

DIOCESAN COLLECTIVE WORSHIP FRAMEWORK

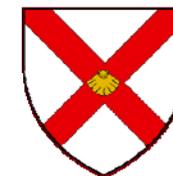
TERM 4/YEAR 1 /EASTER JESUS: HIS LAST WEEK

Jesus has completed his earthly ministry (about 3 years) and made his final journey to Jerusalem where he knows that he must be handed over to his enemies and be put to death. Once again through the events which unfold, it is possible to see many human emotions with which everyone might identify. It is a week of great contrasts – jubilation and despair, highs and lows, ups and downs.

SEAL link – Changes (for the disciples)

Values link – Humility, Service, Courage

GATHER	ENGAGE	RESPOND	SEND
<p>Lamb of God, you take away the sin of the world, have mercy on us.</p> <p>Lamb of God, you take away the sin of the world, have mercy on us.</p> <p>Lamb of God, you take away the sin of the world, grant us peace.</p> <p>OR</p> <p>Play music which reflects the emotions which you will be exploring OR</p> <p>Play Passiontide hymns/music</p>	<p>PALM SUNDAY (whole school) Mark 11 v 1-11 Here the contrast of emotions apparent in the Easter story starts to play through. Explore this episode through drama to highlight the excitement and expectation which was building – that Jesus is a hero/celebrity on Palm Sunday and that there is great hope at this stage. What can the people waving palm branches and cheering see in Jesus that inspires their emotions and their hope?</p> <p>JESUS IN THE TEMPLE (Monday) Mark 11 v 12-19 There is a contrast here – drama or DVD/pictures would bring this out more effectively than simply telling the story. Jesus rode into Jerusalem on a donkey, to proclaim his peaceful intentions but with the welcome of a great King “Hosanna” accompanying his arrival. In contrast to the message that Jesus is the Prince of Peace is the anger in the temple when he sees that there are market stalls which exploit his people in his Father’s House (the temple). What makes the pupils angry? What can be done with this sort of “energy”?</p> <p>MAUNDY THURSDAY (whole school) There are three elements to the accounts of the Thursday evening</p> <ul style="list-style-type: none"> • Jesus celebrates the Passover meal with his closest friends and tells them to remember him in the sharing of bread and wine (Mark 12 v 12-26) • Jesus washes the disciples’ feet as an example of humility and service (John 13 v 1-17) • Jesus gives the New Commandment to his disciples (mandatum (Maundy) = command) (John 15 v 9-17) – that they should love one another as he has loved them <p>Any or all of these have an emotional focus – this might be sorrow or confusion or dawning understanding during this evening. Once again, act out or show visual material to enrich pupils’ understanding and exploration of the events.</p>	<p>Hand out a palm cross to each child that they can take home either now or promise this for the end of the day. Use this as a focus for your prayers and reflections – if you are not handing out the crosses at this point, find an image to use.</p> <p>Use the artefacts of Maundy Thursday to offer prayers about serving and putting others before self - eg Lord Jesus Christ, you have taught us that what we do for the least of our brothers and sisters, we do also for you: give us the will to be the servant of others as you were the servant of all, and gave up your life and died for us, but are alive and reign, now and for ever. AMEN</p>	<p>Hosanna to the Son of David, the King of Israel. Blessed is he who comes in the name of the Lord. Hosanna in the highest.</p> <p>Jesus says: ‘Peace I leave with you; my peace I give to you. Do not let your hearts be troubled, neither let them be afraid.’ The peace of the Lord be always with you and also with you.</p>



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	<p>GETHSEMANE (Thursday night) (whole school) Mark 14 v 32-42 On Thursday evening, the events move from the Upper Room to the Garden of Gethsemane. Jesus shows his own personal struggle in the garden as he prays for the strength to face the suffering ahead. He is tempted to take the easy path asking for the suffering not to happen but is able to accept God's will. He is also disappointed in his friends who cannot stay awake to watch and pray with him. Are there times when the pupils have had to face difficult situations? Have they been disappointed in their friends' lack of support and understanding? How does Jesus' friendship compare and contrast with that of an earthly friend? This is an opportunity for a quiet and reflective act of worship.</p>	<p>Use Taize chant 'Watch and pray' (stay with me) for quiet reflection on dealing with difficult times/friendships</p>	
	<p>GOOD FRIDAY (class or key stage worship) Mark 16 v 15-41 Look at some of the symbols of Easter which relate to Good Friday eg hot cross buns, cross, Easter garden, darkness (and light). Choose appropriate symbols for the age group. Use an appropriate version of the events of Good Friday (we can only understand the significance of resurrection hope if we grapple with the events of Good Friday). What does your chosen symbol(s) mean in relation to the events? Why is it important to remember and celebrate at Easter? Take time to be thankful for the love which Jesus showed on Good Friday. Make sure that pupils realise that there is the resurrection hope to come (this will be more fully explored after the Easter break). The empty cross is a powerful symbol of what is to come on Easter Sunday.</p>	<p>Make your symbol(s) central to your time of prayer and reflection. Give pupils a small image of this to keep with them for the day/take home as a reminder or provide a display or prayer station where they can place this symbol possibly with a 'thank you for Good Friday prayer' later in the day</p>	