

# Before you were born

## **SERIES THEME: LIFE AND DEATH**

The collective worship outlines in this section aim to help pupils consider some important issues of life and their own values, which will affect the way they live.

### **SESSION TOPIC**

Birth

### **AIM**

To help pupils understand that in the Bible it says that God knew all everyone and loved them, even before they were born.

### **SUITABLE FOR**

Years 3 to 6

### **BIBLE BASE**

Psalm 139:13–16

### **YOU WILL NEED**

Recording of a new baby crying and the means to play it, pictures of babies on PowerPoint from [www.cofebirmingham.com/info-for-parishes/interfaith/presence-engagement/ministry-in-schools](http://www.cofebirmingham.com/info-for-parishes/interfaith/presence-engagement/ministry-in-schools), baby clothes/equipment/toys, a friend with a baby (optional)

## **BEFORE YOU START**

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

### **INTRODUCTION**

Play the recording of a new baby crying. Show the pupils some of the pictures of babies you have brought. Ask the pupils what they might give to a new baby (eg clothes, toys, nappies, talc). Show them examples of the things you have brought along.

Ask if any of the pupils who has had a new baby in their family (friends or neighbours) recently. If you have been able to bring a parent and baby with you, introduce them to the pupils.

Ask the pupils about the good things and bad things of having a new baby (eg fun to hold on your lap, but...; amazing the way they're made; the crying; being woken up in the middle of the

night; the cat gets jealous because the baby is getting all the attention). If you have a parent and baby with you, ask him/her to talk about the good and bad things.

Ask if the pupils have photographs of themselves when they were new babies. How do they think their family and friends felt when they were born?

Show the picture of the unborn child and leave it on display whilst you continue. Talk about the time for the family before a baby is born (the excitement; the anticipation about what the baby will look like; what kind of personality the child will have; whether the child will display any characteristics of any of their relatives) Before a

baby is born we don't know very much about what he/she will be like. Ask the pupils to listen carefully while you read some words from the Bible (Psalm 139:13–16, New Century Version):

'You made my whole being;  
you formed me in my mother's body.  
I praise you because you made me in an amazing  
and wonderful way.  
What you have done is wonderful.  
I know this very well.  
You saw my bones being formed  
as I took shape in my mother's body.  
When I was put together there,  
you saw my body as it was formed.  
All the days planned for me  
were written in your book  
before I was one day old.'

Ask who the pupils think the writer (King David) was talking to – somebody who knew all about him even before he was born. (Answer: God.)

### **APPLICATION**

#### **A Christian viewpoint**

When Christians read these words, they believe that what was true for David, the writer of this psalm, is also true for every baby that is born – billions of babies all over the world, including all of us! The Bible also says that God not only knows all about each person, he loves and cares about each one too. Jesus said that God knows each person really well – even down to the number of hairs on their head!

### **For everyone**

Play the sound of the new baby crying. Show the pictures of the babies again. Ask the pupils to think about any new babies they have seen and about photographs they have seen of themselves as new babies. Think about the Christian belief that God loves each baby and continues to love them as they grow up, and knows all about them, even from before they were born.

### **RESPONSE**

Explain to the pupils that you are going to read the verses from Psalm 139 again as a prayer. They may just want to listen and think about these words, whilst looking at the picture of the unborn child. But if they want to they could join in by saying 'Amen' at the end.



# What are they worth?

## **SERIES THEME: LIFE AND DEATH**

The collective worship outlines in this section aim to help pupils consider some important issues of life and their own values, which will affect the way they live.

### **SESSION TOPIC**

The value of people

### **AIM**

To help pupils learn that the Bible says that, in God's eyes, everyone is of equal value.  
To challenge them to think about how they treat others.

