

# What a sacrifice!

## **SERIES THEME: FAITH ISSUES**

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## **SESSION TOPIC**

Sacrifice

## **AIM**

To help pupils think about the meaning of sacrifice.  
To challenge them about their priorities.

## **SUITABLE FOR**

Years 3 to 6

## **BIBLE BASE**

Matthew 4:18–22; 9:9; 19:16–22

## **YOU WILL NEED**

One or two large boxes, a bar of chocolate, some of your own treasured possessions to show the pupils

## **BEFORE YOU START**

Look at the **Way In** pages for tips and ideas on leading collective worship.

## **INTRODUCTION**

Put the bar of chocolate on show. Ask for a volunteer who likes and is allowed to eat chocolate. Ask them to hold the boxes whilst looking at the chocolate. Say that they mustn't put them down until you tell them to – but they will get to eat the chocolate eventually!

Ask the rest of the pupils to think about what their treasured possession is (eg a game, a book, a video etc). Show them some of your treasured possessions which you have brought with you. Explain why you like them. Talk about how you would feel if you had to give them all away. Check that your volunteer is still holding the boxes, whilst looking at the chocolate.

Now explain the idea of sacrifice. Start by talking about how people sometimes give things away to other people for a reason. In the Bible, there are stories of people who sometimes gave things away because God asked them to. This is called 'a sacrifice'. People gave things away as a sacrifice for two reasons:

- First, to give God the best they had, to show how much they loved him. Often their most precious possession would be an animal. The animal would be cooked and eaten and special prayers would be said – to praise God, to say sorry or thank you to him.

Pause here and turn to the person who is still holding the boxes for you. Make sure they understand that they must not put the boxes down. Then talk about the bar of chocolate and tell them to eat it. When they don't do as they are told, ask everyone what the person needs to do in order to be able to eat the chocolate. (Answer: put the boxes down.) Tell your volunteer to put the boxes down now so that they can eat the chocolate.

- Second, God also told people to make sacrifices to help them remember what was important. Sometimes we get so worried about our favourite possessions that we forget about God, or other people. The volunteer had to get rid of the boxes before they could eat the chocolate – which had become the priority.

Emphasise that God doesn't just tell people to get rid of everything for the sake of it. People might make sacrifices for the two reasons above. But sacrifice might mean giving away more than just a 'thing'.

### **BIBLE STORY**

Briefly tell the pupils how in the Bible there is a story about Jesus calling Simon Peter, Andrew, James, John and Matthew to follow him and how they left everything for Jesus. They sacrificed everything so that they could follow him, because they realised that that was more important than anything else in their lives. Tell how Jesus also met the rich young ruler who didn't want to sacrifice (give away) his money in order to follow Jesus.

### **APPLICATION**

#### **A Christian viewpoint**

From these Bible stories, Christians believe they need to be ready to make sacrifices, as God wants people to put him first, to give him the best they have – not just objects, but themselves! That means obeying him at all times. Christians also believe that God wants them to be prepared to sacrifice 'things' to show that they are not what is most important in their lives – God is.

#### **For everyone**

Whoever we are, we might need to make sacrifices. We might need to be prepared to give things away to help us remember God, or to help us stop worrying about ourselves and care for other people more. For example, we might need to be prepared to lend a game to a friend, or spend less time on our computer and more time helping our mum or dad.

### **RESPONSE**

Ask the pupils to think about what is the most important thing in their lives. Then, keep that thing in mind as you say this prayer:

'Dear Lord, help us to be prepared to make sacrifices, to be ready to let things go so that we can put others first instead of ourselves. Amen.'



# Where are you going?

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## **SESSION TOPIC**

Journey of faith and life

## **AIM**

To help pupils understand that obeying God's instructions can make you happy and is worthwhile. Are they ready to obey instructions?

## **SUITABLE FOR**

Years 3 to 6

## **BIBLE BASE**

Matthew 2:1–12

## **YOU WILL NEED**

Reflective music and the means to play it

## **BEFORE YOU START**

Look at the **Way In** pages for tips and ideas on leading collective worship.

## **INTRODUCTION**

I wonder if anyone here has been in a car when the driver has been using a satnav? Tell a satnav story about someone who followed the instructions and had a ridiculous journey. Use one of your own, or one of these:

- A group of tourists from Gloucestershire on a Christmas shopping trip to Lille ended up in a Belgian village with the same name 100 miles away after their driver apparently picked the wrong destination on his satnav.
- A number of drivers became stuck in the appropriately named Dales village of Crackpot after satnav systems directed vehicles including

minibuses and delivery vans up a steep, unclassified road. Despite the 'no through road' warning sign and the five-bar gate indicating that the road should not be used, a number of motorists persevered and had to be rescued by farmers with tractors after becoming stuck on an s-bend.

