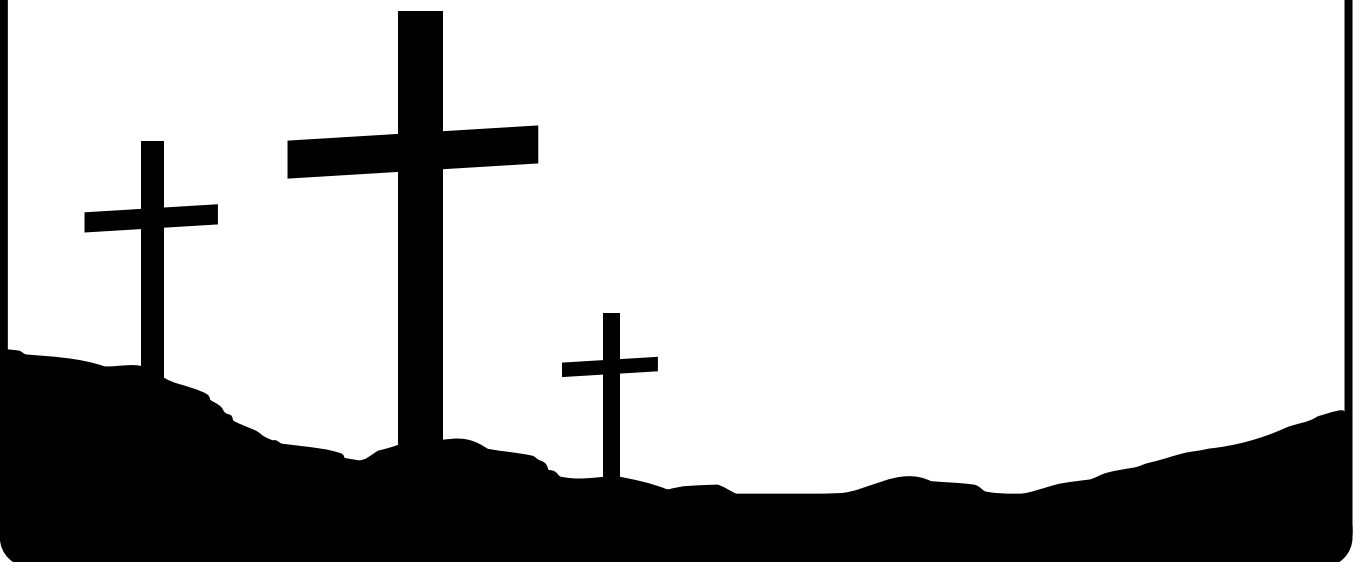




Diocese of Chichester Schools Department

TO THE CROSS AND BEYOND

Collective Worship Resources
for Holy Week and Easter



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FOREWORD by Jeremy Taylor

Easter 2008 will be the first time that the new pattern of a fixed date for the 'Easter' holiday affects the celebration of Holy Week and Easter in our schools. As the date of liturgical Easter falls so early, Good Friday and Easter Monday will be statutory holidays and then schools will return for a further nine days of term time before breaking up for the holiday. Now it would be possible to see this as another threat to the place of the Christian faith in our society, another advance for secularism. But I think this would be a mistake! It is better to grasp it as a huge opportunity to celebrate the festival much more effectively, especially in church schools.

Too often in the past we have explored the themes which lie at the heart of the Christian faith in a confused or inadequate way. Sometimes we have pushed all of them (Palm Sunday, Maundy Thursday, Good Friday **and** Easter Sunday) into the last few days of the Spring Term. Full marks for coverage, but muddling for children who are active in their churches. In other places we have (quite correctly) restricted collective worship themes at the end of term to the events leading up to Jesus' death, but have failed to carry on to celebrate the resurrection after the return from the Easter holiday, in the rush towards SATs and the other excitements of the Summer Term. This has had the effect of distorting the very heart of the Christian message. Rather like in CS Lewis' Narnia under the sway of the White Witch, where it is "always winter and never Christmas", so it can be for worship in church schools: always death and never resurrection! Easter 2008 gives us the opportunity to put this right, by experiencing the events running from the excitement of Palm Sunday to the awful desolation of the crucifixion in the days leading up to Good Friday. Then in the remainder of the term we can go on to the joy and the new life of the resurrection to provide the themes for our worship.

