

DIOCESAN COLLECTIVE WORSHIP FRAMEWORK

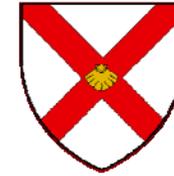
TERM 4/YEAR 1 /WEEK 2/REFLECTING ON THE SEA AS CALM AND UNCHANGING

There are episodes in the Gospels where the Sea of Galilee is a place of stability, a symbol of constancy for those who lived around it and relied upon it. Jesus often walked beside the Sea of Galilee – perhaps as people today walk along the beach – in order to seek peace, to reflect and to marvel at the unchanging way in which the tide comes in and out as it has for so many thousands of years.

SEAL link – Getting on (the importance of calm and trust)

Values link – Trust

GATHER	ENGAGE	RESPOND	SEND
<p>Possible music might include Britten’s Sea Interludes or Saint-Saens Carnival of The Animals (Aquarium) or Vaughan Williams Sea Symphony or Debussy La Mer</p> <p>Use music which takes up the theme of ‘calm and unchanging’</p>	<p>JESUS CALLS HIS FIRST DISCIPLES (whole school) Matthew 4 v 18-22 Use some scenarios in which surprising things are asked of people – this is what happens in today’s story. Set the scene – perhaps with images of fisherman on the Sea of Galilee today. Here is a perfectly normal day by the Sea of Galilee – the fishermen casting their nets in the hope of a successful and profitable catch. Jesus asks them to be “fishers of men” instead. Simon, Peter, Andrew, James and John do not appear to question this request – they leave their nets and follow Jesus. Was this not a risk? How were they going to live? Jesus seems to have inspired a faith that was calm and complete within the four fishermen.</p> <hr/> <p>JESUS CALMS THE STORM (whole school) Mark 4 v 35-41 This is an episode about the fear which the sea can bring. Act out the story – perhaps use music or musical instruments to give a sense of moving from calm, to storm and back to calm again. Ultimately, it was a calm and unchanging sea that resulted from Jesus’ actions. Alternatively, use some video footage to show what dangers can arise in a very violent storm on water. In this story, there is a lack of faith by Jesus’ disciples as they criticise him and also we see the authority of Jesus in bringing calm out of the chaos and darkness. Are there “storms” in life today? What does this story teach us about our response to them?</p>	<p><i>Take this opportunity to pray for those who work on the sea – find some images and take time to think about how they serve us</i> Loving Creator, we give you thanks for being maker of the seas. We pray for those who serve others by sailing upon the sea. Amen. (see the Sailors’ Society website for more prayers)</p> <p>Some simple facts and figures to think about: <i>90% of world trade is carried by the sea, providing work to more than a million seafarers</i> <i>30 million people make a living by fishing.</i> Then take time to give thanks for these key workers who are often forgotten.</p>	<p><i>A suggested Blessing - Prayer for Serenity by Reinhold Niebuhr</i></p> <p>God, give us grace to accept with serenity the things that cannot be changed, courage to change the things that should be changed, and the wisdom to distinguish the one from the other. Amen</p>



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	<p>CALM AND RECONCILIATION BY THE SEA (whole school) John 21 v 15-25 When Jesus appeared to his disciples by the Sea of Galilee after the resurrection, he asked Peter a very important question, "Do you love me?" It would probably have been by a calm sea in the early morning light, following a meal together at which the disciples may have been recalling their previous meal, the Last Supper. The question to Peter seems to have upset him – Jesus asks not once but three times echoing Peter’s three fold denial following Jesus’ arrest. Jesus wants Peter to take care of his sheep (his followers), and he also refers to the death which Peter will suffer because of his faith in Jesus. Tradition has it that Peter was crucified upside down because he felt unworthy to be crucified in the same way as his Lord. All of Jesus’ followers need to take care of his sheep/others. How can we do this?</p>	<p>Encourage pupils to use your worship display to write prayers asking for calm in the storms of life for themselves and for others, perhaps adding a ‘prayer net’ to ‘catch’ their requests</p>	
	<p>JESUS ALONGSIDE US IN LIFE’S JOURNEY (Key Stage or class worship) Matthew 28 v 20 Footprints in the Sand With older pupils, use this famous poem (many versions are available on the internet) to explore the idea of Jesus walking alongside us during life and sometimes having to carry us when life becomes challenging. Read the first part of the poem and see if they can work out what is happening by the pattern of the footprints. Other ways to explore this idea would be by ‘Follow my leader’ marking out the footprints for someone else to try and follow exactly but at some distance and then comparing this with the pattern made by walking side by side holding hands. Which of these journeys makes the pupils feel more secure and safer? With younger pupils, make a ‘mess’ with paint footprints and explore the idea of one set of prints or two sets (like the patterns in the poem) practically. If necessary, explain the poem more simply than in its original version.</p>	<p>Use the poem to give pupils time for reflection – make sure that they have an image of footprints in the sand as a focus (or for younger pupils, use their paint footprints to cut out and write simple prayers on them)</p>	