### **SUITABLE FOR**

Years 3 to 6

### **BIBLE BASE**

2 Kings 5:1–3,9–14

### **YOU WILL NEED**

Several pairs of items which seem unconnected (eg a calculator and a tin opener, a stapler and a ball, a hammer and sunglasses), a dressing gown, a loofah (or sponge)

## **BEFORE YOU START**

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

## **INTRODUCTION**

Ask for some volunteers to come and hold the pairs of objects. Talk about each pair, asking pupils to vote on which item they would rather have (a calculator or a tin opener etc). Then go through the pairs again, this time discussing with pupils when the objects would or wouldn't be useful. If you are hungry a tin opener is more useful than a calculator. In fact, each thing is useful. We need to understand the value of each and learn how everything has a special use.

Sometimes we view people like these items. For example, we think the important people are the older ones, or the clever ones or the ones who can run the fastest. The Bible shows that that isn't always true.

## **BIBLE STORY**

Introduce the story of Naaman by saying that it's about a girl who nobody thought was very important. Tell the story bringing out the fact that it was because this girl told Naaman about Elisha that Naaman was healed. When you get to the part where Naaman washes in the river, act it out, putting on the dressing gown and scrubbing your back with the loofah.

Tell this story:

Naaman was a very important person. He was the commander of his country's army. He was successful, brave and strong – but unfortunately he also had a nasty skin disease, which wasn't very nice, especially for a very important person like Naaman.

Naaman's wife had a servant girl, kidnapped from the Israelites (God's people we learn about in the Bible). She was very unimportant: she was young, a servant, a foreigner and a girl (girls weren't considered important then). She was so unimportant, we're not even told her name. But it was because of this very unimportant servant girl that something very important happened.

The girl knew her very important boss had a horrible disease. She also knew that in her country there was a special man who was a messenger from God, called Elisha. She knew he could help Naaman get better. So she told Naaman's wife about him.

Naaman went to see Elisha, although he didn't really feel Elisha was important enough to meet him. But Elisha, who knew that nobody is more important than anybody else in God's eyes, didn't even come out of his house to talk to him. Instead he sent his servant, who told Naaman that he must wash seven times in a local, small, unimportant river. That was all he had to do to be made completely better.

Naaman was furious. Didn't Elisha know how important he was? He had imagined that the holy man would have come out and done something amazing and miraculous to cure him. Instead, he was to go and wash in some smelly little river! At least the great rivers in his own country would have been better. He wouldn't do it.

Then some of his unimportant servants pointed out to him (politely) that he was being a bit silly. After all, it wasn't much to ask if he really wanted to get better. So he did what Elisha had said. He got ready for his bath. *Put on the*

*dress*ing gown. And washed seven times in the local, unimportant river. *Use the loofah*. And amazingly after the seventh time, he was cured! The skin disease had vanished.

The extremely and very important Naaman was cured, all because of one very unimportant servant girl – who told him where to go!

## **APPLICATION**

### **A Christian viewpoint**

The Bible says that God treats everyone as valuable. God knew that the great soldier Naaman and the servant girl were both important and could both do important things. From reading the Bible, Christians believe that God still thinks everyone is important.

### **For everyone**

It's important for all of us to treat others as important, whoever they are – whether or not they are clever or can run fast. Everyone is special. And each one of us needs to remember that we are important and special too. We might not be the cleverest or the fastest or the strongest, but we are as special as everyone else.

## **RESPONSE**

Ask the pupils to think about times when they've felt unimportant, or treated others as if they weren't special. After a short time of quiet, end with this prayer:

'Thank you, Lord, that you knew that both Naaman and the servant girl were important. Thank you that you think we are just as important and special, whoever we are. Help us to learn to see other people as special and treat all of them in a special way. Amen.'



# People matter

## **SERIES THEME: LIFE AND DEATH**

The collective worship outlines in this section aim to help pupils consider some important issues of life and their own values, which will affect the way they live.

### **SESSION TOPIC**

The value of people

### **AIM**

To help the pupils think about the value of people.

### **SUITABLE FOR**

Years 3 to 6

### **BIBLE BASE**

Psalm 100:3; Luke 12:6,7

### **YOU WILL NEED**

A large simple 'value chart' with numbers one to ten written down one side vertically, some pictures of famous people (eg a footballer, a pop star, royalty), a large photo (by prior arrangement) of a parent of one of the pupils, a large photo of your parent/grandparent/person you care about, pictures of a variety of 'ordinary' people

## **BEFORE YOU START**

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

### **INTRODUCTION**

Show the chart to the pupils. Explain the grading (eg one means not worth much; five means quite valuable; ten means very valuable).

