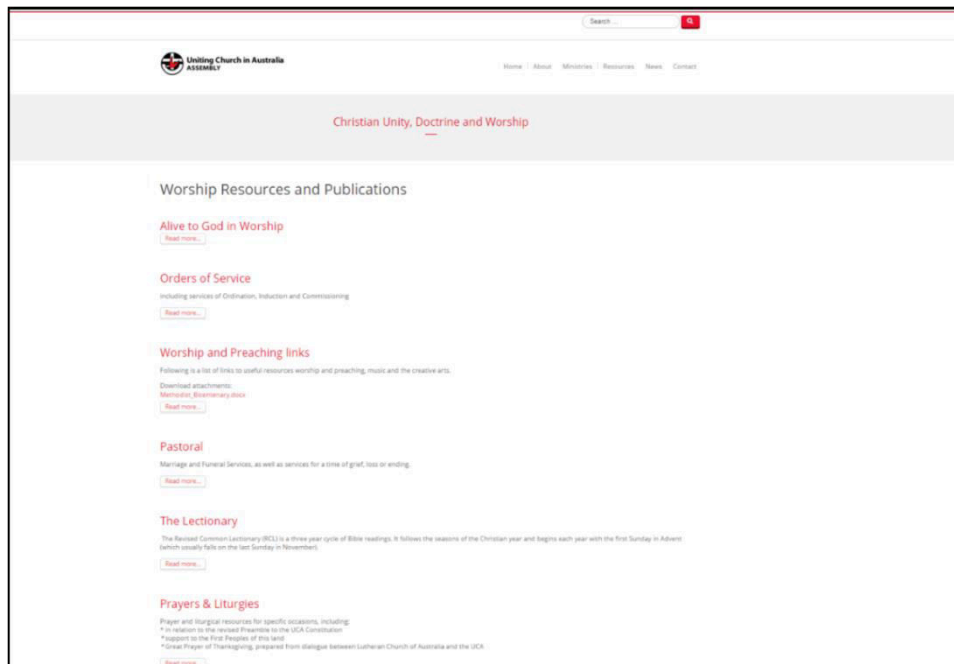
1. A key resource is **Uniting in Worship 2**, Uniting Church Press, Sydney, Second Printing 2010.



Access to a copy of this book is required. Your Minister or church may have a copy that is available for loan. Please note an educational copy is provided solely for your use as you study this course.

If you are, or intend to be conducting worship and/or preaching regularly, you may consider purchasing a copy from MediaCom Education Inc [www.mediacom.org.au](http://www.mediacom.org.au)

2. The Uniting Church's **Assembly website on Worship** is another key resource for this course.



It may be accessed at <http://assembly.uca.org.au/cudw/worship-resources-and-publications>

**A suggested week by week study guide for 9 weeks:**

<b>Worship Modules and Units</b>	<b>Study Week</b>	<b>Assessment Guide</b>
<b>1. Exploring Preaching 1</b>	Week 1 & 2	Task A Task B
<b>2. Understanding Preaching 1</b>	Week 3	Task A Task B
<b>3. Understanding Preaching 2</b>	Week 4 & 5	Task A Task B
<b>4. Preparing for Preaching</b>	Week 6	Task A Task B
<b>5. Preaching as Leadership 1</b>	Week 7 & 8	Task A Task B
<b>6. Preaching as Leadership 2</b>	Week 9	Task A Task B



## **COURSE UNITS**

### **Unit 1: P1 Exploring Preaching**

The purpose preaching (the concept of proclamation) and its place in UCA worship

UCA Resources for Preaching

The Craft of Preaching Communicating Effectively 1

Writing for speaking

### **Unit 2: P2 Understanding Preaching 1**

What makes good preaching? The essentials.

Preaching into today – Discerning context and connecting the biblical message to hearers' experience and world

Exegesis 1

### **Unit 3: P3 Understanding Preaching 2**

The Specified Ministry of Lay Preacher in the UCA – Calling, Initial Training, and ongoing learning (CEM)

Creative preaching - Multi-sensory and multi-intelligence aspects

Facilitating a response to the Word

Preacher's relationship to the hearers – privacy/permission issues

### **Unit 4: P4 Preparing for Preaching**

Crafting the Message 1 – types of sermons and preparation for preaching

Exegesis 2

Preaching the Lectionary as a resource – plus other approaches

## **Unit 5: P5 Leading Preaching 1**

Ethics in Preaching – UCA Lay Preacher Code of Ethics

Communicating Effectively 2

Messages in different contexts

After the preaching

## **Unit 6: P6 Leading Preaching 2**

Knowing yourself 2

Crafting the Message 2

## A Guide to Study:

The Course Outline above is your key guide to studying each Unit in Worship and Preaching.