Sometimes just trusting an electronic map, when you don't know the area, can get you into trouble and make you travel further than you planned.

Alternatively, ask for a volunteer 'car driver' and give them some instructions to follow before they 'set off' eg left arm up when turning

left/right arm up when turning right. Give them instructions, one at a time, to get to somewhere in the hall. They just have to follow. Direct them eventually to a corner or a dead end which is obviously not the right destination. "Well I would make a terrible satnav!" or words to that effect.

## **BIBLE STORY**

Go on to explain that in the Bible we read about some people who followed something not knowing where they would end up. They had some instructions that they followed, not really knowing what would happen. These people were called the Wise Men or Magi. Tell the story of the Wise Men's journey to find Jesus:

We don't know very much about the Wise Men or Magi. We don't know exactly where they came from, or how many there were of them. But we do know that when they had an instruction, they obeyed it, even though they didn't know exactly what it meant.

They had seen a star which they believed meant a king had been born, and they wanted to go and worship him. It was a special journey, to a special place, for a special reason. This type of journey is called a pilgrimage. The wise men went on a pilgrimage to see Jesus.

They didn't know exactly where they were going, even once they had begun the journey. They went to the wrong place to start with. They went to see King Herod (who didn't want to hear about the birth of another king!). In order to get to the right place, they had to keep following the star wherever it went.

Even when they arrived at their destination, they were in for a bit of a surprise. They were looking for the King of the Jews. They had probably imagined a grand palace was the place where they'd find him, not an ordinary house with ordinary parents. (The Wise Men actually arrived when Mary, Joseph and Jesus were living in a house and Jesus was a small boy - probably about two years old - not the night he was born!)

The Wise Men's pilgrimage was unusual. They had to follow strange instructions, go to a strange place and see something they didn't expect. But when they got there, the Bible says that they worshipped Jesus and went away happy. It had all been worthwhile.

## **APPLICATION**

### **A Christian viewpoint**

Some Christians go on pilgrimages or journeys of faith today to places like Jerusalem, Lourdes or Canterbury. They go on a special journey, to a special place, for a special reason. Often they want to go to a place which God has blessed, or to meet and learn from other Christians.

The Bible also says that a Christian's life is a bit like a journey or a pilgrimage. Life is a precious gift that people don't always know how to use. Sometimes end up in a different situation than one they wanted. Like the Wise Men, Christians believe they have God's instructions to obey. Sometimes the instructions seem confusing and don't always give the answers people expect or want. But Christians believe that following God's instructions is the best way to live life. So, as they go through life's journey or pilgrimage they try to follow God's instructions closely.

### **For everyone**

All of us are given instructions which are for our good, by our parents, teachers, family or other people. Ask the pupils about how prepared they are to follow the instructions, even if the reasons for them aren't always obvious. As they travel along life's journey or pilgrimage, do they know whose instructions they are following?

## **RESPONSE**

Play some quiet music and ask the pupils to close their eyes and think about their lives and future:

- What they are going to do today?
- Ask them to think about all the things they will do next week.
- Ask them to imagine what they will be doing in a year's time. Will they be in a new school or class?
- What life will be like when they are grown up in twenty years' time? Perhaps they will have a family of their own and be living somewhere completely different.

Finish with this prayer:

'Lord, our lives are like journeys – special journeys which we are travelling along. Sometimes we know what lies ahead; other times there are surprises in store. As we all travel along life's pilgrimage, please travel with us and show us the way, now and always. Amen.'

# Let's give him a big hand!

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## **SESSION TOPIC**

Worship

## **AIM**

To help pupils understand the biblical view of God, that he is someone who deserves to be worshipped.

## **SUITABLE FOR**

Years 3 to 6

## **BIBLE BASE**

Isaiah 40:12; 48:13; Psalm 47:1,2

## **YOU WILL NEED**

Water in a bowl, a measuring jug, objects which can be easily measured with the 'span' of the hand, modelling clay, a blanket, a globe, lively worship song with a strong rhythm and a means to play it (optional)

## **BEFORE YOU START**

Look at the **Way In** pages for tips and ideas on leading collective worship.

## **INTRODUCTION**

Invite some pupils to come and help you with the following tasks (give a running commentary on what they are doing).