One by one, show the pictures of the famous people, describing the person briefly. Ask the pupils where they think each person you show them should go on the chart and why. Encourage pupils to express a variety of opinions.

Show and describe the picture of a pupil's parent. Ask that only that pupil where they think the person should go on the chart, and why.

Show and describe the picture of your own parent/grandparent, but don't tell them who it

is. Ask the pupils where they think the person belongs on the chart and why. Tell them where you think that person belongs (presumably at the top!) and why.

Talk about the value we place on people. Are they valuable because they are beautiful, clever, famous or good at one particular thing? Are people less valuable if they are 'ordinary'?

Ask the pupils to think about where they would place themselves on the value chart. Does their value change if they think about different people's opinions of them (eg someone who doesn't know them, their teacher, their mum or dad)? What difference does love make?

## **APPLICATION**

### **A Christian viewpoint**

Read Psalm 100:3a and Luke 12:6,7 to the pupils.

Christians believe that God created human beings and knows everything there is to know about each one— even how many hairs on each person’s head. Christians believe that there isn’t one person in the world that God doesn’t know about.

Even better than that, they believe that God loves every person with a love that goes on forever. Remind the pupils that being loved makes a difference to the value placed on a person.

Christians believe that God places every one of us alongside number 10 on the chart. Christians believe that everyone should be valued highly, not because of how beautiful or clever they are, but because they are created by God and loved by him.

### **For everyone**

Everyone is special, not because of how they look or how clever they are. We need to think of others as being at the top of the value chart and treat them in a way which shows they are valued.

## **RESPONSE**

Show the pictures of ‘ordinary’ people and place them at number ten on the chart.

In a few moments of quiet, ask the pupils to think about the God who knows every person and cares for each one so much that he puts them at the top of the value chart.

Think about the people around you, putting each of them in the top spot on the value chart.

Think about yourself at the top of the chart. Ask the pupils what difference at school and at home it might make if they always treated everyone as having value number ten.

You could finish collective worship with a prayer like this one:

‘Dear God, help us to remember that everyone is special. Help us to treat others in a way which shows how valuable they are. Amen.’



# Neighbours

## **SERIES THEME: LIFE AND DEATH**

The collective worship outlines in this section aim to help pupils consider some important issues of life and their own values, which will affect the way they live.

### **SESSION TOPIC**

Caring for others

### **AIM**

To help pupils understand that Christians believe that the Bible teaches that everyone should be cared for no matter who they are.

### **SUITABLE FOR**

Years 3 to 6

### **BIBLE BASE**

Luke 10:25–37

### **YOU WILL NEED**

List of spellings (see box) on flip chart or PowerPoint, laptop and projector with Powerpoint slides from [www.cofebirmingham.com/info-for-parishes/interfaith/presence-engagement/ministry-in-schools](http://www.cofebirmingham.com/info-for-parishes/interfaith/presence-engagement/ministry-in-schools) (optional)

## **BEFORE YOU START**

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

## **INTRODUCTION**

Have the list of spellings covered up, but ready to show one at a time.

Tell the pupils that you are going to give them a spelling test. Ask them to volunteer to spell the words you call out (in increasing order of difficulty). Congratulate volunteers when they spell a word correctly. Comment about the difficulty of spelling when someone doesn't get it right. Uncover on the flip chart (or click on the powerpoint slide for the next word to appear) the correct spelling as you go through the list. You may not want to use all the words suggested in the Spelling List, and therefore wish to customize the PowerPoint slide.

Draw out the point that there were difficult and easy spellings. If we want to write in an interesting way we need to learn the difficult spellings as well as the easy ones.

## **BIBLE STORY**

Introduce the story of the good Samaritan by commenting that life has easy and difficult lessons. Jesus told about the story of the good Samaritan to teach one of the life's really difficult lessons.

