

**TERM 5 /YEAR 3 /WEEK 2 – Responding to Courage**

SEAL link – New Beginnings

Values link – Courage

GATHER	ENGAGE	RESPOND	SEND
<p>Christ is risen <b>He is risen indeed</b> <b>Alleluia</b></p> <p>OR</p> <p>The Lord be with you <b>And also</b> <b>with you</b></p>	<p><b>The power of prayer (whole school)</b> <b>Acts 12 v 1- 10</b> After the ascension of Christ, the disciples would have had to find a great deal of courage to continue spreading the gospel against the background of continued persecution. Peter is imprisoned by King Herod because of his faith. In this passage from Acts, the prayers of the people are answered as an angel of the Lord leads Peter from certain death. Explain to the pupils that the power of prayer is integral to the Christian value of Courage. Prepare a group of pupils in advance by telling them the story. Ask them to think of and to act out the prayers of courage they would have said for Peter. Use a simple ‘Courage Wordle’(google images) to give them ideas about what they could say. Can other pupils think of things they might have said? .For more info on St Peter see <a href="http://www.powershow.com/view1/23f005-ZDc1Z/Saint_Peter_powerpoint_ppt_presentation">http://www.powershow.com/view1/23f005-ZDc1Z/Saint_Peter_powerpoint_ppt_presentation</a></p> <p><b>The courage to pray (whole school)</b> <b>Daniel 6 v 1- 10</b> Just as Peter was persecuted for his faith, so have other key figures in the Old Testament. Daniel was an outstanding servant at King Darius’ court – so much so that King Darius wanted to put him in charge of everything. The other court supervisors couldn’t find anything wrong with Daniel so they decided to ‘set him up’, using his faith as the reason to throw him into the lion’s den. Daniel prayed openly to God, even though he knew he might be punished because he knew he had done nothing wrong. Dress a pupil in a ‘cloak’. After reading the passage, ask pupils to suggest words to describe Daniel as a person. Write these on post- its to stick onto the cloak. Ask pupils to consider these words. Given that he was such a good and honest man, was it fair that Daniel was punished? Why did the supervisors ‘tell tales’ to the king? (<i>They were jealous</i>). Discuss having the courage to be true to yourself even when others are putting you down. Things can seem lonely, and talking to God ensures we are never alone.</p>	<p>Read out some words from the ‘Courage wordle’ . Ask pupils to pick a favourite word to include in their own prayer, to remind them to have courage.</p> <p>Read together the praise of Daniel, which is an example of the strength of his faith</p> <p><b>Daniel 2 v 20- 23</b> ‘God is wise and powerful! Praise him for ever and ever. He controls the seasons ; He makes and unmakes kings; it is he who gives wisdom and understanding . He reveals things that are deep and secret He knows what is hidden in the darkness, And he himself is surrounded by light I praise you and honour you.... You have given me wisdom and strength; You have answered my prayer</p>	<p><i>May God grant us the courage and faith to hear and respond to His word</i></p> <p>Or</p> <p><i>Let us go in peace to love and serve the Lord</i></p>

	<p><b>Courage in the world (whole school)</b>  <b>Acts 23:11</b>  <i>Take courage. For just as you have borne witness to my cause in Jerusalem, so must you also bear witness in Rome.</i>          This passage refers to Paul who was to bring God’s message to Rome, which was the centre of the world at the time but a dangerous place for early Christians.          Even though the stories of Peter ,Daniel and Paul happened many, many years ago, unfortunately today people are still put in prison for their religious beliefs. They need a lot of courage and organisations like Amnesty International and Christian Solidarity Worldwide are there to support them. They believe in supporting our human rights, one of which is religious freedom.          Play the DVD: <i>Everybody</i>, downloadable from Amnesty, which explains the Act of Human rights, developed after the WWII.  <a href="http://www.amnesty.org.uk/resources/film-everybody">http://www.amnesty.org.uk/resources/film-everybody</a>          Which rights do the pupils think is most important? Which ones would need the most courage?</p>	<p>Pause for reflection          Light a candle and have a moment of silence for those who are being persecuted for what they believe.</p> <p>Dear God          We thank you for people like Peter and Daniel who have shown us what it means to have the courage to believe in you. We ask you to watch over those who have to be brave to express their faith. Give us courage in our daily lives to be honest and true and to keep the rules of our school.          Amen</p> <p>Suggested praise:          Daniel was a man of prayer          (Junior Praise)          This little light of mine          Give me oil in my lamp</p>	
	<p><b>Our Courage (key stage or class)</b>          Look at the playground or golden rules in your school. These rules support our right to an education and to feel safe . We know that rules show us the right thing to do. But sometimes it takes courage to keep the rules, especially if other people are breaking them or teasing us for keeping them.          What rules of courage would you write? (The ‘ Courage Wordle’ could be used here for stimulus)          Eg: <i>The courage to play with someone else if I wanted to.</i>  <i>The courage to sit with alone with my thoughts</i>  <i>The courage to report unfairness</i>  <i>The courage to ask difficult questions</i>          Think about displaying these alongside the golden rules in your school or classroom.</p>		