**DIOCESAN COLLECTIVE WORSHIP FRAMEWORK**

## YEAR 3/TERM 3/WEEK 2 - REFLECTING ON JESUS – WOVEN INTO OUR HUMAN COMMUNITY

Jesus became part of a human community – relating his experiences to those of the children deepens their understanding that Jesus can empathise with them because he became human and lived his day-to-day life just as people continue to do over 2000 years later. The key concept here is that of Incarnation and an understanding that Jesus was fully human but also God the Son. The episodes chosen are all those with which children can identify.

SEAL link -  Getting on and falling out                    Values link – Koinonia, community

| GATHER | ENGAGE | RESPOND | SEND |
|---|---|---|---|
| We meet in the name of God: **God the Father, God the Son, God the Spirit: God is one.**<br><br><br><br><br><br>Show images of friends and friendship and add some reflection questions | **JESUS' BAPTISM (whole school)**<br>**Mark 1 v 9-11**<br>The children may be baptised/have been to a baptism. There are some short clips on BBC learning zone if you want to make sure what an Anglican infant baptism is like and you might also want to include mention of adult baptism by full immersion.<br>http://www.bbc.co.uk/learningzone/clips/a-christian-baptism/5963.html<br> Talk about what baptism signifies and why it is important for Christians. Jesus was baptised himself and Christians follow his example. The ceremony and the promises reflect the example which Jesus set. What do the special things which happened at his baptism tell the children about Jesus? Why is it important that we provide a warm welcome to people in the way that baptism welcomes a baby or an adult into the Christian community? What sort of a welcome did Jesus give to those whom he met and what does that teach us? | Worship leaders could design a prayer area to help pupils to reflect on one of the themes of the week (welcoming, friendship or celebrations) and introduce this during an act of worship.<br><br>Lord Jesus, help me to be like a refreshing cup of cold water on a hot summer's day to my friends May I encourage, help and care for the friends you have given to me. Help me not to judge them but walk beside them as you walk beside me. **Amen.** | We have received the light of Christ, let us walk in the light of Christ all the days of our life. **May we shine as lights in the world to the glory of God the Father** *(words from the baptism service)*<br><br><br>*To be said facing the open doors:*<br>To a troubled world **peace from Christ.**<br>To a searching world **love from Christ.**<br>To a waiting world **hope from Christ** |
| | **JESUS HAD SPECIAL FRIENDS (whole school)**<br>**Mark 1 v 12-20**<br>How do children choose friends/make friends? If this is by looking at their qualities, what are these? If by circumstances, what are these? Watch the BBC learning zone clip<br>http://www.bbc.co.uk/learningzone/clips/jesus-recruits-disciples/7019.html   or<br>http://www.bbc.co.uk/learningzone/clips/the-twelve-apostles/5958.html<br>Do you think that Jesus chose friends for their qualities/abilities or by particular circumstances? Do we know from later events that these were good choices? We know that Peter denied Jesus, Thomas doubted him and all of the disciples ran away when Jesus was arrested. But they all obeyed Jesus' command to go and make disciples of all nations and most lost their lives as a result. The disciples were very loyal but not perfect. This is like our community – Jesus helps us but we will sometimes let him down. We know that we will always be given another chance. | | |

## DIOCESAN COLLECTIVE WORSHIP FRAMEWORK

| Lord, direct our thoughts, and teach us to pray. Lift up our hearts to worship you in spirit and in truth, through Jesus Christ our Lord. **Amen.** | **JESUS GETS ANGRY (whole school)** **John 2 v 13-17** This is an opportunity to explore the emotion of anger.   Within a community, pupils and staff will experience a range of emotions and situations.   Are there times when it is right/wrong to be angry?  How do the children deal with anger?.  Jesus' anger was on behalf of God his father for an injustice against the Temple ("my Father's house").   Jesus did not often get angry in the Gospel accounts – but when he did it was for a very important reason. Can the pupils see why Jesus was angry on this occasion?  Think of some scenarios and ask if it would be right to get angry in this situation (the pupil worship leaders could think of these and act them out).  Might there be better ways to deal with some of the situations? Are there particular injustices which pupils feel should be opposed – what is the best way to do this? | Show some images of injustice in the world and ask pupils for suggestions of what you might pray about in these situations.  Make a list and display this somewhere in the school where pupils can be reminded of the prayer ideas during the day. | May the God of hope fill us with all joy and peace in believing, through the power of the Holy Spirit.  **Amen** |
| | **THE WEDDING AT CANA (class or key stage)** **John 2 v 1-12** Have the children been to a wedding?  What happens?  Look at some wedding pictures and talk about what is happening.  Why is the wedding important for those getting married? Why is it important to the family, friends and community?   Jesus went to a wedding with Mary, his mother, just as we might go and celebrate a marriage with our family.  Why is it important to celebrate within a community?   What and how do we celebrate in school?  At the wedding at Cana, Jesus saw that there was a problem and he helped.  What does this tell us about Jesus?  How can we follow his example? | Make some footprints and think about how you are going to follow Jesus' example today. | |