Explain that you want the pupils to help you tell the story by joining in with actions when you say certain words, as follows:

'Beaten/beat up': Punch fist into other hand once.

'Robbers': Make a grabbing action.

'Walking/walked': Make fingers walk along.

Practise these actions with the pupils before you tell the story.

As you tell the story, keep repeating this description of the man who was attacked: 'a (the) man who was (had been) beaten up by robbers as he was walking from Jerusalem to Jericho'.

The story:

There once was a man who was beaten up by robbers as he was walking from Jerusalem to Jericho. He had been attacked and left for dead at the side of the road.

A priest happened to be walking along the same road that day. He saw the man who had been beaten up by robbers as he was walking from Jerusalem to Jericho. So, he crossed over the road, and walked quickly by on the other side.

A bit later, a very religious person was walking by. He saw the man who had been beaten up by robbers as he was walking from Jerusalem to Jericho – and came over to have a closer look. But he didn't help him.

Then a Samaritan – he was of a different race from most of the locals, who didn't usually have much to do with them – came along. He saw the man who had been beaten up by robbers as he was walking from Jerusalem to Jericho. He stopped and got out his first aid kit and did his best to look after the injured man. Then he put him on his donkey and took him to the nearest B&B. He paid the owner to look after the man

who had been beaten up by robbers as he was walking from Jerusalem to Jericho until he was better.

Which of these three people do you think was a good neighbour to the man who had been beaten up by robbers as he was walking from Jerusalem to Jericho?

Ask the pupils for their responses to the question.

### **APPLICATION**

#### **A Christian viewpoint**

In the Bible, there are lots of stories, including this one, where the point is that God wants people who follow him to care for others: thinking about how it applies to me, that means the people I get on with (that's the easy bit), and the people I don't get on with (that's the really difficult bit).

#### **For everyone**

Although it's a hard lesson to learn – to care for people we don't like, it's a very good lesson for all of us. It's easy to lend a pencil to a friend, but what about when someone we don't like asks if they can borrow a pencil? It's easy to look after a friend who falls over, but the story of the Good Samaritan challenges us to look after someone we don't like who gets hurt.

### **RESPONSE**

Finish with a prayer. You could use something like the following:

Dear God, please help us to care for others, both those we like (the easy bit); and those we don't like (which isn't easy). Amen.

## **SPELLING TEST**

**Cat**

**Step**

**Shop**

**Lorry**

**Dinner**

**Bottle**

**Knife**

**Thought**

**Biscuit**

**Difficult**

**Mischief**

**Necessarily**

**Occasion**

**Opportunity**

**Accommodation**



# Whatever you want

## **SERIES THEME: LIFE AND DEATH**

The collective worship outlines in this section aim to help pupils consider some important issues of life and their own values, which will affect the way they live.

### **SESSION TOPIC**

Freedom and responsibility

### **AIM**

To help the pupils understand that the more freedom they have, the more responsible they are for how they behave.

### **SUITABLE FOR**

Years 3 to 6

### **BIBLE BASE**

Genesis 2,3

### **YOU WILL NEED**

A nail partly hammered into a piece of wood, a hammer, a can of drink, a cup, a piece of paper with a circle drawn on, scissors, three tea towels, a table, an apple

## **BEFORE YOU START**

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

## **INTRODUCTION**

Before you start, lay out the pairs of objects on a table at the front. Cover each pair with a tea towel.

Ask for three volunteers to come to the front and choose one of the tea towels covering objects to stand behind. Tell them to uncover their objects and then they can do whatever they like with them. This usually works without mishap! The pupils (it is hoped, will ) hammer in the nail, pour out the drink and cut out the circle.

Thank your volunteers and ask them to sit down. Talk to the pupils about how your volunteers had the freedom to do whatever they liked. Ask the

pupils for some suggestions of what they might have done instead which wouldn't have been so good (eg sprayed the drink everywhere). Point out that your volunteers were given freedom and chose to act responsibly.