A suggested approach:

1. Read the **relevant materials provided in the Unit** highlighting the key points made and making notes to assist you in understanding. This will assist with your assessments listed in the Course Tasks section of this Course Outline.
2. Some **readings** are provided to support your learning. These will provide a Uniting Church perspective and/or a different viewpoint to the main texts.
3. Become familiar with your **Course Completion and Course Assessment Tasks** (see “Course Tasks” section of this Course Outline) and what is required. Keep this in mind when you are working through your readings for each Unit. You may be required to reference these readings as part of your assessment.
4. If you are studying alone, seek support and advice for your study from other sources:
  - a. Approach a local minister as a mentor/tutor for you – someone you can talk to about the course materials and any questions you may have.
  - b. There may be someone in your congregation that has completed a degree in Biblical studies or Theology. A recently accredited Lay Preacher in your congregation may also prove helpful.
  - c. Pair up with someone else undertaking the course as ‘study buddies’. Your Presbytery and eLM can help you link up to another course participant.
  - d. Join the [Dalton McCaughey Library](https://library.dmlibrary.org.au/) – it’s free for course participants enrolled in this course. Staff are very helpful and will provide assistance. As well as hard copy library books they can loan you, they are developing an e-book facility which will also be helpful. Contact them on <https://library.dmlibrary.org.au/>. Or join the theological library in your Synod.
5. You must reference your sources in those tasks that require this. Please refer to guidelines in the online section: **“Assessment Tasks Information”**.

You will be supported by your Presbytery and eLM in multiple ways. If you require any assistance, please initially email your Presbytery contact person, and we can go from there.

## ASSESSMENT TASKS

For each Unit there is a Task A (theoretical) and a Task B (practical)

Task	Nature of Task	Length	Due
<b>Task A</b>	Describe an aspect of preaching for a group in the church.	As indicated in the Task	At the end of each Unit using the upload page provided online
<b>Task B</b>	Prepare and present sermons	As indicated in the Task	P1, P2 and P3 will be uploaded online. The written part of P4, P5 and P6 will be uploaded online. The delivery, uploading, and evaluation of the other parts of these assessments will be negotiated with the Course Facilitators

*To assist you with each of these tasks, a criteria sheet for each assessment has been developed. You will find these in the folder called "Criteria Sheets" in the Assessment Tasks Information. Please ensure that your Task takes these criteria into account when preparing your submissions. Please also pay attention to the referencing information provided.*

**When uploading your submission, please put your full name, and the assessment task in the file name. For example: *JoanBloggsW1TaskA***

**Your submissions also need to be either able to be opened in Microsoft Word, or in PDF format.**

**Grading is based on reaching Competency Achieved (C) or not yet achieved (NYC). Please negotiate with your assessors about resubmissions.**

Unit Number	Unit Title	Tasks Task A Task B
<b>P1</b>	<b>P1 Exploring Preaching</b>	<b>A</b> In 250 words, explain the purpose of preaching in Christian worship to a youth group. <b>B</b> Using a selected passage (see table of Scripture passages above Task B), develop and write an Introduction for a sermon for your local congregation. Either record yourself preaching this aloud, or preach this in front of your assessor – either face-to-face or through Skype/Zoom, etc.
<b>P2</b>	<b>P2 Understanding Preaching 1</b>	<b>A</b> In 250 words, describe to a trainee preacher why it is important that preaching addresses and connects to the world and the context of the hearers.