Find out how much water can be held in cupped hands by scooping up water from the bowl, then emptying it into the measuring jug.

Measure some objects using the width (span) of your hands.

Use your hands to create something simple from modelling clay.

Spread the blanket out flat on a table or the floor, using only your right hand.

Talk to the pupils about:

- the quantity of water the volunteer could hold;
- how many hand widths across the objects were that were measured.

## **BIBLE STORY**

Tell the pupils that the Bible asks these questions (Isaiah 40:12, Youth Bible, Nelson Word):

- Who has measured the oceans in the palm of his hand?
- Who has used his hand to measure the sky?

Show the globe and talk about the amount of water in the oceans. Talk about the size of the sky.

Show the pupils the object your volunteer made from clay and talk about spreading out the blanket. Read Isaiah 48:13 and ask the pupils who they think says these words from the Bible.

Ask the pupils to think about the crowds at a sports event or concert. What do the spectators do when an athlete or performer does well? (Answer: clap/cheer applaud.) Ask the pupils why people do this. Tell the pupils that in the Bible we hear about people clapping God. Psalm 47:1,2 (Youth Bible) says:

‘Clap your hands, all you people.  
Shout to God with joy.  
The Lord Most High is wonderful.  
He is the great King over all the earth!’

## **APPLICATION**

### **A Christian viewpoint**

Christians believe that God is worth getting excited about! When they think about how great he is they want to do something to show that. Explain that this is where the word ‘worship’ comes from – ‘worth-ship’. Sometimes worship means being quiet and still and thinking about God, but Christians also believe that God is worth shouting, singing and clapping to.

### **For everyone**

Whoever we are, and whether we belong to a religious community or not, we can take time to consider who we think deserves our worship.

## **RESPONSE**

Remind the pupils about what they have heard from the Bible about God. Ask them to think about those things in silence for a few moments. You may like to give the pupils the opportunity to sing, or clap along to, an appropriate song of praise to God.



# And at number 1...

## **SERIES THEME: FAITH ISSUES**

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## **SESSION TOPIC**

Worship

## **AIM**

To help pupils understand that God is worth knowing.

## **SUITABLE FOR**

Years 3 to 6

## **BIBLE BASE**

Exodus 20:3,4; Psalm 95:1–7

## **YOU WILL NEED**

The introductions to several songs of a chart-topping group and the means to play them, six pens, six pieces of paper, six small prizes, a dictionary, some quiet music

## **BEFORE YOU START**

Look at the **Way In** pages for tips and ideas on leading collective worship.

## **INTRODUCTION**

Ask for six volunteers who think they know the music of [the name of your chosen group] very well. Tell them that they are going to hear the introductions to some of the groups songs. They must write down the titles in the order they hear them. Play the tape. Give prizes to the volunteers who got all the song titles correct.

Comment that no matter what you might think about...(name of group) their music is known all over the world! They've had lots of number 1s. Some of their songs have gone straight to the top of the charts.

Ask if any of the pupils can name the members of the group.

Ask pupils to put up their hands if they think the group has been a good influence on or role model for young people. Ask for some examples. Then ask the pupils to put their hands up if they think the group hasn't been a good example. Again ask why.

Comment that for lots of pupils and young people, this group has been a big influence in their lives. Ask the pupils how many of them have the group's music and merchandise. Point out that not everyone here agrees that [name of group] are the best. Everyone has to make up their own minds!

Talk about how making up your mind about things isn't always easy. What might their friends

think if they chose to be different and like a different group? Sometimes being different is difficult. Ask the pupils for some examples of this.

Sometimes people go too far in following a particular group or celebrity. They might almost begin to worship [name of group] or other famous personality.

### **BIBLE STORY**

Ask if anyone can tell you the meaning of the word 'worship'. Read the definition from the dictionary. Comment that the word can be to do with God, or someone or something else. But it's always about giving special worth or value to that person or thing.

Explain that the Bible teaches that there is only one person who should be worshipped and that is God himself (Exodus 20:3,4). Christians believe that he is the God who made the world and everything in it, including...(name of the group).

Read Psalm 95:1–7 (from the Good News Bible). The writer of these words believed that God was the boss, and only he was worth worshipping.

### **APPLICATION**

#### **A Christian viewpoint**

Christians believe that they should love God with everything they've got. But that's not always easy to do. The verses from the Bible you've just read tell us that God cares for us. What could you do for God today to show you care about him?

