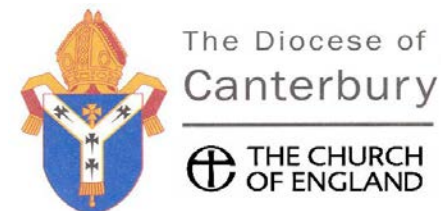


DIOCESAN COLLECTIVE WORSHIP FRAMEWORK

TERM 5/YEAR 1 /WEEK 1 - RESPONDING TO EASTER

When the school community returns after the Easter break, it is important to focus on the resurrection of Jesus as school ended before Easter Sunday and the joy of that day. The focus for this week is the episode on the road to Emmaus which is one of the richest of the resurrection stories.
 SEAL link – New Beginnings Values link - Joy

GATHER	ENGAGE	RESPOND	SEND
<p>Play joyful Easter music (this will still be the season of Easter for the Church)</p> <p><i>Use the Easter Acclamation:</i> Alleluia. Christ is risen. All He is risen indeed. Alleluia!</p>	<p>HE IS RISEN! (whole school) Matthew 28 v 1-10 Retell the story of the women who went to the tomb on Sunday morning and found it empty. Their despair and anxiety was transformed to tears of joy when Jesus appeared to them, raised from the dead. Use a version such 'A happy day' in the Storyteller Bible. Talk about what the pupils did to celebrate the joy of Easter. Perhaps share some Easter food – eggs or cake – as the pupils leave worship. Celebrate the good times and the celebrations which pupils have experienced over the Easter break.</p> <p>THE ROAD TO EMMAUS Part 1 Luke 24 v 13-28 Read just the first part of this story in this act of worship – up to Jesus being urged to stay with the two travellers and entering the house of Cleopas. Cleopas and his friend are sad and confused because they cannot understand why the life of Jesus ended as it did. Look at the idea that we can look at something but not really see it for what it is eg the old woman and young girl image http://www.moillusions.com/2006/05/young-lady-or-old-hag.htmls or a similar optical illusion. Jesus was not an optical illusion! But something was getting in the way of the true recognition of the two people with whom Jesus was walking. There are some images of this journey by He Qi which will give a multicultural aspect to your worship. Perhaps there are times in life when we do not see things clearly because we are upset (the travellers thought that Jesus was dead) or because we do not trust in Jesus enough (they did not believe that he had been raised from the dead as he had promised). Trusting in Jesus at such times is particularly important.</p>	<p>Give opportunities for thankfulness for the good news of Easter. Take some time to be quiet perhaps focussing on the empty cross because this shows that Jesus is risen. If appropriate, clap and cheer in celebration</p> <p>Listen to a joyful Easter hymn such as 'Thine be the Glory'. Use the words as a prayer either saying them or by singing them.</p>	<p>Alleluia. Christ is risen. He is risen indeed. Alleluia. Praise the God and Father of our Lord Jesus Christ. He has given us new life and hope. He has raised Jesus from the dead. God has claimed us as his own. He has brought us out of darkness. He has made us light to the world. Alleluia. Christ is risen. He is risen indeed. Alleluia.</p> <p>Or</p>



DIOCESAN COLLECTIVE WORSHIP FRAMEWORK

	<p>THE ROAD TO EMMAUS Part 2 (whole school) Luke 24 v 30-35 Remind pupils of the first part of the Emmaus story from the previous act of worship. Use some images of the scene at the table at Cleopas' house by famous artists eg Caravaggio to show the recognition that dawned when Jesus broke the bread for them. There is also an image by He Qi. What do pupils think is happening in these pictures? Does this remind them of any other events in the life of Jesus? Why did Jesus not reveal who he was straight away? What was significant about the meal – why would this help them to recognise Jesus? (link with the Last Supper) Do pupils always understand things straight away? What helps them to change from confusion to understanding? Cleopas and his friend were no longer sad or confused – they were so excited that they went straight back to Jerusalem (probably about 7 miles) to say that they had seen the risen Jesus. What sort of news makes pupils as excited as this?</p>	<p>Hand out small card or paper crosses with the words 'He is risen' on them as a reminder of the good news of Easter. Use these for a time of reflection on that good news.</p> <p>Use the images of the Emmaus story (see 'Engage' column) to say thank you to Jesus for travelling alongside us in our lives and helping to make things clear when they are confusing and for bringing joy out of sorrow.</p>	<p>We are raised to new life with Christ. Go in his peace. Alleluia, alleluia. Thanks be to God. Alleluia, alleluia.</p> <p>Or</p> <p>Sing 'You shall go out with joy' as you leave</p>
	<p>THE BREAKING OF BREAD (key stage or class worship) Luke 22 v14-20 Take this opportunity to share some bread and 'wine' (eg blackcurrant juice) whilst exploring the idea of the Eucharist or Holy Communion. Look back at the story of the Last Supper to understand more fully what was happening at Emmaus. Depending upon the age group, focus upon ideas of sharing and/or remembering. With older pupils, also think about the symbolism of the bread (body) and wine (blood). Your incumbent will be able to help you with this and also in looking at the service of the Eucharist. If it is your practice to celebrate Holy Communion as a school community, this would be a good time to do so.</p>		