		<p><b>B</b> Using a selected passage (see table for Scripture passages under Task B), develop a set of your own exegetical questions to draw out the meaning of the passage and provide notes of your research in addressing these questions.</p>
<b>P3</b>	<b>P3 Understanding Preaching 2</b>	<p><b>A</b> In 250 words, explain to a young adult’s group why multi-sensory and multiple intelligence approaches to preaching are important in helping people engage with and respond to the proclamation (the Word).</p> <p><b>B</b> Use a selected passage (see table for Scripture passages under Task B) to exegete the text for its meaning. In 750 words, identify various multiple intelligence approaches you could use, in preaching, to engage an inter-generational congregation with particular parts of the text.</p>
<b>P4</b>	<b>P4 Preparing for Preaching</b>	<p><b>A</b> In 250 words, briefly describe to an Elder the process you would use to prepare a sermon and briefly explain why the different parts of the process work best for you.</p> <p><b>B</b> Using a selected passage (see table for Scripture passages under Task B), conduct an exegesis using appropriate exegetical questions (e.g. textual, literary, source, form, historical and social) to identify the source, context and meaning of the text. Write and deliver a brief 5-minute sermon on this to an inter-cultural audience. Provide a full written sermon and notes of your exegesis.</p>
<b>P5</b>	<b>P5 Preaching as Leadership 1</b>	<p><b>A</b> In 250 words, describe to your Church Council how you might appropriately evoke emotion in your hearers in preaching.</p> <p><b>B</b> Choose a passage appropriate for a short message at a community observance (Anzac Day, Under 8’s Week, Mental Health Week, NAIDOC Week etc). Provide full written notes and deliver a 5-minute message.</p>
<b>P6</b>	<b>P6 Preaching as Leadership 2</b>	<p><b>A</b> In 250 words, share with beginning preachers what vulnerability means for you and its significance for preaching.</p> <p><b>B</b> Choose either the “I am” statement from Exodus 3:13-14 or one of the “I am” sayings from John’s Gospel (and its context in surrounding passages). Develop a 10-minute sermon and deliver it in a creative way in a setting you are familiar with. Provide a full written sermon and notes of your exegesis.</p>

**Important Note on Referencing:**

In all tasks, where you use material from a book, website or other resource you must ensure that it is referenced in the required manner. For information how to do this in the “Assessment Tasks Information” area in the online course.

### **Uploading and Naming your assessments:**

When uploading your submission to the relevant assignment upload area in the online course site called “Assessment Tasks Information”, please put your full name, and the assessment task in the file name. For example: **JoanBloggsP1TaskA** (this reads... **[YourName][P]reachingUnit[1]Task A**)

Make sure you upload your assessment to the correct area of each Unit.

Your submissions also need to be either able to be opened in Microsoft Word, or in PDF format.

## **Task A:**

**P1 Task A:** In 250 words, explain the purpose of preaching in Christian worship to a youth group.

Identify the meaning of preaching and its place in worship. Be sure to keep your language appropriate for a youth group, and your discussion relevant for this group.

**P2 Task A:** In 250 words, describe to a trainee preacher why it is important that preaching addresses and connects to the world and the context of the hearers.

Refer to the “Preaching Into Today” section of this Unit. Discuss why understanding the context, the community, and individual needs is important in effective preaching. Be sure to keep your language appropriate for a trainee preacher.

**P3 Task A:** In 250 words, explain to a young adult’s group why multi-sensory and multiple intelligence approaches to preaching are important in helping people engage with and respond to the proclamation (the Word).

Your response should briefly describe the many ways people can engage with preaching and why the preacher should take this into account when preparing a sermon. Make sure your discussion is relevant for this group.

**P4 Task A:** In 250 words, briefly describe to an Elder the process you would use to prepare a sermon and briefly explain why the different parts of the process work best for you.

Identify the steps you would take from beginning to end in preparing a sermon and why this process enables you to hear and respond to God and preach the Word. Make sure you also take into account the context of this discussion.

**P5 Task A:** In 250 words, describe to your Church Council how you might appropriately evoke emotion in your hearers in preaching.

Consider the sections “Knowing yourself as a preacher” and “The Place of Emotion in Preaching”. In your answer include a discussion on the responsibilities of preachers. Make sure you also take into account the context of this discussion.

**P6 Task A:** In 250 words, share with beginning preachers what vulnerability means for you and its significance for preaching.

Consider the sections “Knowing Yourself 2” and “Decisions we make as preachers”. Describe why and when disclosing your vulnerability in preaching is appropriate. Make sure you also take into account the context of this discussion.

## **Task B:**

**Table of Selected Scripture Passages for particular Preaching Tasks**

<b>Unit</b>	<b>OT</b>	<b>NT</b>	<b>Theology</b>	<b>Christology</b>
<b>P1 Exploring Preaching</b>	<b>Genesis 2:15-24</b>	<b>Luke 8: 43-48</b>	<b>Ephesians 6:10-17</b>	<b>Matthew 17: 1-9</b>
<b>P2 Understanding Preaching 1</b>	<b>Isaiah 7:1-16</b>	<b>Mark 7:24-31</b>	<b>Romans 8:1-17</b>	<b>John 1:1-14</b>
<b>P3 Understanding Preaching 2</b>	<b>Isaiah 52:13-53:12</b>	<b>Matthew 8:18-28</b>	<b>1 Corinthians 12: 12-27</b>	<b>Colossians 1:15-22</b>
<b>P4 Preparing for Preaching</b>	<b>Micah 6:1-8</b>	<b>John 8:1-11</b>	<b>Matthew 6:1-15</b>	<b>Romans 1:1-6</b>

**P1 Task B** “Using a selected passage (see table of Scripture passages above Task B – you may need to negotiate this with your Course Facilitator or assessor, depending on where you are up to in your studies), develop and write an Introduction for a sermon and record yourself preaching this aloud.”