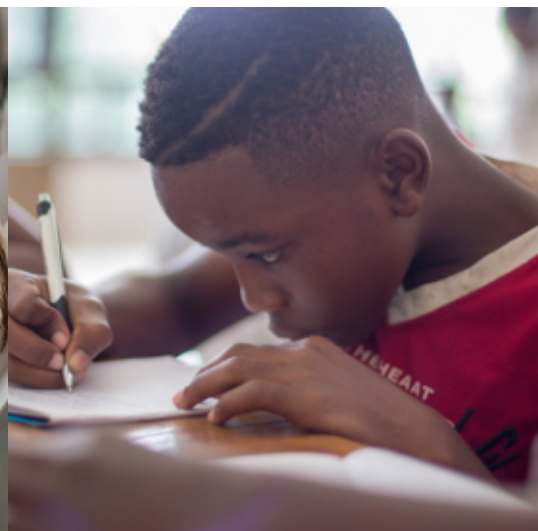
### **For everyone**

Remind the pupils that earlier you said that making up your own mind about things isn't always easy. Choosing who and what you should or shouldn't worship isn't easy either. Sometimes it's a very private thing. You have to try to make up your own mind, and make sure that what or who you make Number 1 in your life is worth it.

### **RESPONSE**

Play some quiet music. While they are listening to it ask the pupils to:

- remember that real worship is something that you have to decide about for yourself;
- think about who or what is Number 1 in your life;
- think about how you could do your best for God today;
- be silent for a few moments.





# Good friends?

## **SERIES THEME: FAITH ISSUES**

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## **SESSION TOPIC**

Prayer

## **AIM**

To help pupils learn that, for Christians, prayer is an essential part of a relationship with God. It's a result of God's love for them and their love for God.

## **SUITABLE FOR**

Years 3 to 6

## **BIBLE BASE**

Matthew 6:5–13

## **YOU WILL NEED**

Copies of the friendship sketches, laptop and projector with Powerpoint slide from [web address] (optional)

## **BEFORE YOU START**

Look at the **Way In** pages for tips and ideas on leading collective worship.

## **INTRODUCTION**

Before collective worship, ask two pupils to help you with the sketches and rehearse them.

Introduce the sketches by saying that you are about to watch the behaviour of two good friends.

### **Sketch 1**

After the pupils have watched the sketch, ask if they think the two people are good friends. If not, why not? What should good friends be doing? When someone has answered, 'Talking to each other', ask your actors to perform the second sketch.

### **Sketch 2**

Ask the pupils if the people are now acting like good friends. If not, why not? When you get the answer, 'Listening', ask your actors to perform the third sketch.

### **Sketch 3**

Say that you think they now look like very good friends. Does everyone agree? Why not? Bring out the fact that they didn't spend much time with each other. A good friendship needs three things: talking, listening and spending time together.

Ask the pupils what friendships would be like with one or more of these parts missing. Talk about their ideas.

Explain that an important Christian belief is that people can be friends with God. Being a friend of God needs the same things as being friends with a person. Christians need to talk to God, listen to God and spend time with God. This is called prayer. Christians pray so that they can become better friends with God.

### **BIBLE STORY**

Talk about how Jesus taught his disciples to pray. He taught them a prayer that is still used today by Christians all round the world. It is known as the Lord's Prayer. Display the Lord's Prayer PowerPoint slide (This version is from Matthew 6:9b–13, from the Contemporary English Version.) Read it through, explaining words where necessary. Stephen Croft provides a good summary. The teaching in The Lord's prayer is to: praise God; seek God's will: ask for God's help every day; say sorry for sins and be forgiving; resist evil.\*

Tell the pupils that when Jesus taught this prayer to his disciples he said that they shouldn't just pray when people could see them and think they were good. They should pray at home where no one could see them, so it would be just them talking to God, listening to God and spending time with God. These are the things that make for a good friendship.

### **APPLICATION**

#### **A Christian viewpoint**

It's important for Christians today to do as Jesus said and pray regularly. Sometimes Christians use prayers that are written down. Sometimes they pray using their own words, praising God (ie telling him how much and why they love him), saying sorry for things they've done wrong and asking God for help.

#### **For everyone**

Jesus knew that a good friendship needs these three things: talking, listening and spending time together. For Christians, that also includes being friends with God. Are we also good friends with other people? Do we do those three things? If our friendships are going to be really good friendships, we need to learn to do each of those things too.

