



## DIOCESAN COLLECTIVE WORSHIP FRAMEWORK

### TERM 5/YEAR 1 /PENTECOST

There is a useful resource called 'Experience Pentecost' (Jumping Fish publications, Diocese of Gloucester) which suggests creative ways of enabling the school community to engage with the story of Pentecost through interactive displays, questions and reflections. A Pentecost display in school which takes up the themes and symbols from this week of worship would be very helpful (eg brightly coloured flames and balloons for the fire and the wind/breath of the Spirit)

SEAL link – Changes (being changed)

Values link – Trust (in the Holy Spirit)

GATHER	ENGAGE	RESPOND	SEND
<p>Pray reflective hymns inspired and songs on the theme of the Holy Spirit, and Pentecost as pupils enter.</p> <p>Use greetings eg 'May the Lord bless you' or similar from different languages – later in the week, we will learn how the disciples spoke God's</p>	<p><b>BEING READY (whole school)</b>  <b>Luke 24 v 36-49</b>            Set the scene for the day of Pentecost by looking at this story from the Gospel of Luke (who also wrote the book of Acts where we find the account of Pentecost). Discuss how the disciples must have been so happy to see Jesus after the events of Easter. How must they have felt to be asked to wait for the unknown? What is it like to wait for a surprise? Is it easy? What 'surprise' do the pupils think was being promised by Jesus? Set the scene of the room in Jerusalem at a time when Jesus' followers were being arrested and thrown into prison. What would have been like for the disciples as they waited and waited? Why is it important to be ready when someone has asked it of you?</p> <p><b>BEING OPENED AND BEING OPEN (whole school)</b>  <b>Acts 2 v 1-4</b>            Use a birthday cake with up to 9 candles and up to 9 gift-wrapped packages or envelopes as visual aids. In each package put a card with the name of a fruit of the Spirit (see Galatians 5:22) Speak about how we celebrate birthdays: by having a party, receiving cards, gifts and so on. Tell the story of the first Pentecost which was ten days after Jesus had ascended to heaven, using an appropriate Bible version. Explain</p>	<p>Thank you Jesus that you promised to send your Spirit when we are tempted to do wrong  <b>Lord Jesus, send your Spirit to help us</b>            When we want to go our way instead of your way  <b>Lord Jesus, send your Spirit to help us</b>            When we are tempted to forget about you and be selfish  <b>Lord Jesus, send your Spirit to help us</b>            Lord send us your Spirit to help us in all we think and say and do today.  <b>AMEN</b></p> <p>Pray the Lord's prayer or some key phrases of it in different languages –</p>	<p>Display the words 'peace be with you' or similar in different languages. Invite the school community to share the peace using one of these languages, to give the idea that all Christians share the same belief in God, the Father, the Son and the Holy Spirit, no matter what language they use to express this.</p> <p>Learn a simple praise song in a different language to sing as pupils leave worship (eg Siyahamba ekukhanyeni kwenkos – We are marching)</p>

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<p>message to crowds of people from all over the world</p> <p>Listen to Christian songs sung in different languages. Can the pupils get a sense of what is being said (praise, joy, prayer) even if they do recognise the words?</p>	<p>how Jesus' friends heard the sound of a powerful wind. Then something like flames appeared on everyone's heads. They were filled with the Holy Spirit. The Holy Spirit gives gifts to help us to be like Jesus and to carry on his work. Invite different people to open the packages and read out the name of the gift – love, joy, peace (choose some out of the 9 in Galatians 5:22). Now we have opened these gifts, are we open to making them a part of our lives as the disciples did at the first Pentecost?</p> <p><b>BEING BOLD (whole school)</b> <b>Acts 2 v 4-12</b> Set up a scene in which one staff member speaks in another language – either greetings or instructions – and another staff member translates this phrase by phrase. Have the pupils seen this being done on TV eg on the news at a meeting where there are lots of different countries? This needs to happen if you do not understand a language so that you know what is going on or what to do. Read the second part of the story of Pentecost. In this case, although all the visitors to Jerusalem were from different parts of the Roman Empire, they all understood the disciples who spoke only Aramaic. This caused wonder and amazement – everyone could understand the message of God's love and power. Think about the greetings and prayers you have been using which have been in different languages (see gathering and sending suggestions)– the words may be different but the message is the same eg 'peace be with you', 'the Lord bless you' etc</p> <p><b>BEING ACTIVE (class or key stage worship)</b> <b>Galatians 5 v 22</b> Write each of the fruits of the Spirit on the back of a cut out of 9 different fruits. Talk about the how fruit grows from a tiny seed but only if it is properly fed and nurtured. Look at the fruit of the Spirit and think about how pupils should try and feed and nurture these 'fruits' in their lives so that they get bigger and better and of benefit to other people if shared. Share some real fruit and think quietly about sharing the fruit</p>	<p>Christians all over the world will be praying this same prayer at the same time so this is a way of coming together with other Christians worldwide</p> <p>Listen to or sing some Taize chants in other languages as a way of praying and reflecting – make sure the translations are shown so that pupils know the prayer that is being offered</p> <p>Pray using your 'fruit of the Spirit' prayers</p>	
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**Canterbury**

 **THE CHURCH  
OF ENGLAND**

	of the Spirit. Write some 'fruit of the Spirit' prayers on fruit shapes for a display of a fruit tree or a fruit basket.		
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