The Introduction will be no more than 300 words. You will upload to the assignment upload area the written version of your verbal presentation. If you will be using images or web/YouTube materials, these should be referenced appropriately. You will need to negotiate with your assessor whether they will view a recorded version of your introduction, or you will present this in person to them, or via Skype/Zoom, etc.

All material that is not your original work must be acknowledged in a bibliography to appropriately recognise another’s work.

**P2 Task B:** “Using a selected passage (see table of Scripture passages above Task B – you may need to negotiate this with your Course Facilitator or assessor, depending on where you are up to in your studies), develop a set of exegetical questions to draw out the meaning of the passage and, provide notes of your research in addressing these questions.”

The questions will address both the meaning of the text as presented as well as underlying references or connections to other parts of Scripture. The notes will indicate the significant points or learnings you have identified from this research which may include any contextual or cultural information that relates to the time or events in which the text was written. Your notes and exegetical questions should be no longer than 750 words.

All material that is not your original work must be acknowledged in a bibliography to appropriately recognise another’s work.

**P3 Task B:** Use a selected passage (see table for Scripture passages under Task B) to exegete the text for its meaning. In 750 words, identify various multiple intelligence approaches you could use, in preaching, to engage an inter-generational congregation with particular parts of the text.



Your response will contain two elements: the exegesis of the text; and, a 300 word discussion of multiple-intelligence (MI) approaches you have selected to use – identify what MIs you would address and how you would do this in a sermon to engage an inter-generational congregation.

All material that is not your original work must be acknowledged in a bibliography to appropriately recognise another's work.

**P4 Task B:** Using a selected passage (see table of Scripture passages above Task B – you may need to negotiate this with your Course Facilitator or assessor, depending on where you are up to in your studies), conduct an exegesis using appropriate exegetical questions (e.g. textual, literary, source, form, historical and social) to identify the source, context and meaning of the text. Write and deliver a brief 5-minute sermon on this to an inter-cultural audience. Provide a full written sermon and notes of your exegesis.

Your exegesis will show the research you have completed on the text as well as the questions you have used to analyse the text and the method they are linked to (textual, literary, historical etc).

Your written sermon should be no more than a page and a half A4 with font size no larger than Calibri 12. In 150-200 words, describe how the audience being inter-cultural has influenced your preparation and delivery.

All material that is not your original work must be acknowledged in a bibliography to appropriately recognise another's work.

You will arrange with the course facilitators for you to deliver your sermon and be assessed according to the Criteria Sheet.

**P5 Task B:** Choose a passage appropriate for a short message at a community observance (Anzac Day, Under 8's Week, Mental Health Week, NAIDOC Week etc). Provide full written notes of the message and deliver a 5-minute message.

As part of your notes, you will identify the type of community event; the people who will be attending; and, any particular thing you need to take into consideration (outdoor event, multicultural group etc).

All material that is not your original work must be acknowledged in a bibliography to appropriately recognise another's work.

You will arrange with the course facilitators for you to deliver your message and be assessed according to the Criteria Sheet.

**P6 Task B:** Choose either the "I am" statement from Exodus 3:13-14 or one of the "I am" sayings from John's Gospel (and its context in surrounding passages). Develop a 10-minute sermon and deliver it in a creative way in a setting you are familiar with. Provide a full written sermon and notes of your exegesis.

Your exegesis will show the research you have completed on the text as well as the questions you have used to analyse the text and the method they are linked to (textual, literary, historical etc). You must identify the

audience you are delivering your sermon to and briefly state (a couple of sentences) how this has influenced your preparation and delivery.

Your written sermon should be no more than a two and a half pages A4 with font size no larger than 12.

You will arrange with the course facilitators for you to deliver your sermon and be assessed according to the Criteria Sheet.