## **BIBLE STORY**

Tell the story from Genesis 2 and 3 about the temptation and fall of Adam and Eve. Comment that these two people had freedom, but didn't act responsibly. Tell the story in your own words, taking bites out of the apple at appropriate moments as you do so.

The story:

Adam and Eve were the first man and woman

that God made. He also made a beautiful garden for them to live in and look after. They could eat any of the fruit that grew in the garden, except for the fruit from the tree in the middle. *Take a bite of the apple.*

The snake was one of the cleverest animals God had made. He said to Eve, 'Did God really say that you were not to eat any of the fruit in the garden?' *Take another bite from the apple.*

Eve replied, 'We can eat fruit from any of the trees, except the tree in the middle. If we even touch that tree we will die.' *Take another bite from the apple.*

The snake said, 'That's not true. It's just that if you do, you will become as clever as God.'

Eve looked at the tree in the middle of the garden. She saw how good the fruit looked. And she thought about how fantastic it would be to be clever like God. So she picked some of the fruit from the tree and ate it. *Take a bite from the apple.*

It tasted great! She gave some to Adam and he ate it too. *Take another bite from the apple.* Then they realised what a terrible thing they had done in going against what God had said.

They hid, but God came looking for them.

'Have you eaten the fruit I told you not to eat?' he asked Adam.

Adam said, 'It was Eve's fault. She gave me the fruit.' *Take a bite from the apple.*

Eve said, 'It was the snake's fault. He tricked me into eating it.' *Take a bite from the apple.*

Sadly, God said that Adam and Eve would have to leave the garden. He had given them everything they needed and freedom to enjoy it. But because they had disobeyed his instructions, everything was spoilt. *Look at your 'spoilt' half-eaten apple and put it down.*

## **APPLICATION**

### **Christian viewpoint**

Christians believe that the Bible says God made everyone with freedom to make choices. Adam and Eve used their freedom to make choices that didn't turn out too well for them. We all do that sometimes! Christians believe that the best way to use freedom is to obey God.

### **For everyone**

Explain to the pupils that as they get older, they are given more freedom (eg during the holidays, being allowed to cross roads etc). The challenge for everyone is to learn to use the freedom they have responsibly – like the pupils in the activity at the start of the your time, not like Adam and Eve.

## **RESPONSE**

Finish with a prayer, asking God for help to use our freedom responsibly. You could use words something like these:

'Lord God, as we get older and have more freedom to act how we choose, help us to make right choices and always behave responsibly. Amen.'



# Whose earth is it anyway?

## **SERIES THEME: LIFE AND DEATH**

The collective worship outlines in this section aim to help pupils consider some important issues of life and their own values, which will affect the way they live.

### **SESSION TOPIC**

The environment

### **AIM**

To help pupils understand that the Bible says the earth belongs to God, and that Christians believe God has put people in charge of it.

### **SUITABLE FOR**

Years 3 to 6

### **BIBLE BASE**

Psalm 8:3–8

### **YOU WILL NEED**

Three glasses of water coloured with food colouring, three bowls, a towel, 'Did you know?' facts (see box), Psalm 8:3,4 and 8:6 written out or on PowerPoint (see [www.cofebirmingham.com/info-for-parishes/interfaith/presence-engagement/ministry-in-schools](http://www.cofebirmingham.com/info-for-parishes/interfaith/presence-engagement/ministry-in-schools))

## **BEFORE YOU START**

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

## **INTRODUCTION**

Ask for three volunteers. Tell them that their task is to hold the glasses full of coloured water (over the bowls), whilst standing on one leg, without spilling any water. While they are doing this, read to everyone else the 'Did you know?' facts. Comment on what an amazing and varied world we live in. Go back and see how well the volunteers have done and congratulate them on their efforts. Say you'll tell them why you asked them to do this later.

## **BIBLE STORY**

Tell the pupils that about 3,000 years ago a man was sitting on a hillside looking at the sky. He started to think about what an amazing place the

world is. He got so excited, that he wrote a song about it. We still have the words to that song today. Show tPsalm 8:3,4 and read it slowly, explaining any words that the pupils might not know.