### **RESPONSE**

If it is appropriate, finish with the Lord's Prayer. Do check with the school, beforehand, for any sensitivities about pupils praying to God as Father. Use the version from the Bible that you have displayed on the powerpoint slide. If the pupils are used to saying a different version, this might help them to think carefully about what they are saying. If they don't usually pray, then read it out for them to listen to. Finish by asking God to help us be really good friends by talking, listening and spending time with each other.

\*Stephen Croft 2019 *Pilgrim journeys: 40 days' reflection on The Lord's Prayer* Church House Publishing



# FRIENDSHIP SKETCHES

## SKETCH 1

Two pupils stand side by side looking a bit bored. Once or twice they glance at each other and smile. Apart from that, they ignore each other. Stop the sketch after about 20 seconds.

## SKETCH 2

The two pupils say the following things at the same time. They don't stop talking or take any notice of each other. They should both be very enthusiastic.

**Pupil A:** Hi there! How are you? Did you watch *Blue Peter* last night? It was great wasn't it? I liked the bit when they were climbing up the mountain and one of them fell down. And did you see the kittens they had on the show? They were so cute – all small, fluffy and orange. I'd love to have a kitten like that, only my mum won't let me. Actually, I need to go because I said I'd help my teacher clean out her cupboard today and wash the paint pots. Bye.

**Pupil B:** Hello. Do you want to come and play football with us? There's only seven on our team, so we need someone else. You won't have to be in goal, Ranjit is our goalie. Oh go on, it'll be a laugh. I'll share my crisps with you if you'll do it. We're being Aston Villa the others are Man United, so we're bound to win again. Did you see the football on telly last night? My dad lets me stay up to watch it with him on Sky. Well hurry up! We're playing over by the bins. Come on.

## SKETCH 3

The two pupils rush up to each other and start talking. They don't interrupt each other and they listen to each other's answers.

**Pupil A:** Hello, how are you?

**Pupil B:** Fine thanks.

**Pupil A:** Bye then.

**Pupil B:** Bye.

They both turn away.

# Whose rules?

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## **SESSION TOPIC**

Scriptures – the Bible

## **AIM**

To show pupils that rules are useful and important. For Christians, the most important rules are God's rules which are found in the Bible.

## **SUITABLE FOR**

Years 3 to 6

## **BIBLE BASE**

Exodus 15:22–26

## **YOU WILL NEED**

The rules for the drawing game cut up so they can be given to different pupils, two green pens, two blue pens, a red pen, a large sheet of paper, a stop watch

## **BEFORE YOU START**

Look at the **Way In** pages for tips and ideas on leading collective worship.

## **INTRODUCTION**

Ask for five volunteers (year 5 or above). Explain to everyone that the volunteers are going to play a drawing game. Give each volunteer one of the rules for the drawing game and the appropriate pen. Tell them to read their rule and to make sure no-one else sees it. Explain that each person has been told to draw something. The one who draws the most will be the winner. Any things which happen to get crossed out, don't count. Tell the contestants that they will take it in turns to draw on the sheet of paper on display. They must draw according to the rule you have given them. They will have only ten seconds each.

Play three rounds of the game and then count up and see if you have a winner. Discuss with the volunteers what made their tasks difficult. Bring out that it was because they were working against each other. They were all following different rules and that made a mess of things.

## **BIBLE STORY**

Tell the pupils that the Bible says that rules are really important, and the most important rules are from God. Many years ago (nearly 4,000) the Bible says that God gave his people, the Israelites some special rules. He did this when they were in the desert and very thirsty and the only water was so nasty no one could drink it. God gave

their leader, Moses, a command. He told him to throw some wood into the water. Moses obeyed and the water was good enough to drink. God then gave his people lots of rules to show them how to live in a way that was right and good. God expected them to obey the rules, just like Moses obeyed when God told him to throw the wood into the water.

Go on to explain that one of the important things about rules is that we need to know them, if we are going to follow them. Ask the pupils how they find out about rules: at home, at school or for when they're out in the street. We need people to tell us what the rules are. But where do the people who tell us the rules find out what the rules are? Who finds out the rules to start with?

### **APPLICATION**

#### **A Christian viewpoint**

Christians believe that God has given rules which show people how to live: rules about how to treat people, rules about what is right and wrong. These rules are in the Bible which is why the Bible is so important to Christians. They believe it is God's word telling people how to live.

### **For everyone**

All of us need rules to live by. We need to know what is right and what is wrong. We need to have rules that we all agree about, otherwise life ends up in a mess like the game at the start. If we all had different rules about what was right and wrong, then school, home and the world would be in chaos. But it's not enough just to have the rules. The challenge for all of us is to obey them.