# ASSESSMENT PROCEDURES

## SUBMISSION OF TASKS

All Learning Tasks are to be submitted by uploading to the online course or by email (if emailing your assessment, please confirm this with your course facilitators) in accordance with the timetable indicated in the Course Outline and online.

Make sure you read the relevant Criteria Sheet (in the section “Assessment Tasks and Learning Activities Information”) for each Assessment Task BEFORE beginning the Task, so you know what is expected of your submission.

**When uploading your submission, please put your full name, and the assessment task name in the file name. For example: *JoanBloggsP1TaskA***

**Your submissions also need to be either able to be opened in Microsoft Word, or in PDF format.  
Grading is based on reaching Competency Achieved (C) or not yet achieved (NYC).**

**Please negotiate with your assessors about resubmission of Tasks.**

**Course participants are advised to keep a copy of all work submitted.**

This is an important safeguard in case your submission somehow goes astray.

(It is also a good idea to make regular backups of work being done on a computer at each stage of your work – saves many headaches)

## LATE WORK and EXTENSIONS

We will certainly try to be flexible and generous about getting work in on time, but this is part of the discipline that students need to develop – this Course must be completed by the end of **your agreed time**.

Extensions on submission of Tasks will be considered where reason is provided. But it is essential that your Course Facilitator/s be contacted well in advance of the due date to allow planning for ongoing assessment of the task.

## PLAGIARISM

Plagiarism is using another person's work without acknowledging it either by referencing the author in your writing or in your bibliography. This is unacceptable and does not honour the work another person, such as an author of a book, article or website, has done to provide information that you choose to use. Students who plagiarise another's work will be asked to re-submit their tasks in an appropriate form.

## INCLUSIVE LANGUAGE

The Uniting Church in Australia has a policy on inclusive, or careful language.

The following guidelines have been provided to assist the process of using inclusive language. You will be expected to follow these guidelines in written and spoken presentations in this unit.

### 1. The Spoken Word

Language is a means of communication and needs to convey meaning in ways which are intelligible and acceptable to the listener. People will not hear the message if they feel excluded, patronised, denigrated or stereotyped by the language used. Such feelings are a barrier to effective communication.

Whether in conversation or in more formal situations, we can be better communicators if we are more aware of our audience and more intentional in avoiding the use of language which may cause offence. Non-discriminatory language is considerate. It values and includes all people.

### 2. Written Expression

It is hard to change the habits of a lifetime, but constant self-criticism can bring about a more careful use of language. The generic use of the word "man" and male pronouns makes women invisible and may give the impression they are inferior. Such impressions can usually be avoided by rephrasing, using inclusive terms, or using both feminine and masculine terms. In rephrasing, be careful to avoid grammatical errors. Apart from syntax, the general context should be considered, to ensure that men and women are equally represented, where appropriate. Quotations from texts using language which is sexist or otherwise exclusive should be acknowledged as such or paraphrased; for example, "All men [sic] are loved by God", or "All [people] are loved by God".

### 3. Liturgy

#### (a) Bible Reading

Choose a translation (such as the NRSV) which best expresses the meaning of the original text. Where there is a cultural bias, a brief explanation which sets the reading in its historical context should be given. Inadequate affirmation of women and minority groups in the lectionary may be acknowledged and compensated for in other parts of worship.

#### (b) Hymns and Songs

The "Australian Hymn Book" has some limitations in its language. "New Journeys Song Book" and "Sing Alleluia" are more sensitive. The updated edition of the Australian Hymn Book "Together in Song" pays particular attention to careful language. Various other sources may be used. Copyright considerations limit alterations to words, apart from minor ones announced orally. Often this is all that is needed to make a significant impact.

#### (c) Prayers

The language and content of public prayers provide an excellent opportunity to emphasise the inclusiveness of our faith and the richness of the imagery by which God may be known, understood and worshipped.

#### **4. References to God**

The social and historical context in which the Bible was written and translated colours its meaning and has produced a traditional emphasis on the masculine imagery of God. This imagery has been perpetuated by much of the theological language of the past.

Exclusively feminine images of God may be appropriate in certain situations but can be just as offensive as exclusively masculine images. Inclusiveness is not satisfactorily achieved by making God impersonal. Combining or alternating feminine, masculine and inclusive images can more nearly express the reality of our relationship with God. By the use of appropriate language people can be helped to recognise that God is personal but beyond our categories of male and female.

The historical Jesus was male, and it is appropriate to refer to him as such. But the redemptive role of Christ is not associated with his masculinity and should be expressed in terms which emphasise his humanity.

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