Say a short prayer thanking God for the world. Ask the pupils to think of something in the world they like (the park, their hamster etc) whilst you pray.

Tell the pupils that the songwriter then remembered the task that God has given people. Show and read the second section of the Psalm (verse 6). The writer says God has made people rulers – put them in charge of – the world. Refer

back to your volunteers' task to hold the cups of water carefully. They were put in charge of the cups. They had a difficult, but not impossible task. They had to be very careful to look after those cups. In the same way, the Bible says, God has given people the sometimes difficult task of being in charge of and looking after the world.

## **APPLICATION**

### **A Christian viewpoint**

The Bible says that God made the world, and it belongs to him but he wants people to look after it. Christians believe that all people have a duty to look after the world, because of this.

### **For everyone**

Looking after the world is important for us all to do. Many people, whether Christians or not, do look after the world.

Ask the pupils if they can think of ways in which people haven't looked after the world. Draw out problems of litter, pollution, health, endangered species and so on. Mention any local issues that the pupils may know about.

The world is very big and there seem to be so many problems. Ask the pupils if they can think of ways in which we can look after the world. Highlight issues like litter, graffiti, wasting food, wasting electricity, walking instead of always asking for lifts in cars etc.

Point out that in the game at the beginning of collective worship, the volunteers had a choice. They could have just not bothered and spilt the water. Or, they could try to do what they were told. Remind the pupils that they have just been thinking of ways in which they could look after the world. They have a choice too. They can ignore the problems and not bother, or they could act on the ideas they have about how to make things better and start to make a difference today.

## **RESPONSE**

Read the verses from the psalm again slowly. Then in a few moments of silence, encourage the pupils to think of one or two ways they could look after the world and make a resolution to do those things today.

## **DID YOU KNOW?**

Koalas sleep for up to twenty-two hours every day.

When the Orinoco River in Venezuela floods, farms 170 miles away end up under water.

Polar Bears can swim 100 miles without stopping.

There are 3,500 different frog species.

Lightning can heat the air in its path to 30,000 degrees centigrade - five times hotter than the sun.

Some lichens (small plants) in the Arctic may be over 4,500 years old.

Underneath the Pacific Ocean there are more than 14,000 mountains.

Saguaro cacti can live for 200 years and reach 15m (50 feet) tall.

There are at least 100,000 million stars in the Milky Way.

The strongest gust of wind ever recorded was 371 kph (231mph) in the USA.

# Moving on

## **SERIES THEME: LIFE AND DEATH**

The collective worship outlines in this section aim to help pupils consider some important issues of life and their own values, which will affect the way they live.

### **SESSION TOPIC**

Coping with change

### **AIM**

To help pupils learn that although moving on can be difficult, they can help themselves by being prepared for change.

### **SUITABLE FOR**

Years 3 to 6

### **BIBLE BASE**

2 Kings 2:1–15

### **YOU WILL NEED**

Nine pieces of paper, three pens, three copies of Ecclesiastes 3:1

## **BEFORE YOU START**

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

## **INTRODUCTION**

Ask for three volunteers. Give each volunteer three pieces of paper, a pen and a copy of the verse. Tell them that they are going to have thirty seconds to draw a circle, thirty seconds to make a paper aeroplane and thirty seconds to copy out the verse. They must not start the next activity until you say so. They must change when you say the thirty seconds is up.

When the exercise is finished, comment that the pupils had three tasks to do and had to change when you said so, like it or not. Sometimes they were ready to change, sometimes they wanted to carry on. Whichever, they still had to change.

Talk about how when they are about to move on to a different school or class, they might feel excited about leaving and be looking forward to the next stage, or they might not want to go and want to stay where they are. Sometimes, everyone has to change whether they feel ready or not.

## **BIBLE STORY**

In your own words, tell the story of Elisha who had to take over from Elijah, even though he didn't feel ready (2 Kings 2:1–15). Elisha didn't want Elijah to leave him, but it was time for things to change. There were friends who were ready to help him. God had a new job for Elisha – and helped him to do it.