### **RESPONSE**

Use this prayer as you encourage the pupils to think about their own rules and how they know right from wrong.

'Dear Lord, thank you for the rules we have which keep us safe. Help us to know what is right and wrong, and to be people who obey the rules. Amen.'



# **RULES FOR DRAWING GAME**

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**You must draw lots of red triangles.  
Cross out any circles.**

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**You must draw lots of green circles.  
Cross out anything blue.**

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**You must draw lots of blue stars.  
Cross out any triangles.**

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**You must draw lots of blue squares.  
Cross out anything green**

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**You must draw lots of green triangles.  
Cross out any squares.**

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# The hope and anchor

## **SERIES THEME: FAITH ISSUES**

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## **SESSION TOPIC**

Hope

## **AIM**

To help pupils understand that Christians believe it makes sense to hope in God.

## **SUITABLE FOR**

Years 3 to 6

## **BIBLE BASE**

Romans 8:24,25

## **YOU WILL NEED**

A newspaper article about a National Lottery winner who has won millions of pounds

## **BEFORE YOU START**

Look at the **Way In** pages for tips and ideas on leading collective worship.

## **INTRODUCTION**

Make a statement to the pupils about someone or something being hopeless. Give some examples of times when you might use the word 'hopeless'. Include both serious situations and examples which will make the pupils laugh (eg an event in the news, an example from your own experience of poor service, the behaviour of a well-known cartoon character like Homer Simpson). Ask the pupils what the word 'hopeless' means.

Do the same again, but with the word 'hope'. Give some examples of how the word is often used (eg examples from the news, in politics, when there is a tragic event and survivors might

still be found). Ask the pupils for their ideas about what 'hope' means.

Now ask the everyone present (including the adults) to think about something that they hope for. Allow them to give some examples.

Talk about how all of us 'hope' for many things, some of which might not turn out the way we would like. Give some examples of some of your own hopes which are like this (eg 'I hope that Arsenal never win the double again! But they could do...').

Comment that not having hope is like having nothing to live for.

Talk about the National Lottery and how some people keep buying tickets because they hope that they might become millionaires one day. Read the newspaper article about a Lottery winner. Comment that the winner's 'hope' had come true. He was a millionaire. So he didn't need to hope that it would come true any more!

## **BIBLE STORY**

Tell the pupils that one of the letters in the Bible was written to Christians living in Rome. Paul, the man who wrote the letter said (Romans 8:24, Contemporary English Version):

'...if we already have what we hope for, there is no need to keep on hoping.'

It's a bit like the Lottery winner's dream. It came true! He didn't need to hope for it anymore. The hope was 'complete'.

In his letter, Paul wanted the Christians to whom he was writing to understand and know that being a friend of Jesus wasn't about keeping your fingers crossed and hoping for the best! It was about knowing and trusting in someone who you knew wouldn't let you down. Someone who would keep his promise.

Ask the pupils to imagine that they are promised a [latest desirable games console] as a present for a special occasion, like a birthday (or some other much longed-for object), but then on the morning of their birthday the person who made them the promise gives them a pair of fluffy slippers. How would they feel? What would they think of the person who made the promise? Talk about how disappointed they would be and how they might not feel they could trust that person quite so much in the future. The hope they had been given, wasn't something they could rely on.

Now read Romans 8:25 (New International Version):

'But if we hope for what we do not yet have, we wait for it patiently.'

Explain that the hope Paul was talking about wouldn't be a disappointment, because it was based on what God's promises, and Christians believe that God can be trusted - you can depend on him.

Remind everyone that you said earlier that being without hope is like having nothing to live for.

Explain that Paul wanted his readers to know that because of Jesus, dying and coming back to life, they had everything to live for: knowing God in the present and, when their lives came to an end, then they had the hope of heaven – being with God for ever.

## **APPLICATION**

### **A Christian viewpoint**

To have hope as a Christian is about knowing that it is always possible to trust God to do only the very best for people's lives – even if it doesn't always feel like that!

### **For everyone**

It's really important to put your hopes in someone or something that you know you can trust.

## **RESPONSE**

Ask for a volunteer to do a simple trust exercise. Ask the pupil to let themselves fall back into your arms (choose one who is smaller than you!). Make the point that we need to put our hope in what we know to be true.

Ask everyone to be quiet for a few moments, giving them a chance to reflect on what has been said and done. Suggest that they might like to use this time to talk to God in the quietness.