



**DIOCESAN COLLECTIVE WORSHIP FRAMEWORK**

**TERM 5/YEAR 1 /WEEK 2 - RESPONDING TO GOD’S WISDOM IN THE OLD TESTAMENT**

This is a selection of stories in which God spoke to people in the Old Testament. His words to them provided important promises, explanations and advice. God guided his people and made a special Covenant with them. Explore how pupils might respond to God’s words to help them to live their lives today.  
 SEAL link – Relationships ((how we respond to others) Values link – Courage (in responding)

<b>GATHER</b>	<b>ENGAGE</b>	<b>RESPOND</b>	<b>SEND</b>
<p>Choose songs with wise words that pupils can think about. Display some questions about what they are listening to which will help them to reflect. This links with one of the theme s for the week – listening and responding to God</p>	<p><b>GOD’S PROMISE TO NOAH (whole school)</b>            Genesis 6 v 9 to 9 v 17 (especially God’s words in 9 v 17)            This may be a familiar story to many pupils so it may be better to tell it “differently”, eg Interactive Assemblies (see resource list). There are some images available for telling the story in Noah’s Ark Brick (lego) Testament but these need to be used selectively. The focus should be on God’s everlasting promise at the end and the symbol of the rainbow. How and why are promises important? Act out or present some situations where promises are made and then either kept or broken. Look at how this might affect those involved. Think about what promises/commitments we might make to God about how we try and live our lives.            (Also see Margaret Cooling Autumn Assemblies C8)</p> <p><b>GOD CALLS MOSES (whole school)</b>            Exodus 3 v 1-14            This may also be familiar to pupils from work in their RE lessons. There is a good short clip in the “Prince of Egypt” for the burning bush scene – a clip of about five minutes. This episode would also provide a good opportunity for some drama. Central to Moses’ agreement to go to Egypt are God’s words “I will be with you” (v12). This makes a good focus for ideas about God’s calling, God’s plans and God’s reassurance that he is always with us. It might also be an opportunity to</p>	<p>Create an interactive rainbow display on which pupils can write their promises to each other and to God. Offer these to as part of an act of worship at the end of the week as a reminder of the promises made by the school community</p> <p>Gracious God, Please give to us your wisdom. Make us wise to know your way for us, wise to make good decisions, and wise to understand your word, through Christ our Lord. AMEN</p>	<p>We thank you for keeping us in the love of God our Father (<i>hands reaching up to the sky</i>)</p> <p>We praise you for teaching us in the name of Jesus Christ (<i>hands reaching out to each other</i>)</p> <p>We go out to serve the world, in the power of the Holy Spirit (<i>all point towards the door</i>)</p> <p>You might like then to add a well-known ending after this, where the leader says:</p>



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	<p>explore how God communicates with people and how this invites a response in which people have a choice.</p>		<p><b>And all the people said</b> And everyone replies: <b>Amen.</b></p> <p><i>(Taken from an idea on the Barnabas in Churches website)</i></p>
	<p><b>GOD GIVES ORDERS TO HIS ARMY (whole school)</b> Joshua 6 v 1-20 An example of how God gave detailed instructions to Joshua (who was Moses' successor and led the people of Israel into the Promised Land). There is lots of scope for drama here. Invite pupils to think about a time when somebody was faced with a big problem that they could see with their eyes, but the only way to solve the problem was through something invisible – love or prayer or patience for example. Tell the story of Joshua and the walls of Jericho (eg from The Barnabas Children's Bible or the Lion Storyteller Bible). How might the people in Jericho have felt when they saw the people of God walking round their city? How might the people of God have felt as they walked round silently? How would you have felt? The only way those visible walls were going to fall down was through the invisible power of God which was received when Joshua and the people did what God had asked them to. Think about how we can ask this same powerful God to help us in our lives.</p>	<p>Spend time learning to listen – either using quiet music or calming images or short spaces of silence. Offer all the prayers said in the silence of people's hearts saying 'We offer you our prayers, our thoughts and our lives, in the name of Jesus Christ our Lord' AMEN</p>	
	<p><b>GOD SPEAKS TO SAMUEL (key stage or class worship)</b> 1 Samuel 3 v 1-10 Choose an appropriate version of the story eg the Lion Storyteller Bible. This is a story of how God speaks to a young boy who does not realise that it is God until he works it out with the help of Eli. Samuel later became an important leader for the people of Israel. Create a situation in which there is a lot of competing noise eg several people talking at once or different radio programmes playing at the same time etc. How easy is it to hear the individual voices? Talk about listening very carefully so that we hear what we are meant to hear. In the story, encourage reflection on why Eli didn't realise for a while that it was God who was speaking to Samuel,</p>		



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	<p>why Samuel didn't recognise God's voice straight away, why God chose to speak to Samuel and not to Eli, if God still speaks like this today how we should make sure that we are listening carefully and to the right things and the right people</p>		
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