## **APPLICATION**

### **A Christian viewpoint**

In the Bible, it says that when people feel uncertain and life is changing, they can be like Elisha and ask God for help. Christians turn to God for help when things are difficult.

### **For everyone**

We will all face times of change when we don't want to change (like moving on to a new class or

school). Who do you turn to for help? The Bible says that whoever we are, we can ask God for help. It's important to recognise that nearly everybody finds change difficult and it's OK to ask for help.

## **RESPONSE**

Finish with a short prayer asking God to help us when we face change.



# Do this in memory of me

## **SERIES THEME: LIFE AND DEATH**

The collective worship outlines in this section aim to help pupils consider some important issues of life and their own values, which will affect the way they live.

### **SESSION TOPIC**

Death

### **AIM**

To help pupils focus on the death of Jesus, and to understand the importance for the disciples (and for Christians today) of remembering him, especially by doing what he taught was right.

### **SUITABLE FOR**

Years 3 to 6

### **BIBLE BASE**

Luke 22:7–20

### **YOU WILL NEED**

A large picture of children playing (printed out or on PowerPoint), a list of questions based on the picture, naan bread, a bottle of red wine

## **BEFORE YOU START**

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

### **INTRODUCTION**

Have the picture on display as the pupils arrive. Start by giving them a couple of minutes to study the picture. Explain that you are going to be thinking about remembering, and you want to see how well they can remember the picture. Cover the picture and ask the pupils some questions about the picture. Ask questions appropriate to the age group.

### **BIBLE STORY**

Tell the story of the Last Supper, emphasising the theme of remembering:

Easter is a special time for Christians to remember the death and resurrection of Jesus.

The Easter story starts with Jesus telling his disciples to remember some things. He wanted to have a special meal with his disciples, so he sent two of them to get it ready. He told them that everything was arranged, but they had to remember three instructions:

- they had to go to town and find a man carrying a jug of water;
- they had to follow him to his house;
- they had to ask the owner of the house where the room was for Jesus and his disciples.

The disciples did all this, each time remembering the instruction Jesus gave them. Then they got the meal ready. Later, Jesus and the other

disciples arrived. At the end of the meal Jesus said something very important to the disciples. He got some bread (show the naan bread), broke it up and gave a piece to each of the disciples. Jesus told them that whenever they got together, they were to eat some bread like this so that they would remember that when he died his body was broken. Then Jesus poured out some wine (show the wine) and told them to drink some wine too, to help them remember that he was wounded and bled when he died. It was also to help them remember that God always keeps his promises. He wanted the disciples to remember what he did, what he taught them, who he was and his death. It was important for the disciples to remember Jesus and to go on and do what he told them.

### **APPLICATION**

#### **A Christian viewpoint**

The Bible states that Jesus did die, but then rose to life again, and eventually went back to heaven – just as he had told his disciples. But the disciples carried on doing what Jesus said.

Whenever they got together they had bread and wine, and they told other Christians to do this, who told others, and today, nearly 2000 years later, Christians still do it. They have a special service called communion (or Mass or Eucharist) where they have bread and wine to remember Jesus, what he said and did, who he was and his death, and to remember that God always keeps his promises.

It's very important for Christians to remember Jesus, but then to go on and do what he taught them.

### **For everyone**

We all have special memories – people we want to remember, places or events that we don't want to forget. It's important to remember them, the good things and also the sad things. But it's also important to learn from our memories and to go on learning from the people and events we remember. We need to remember, and then go on.

### **RESPONSE**

Say a short prayer asking for God's help to remember the happy and sad times in our lives and to go on learning from them.

This assembly can be used to explore ways of handling death, and has been used in a primary school following the death of a pupil.

If used following the death of a pupil, you may feel that emphasis on the death of Jesus is inappropriate. In that case, as you show the bread and wine, talk about what Jesus taught his disciples about remembering him after his return to heaven, remembering who he is, what he did and what he had taught them, and how we can always rely on God to keep his promises.