To help schools to do this the Diocesan Board of Education has commissioned a set of 10 outlines for collective worship, written by Adam Earle, one of the headteachers in the diocese. He has an established track record not just in writing and leading outstanding acts of worship himself, but also in producing materials that other schools can use to enrich their worship. His outlines are flexible, practical and (where appropriate) fun; they make use of a wide range of music (both for listening and for singing); they provide good 'hooks' to grasp the attention of children; and they make good use of some of the huge range of liturgical resources now available in the Church of England (under the *Common Worship* banner) in a way that will create better links between what children experience in school and in their parish churches. We are very grateful to Adam for giving up some of his summer holiday time to produce this resource.

I hope many schools will make use of this material in 2008. Adapt it to suit your own situation (especially in secondary schools). Involve clergy and other Christian visitors to schools in its delivery. Share some of the ideas and material with those who lead worship in the churches your school has links with. Evaluate the impact it has on everyone in the school community: pupils, staff, parents and so on. And please feed back your experiences to the Schools Department at Diocesan Church House (on 01273 425687 or schools@diochi.org.uk); we would welcome any comments you have to make in the light of your experience of using the outlines.

Jeremy Taylor

Diocesan Director of Education

INTRODUCTION & OVERVIEW

Leading worship in school is both a privilege and a challenge. School worship is distinctive from church worship in that not all the participants will have a Christian faith or understanding and they may not necessarily be willing participants. It will also have a very different style and include familiar engagement and teaching elements which might not be used in the same way in church.

In these worship outlines I have tried to achieve the following:

- To include familiar elements and follow a familiar pattern.
- To use inclusive language where appropriate.
- To include elements of Christian liturgy and traditional practice which may be used depending on your normal practice and parish tradition but may also be omitted or enhanced.
- To provide guidance for music which covers a range of different styles and uses familiar publications where possible.
- To include Bible readings either as a main focus or for further reflection.
- Use different styles of prayer, including some that are responsorial.

It would be valuable to check with the local incumbent to see if there are any specific practices, liturgy or traditions which might be readily added or included as alternatives in planning and using these acts of worship.

All the acts of worship require some time to be spent in preparation both in terms of resources and ensuring you know exactly what is coming so they run smoothly and the participants can benefit from them fully. All the music for listening suggested is available from "itunes" and can be downloaded relatively cheaply if it is not already available to you.

It is inevitable that these resources reflect my particular style and many are drawn from ideas which I have used successfully in the past. Please take them and make them your own, they are intended as guidance and, provided the core message is not lost, can be used flexibly. You may also decide not to use them all.

The outlines fit into the Holy Week & Easter pattern as follows:

Palm Sunday:	1 – Hosanna!
Holy Week:	2 – A House of Prayer
Maundy Thursday:	3 – Washing Feet
	4 – Remember Me
	5 – Under Arrest!
Good Friday:	6 – The End?
Easter Sunday:	7 – The Empty Tomb
	8 – I Don't Believe It!
	9 – I Can See Clearly Now
	10 – Why Easter?

Clearly we will not actually be in school on all these occasions; however the general idea is that the first six should be used before the Easter weekend and the remaining four after.

I hope these outlines prove valuable to you.

Adam J. Earle
Headteacher – West Hoathly CE Primary School

1 - Hosanna!

Theme: The triumphal entry (Palm Sunday) – preparing for the King

Resources: A strip of red carpet or suitable substitute e.g. a roll of red backing paper
4 waving flags such as a St George's or Union Flag – homemade and plain are fine
(Optional) A photograph of a donkey with its back cross in view
A palm cross
An assisting adult
A large, previously used, candle (with matches & snuffer) for display on a worship table
Optional: OHP or PowerPoint slide of the responses

The liturgical colour for Palm Sunday is red; you may wish to use a cloth of this colour to cover the worship table

Music for Listening: Fanfare for the Common Man – Aaron Copland

Suggested Song(s): Hosanna, hosanna – Songs of Fellowship
Trotting, trotting, through Jerusalem – BBC Come & Praise
Who spoke words of wisdom and life? – Out of the Ark
Wave your branches high – Kevin Mayhew
We have a king who rides a donkey (Verses 1-3 only) – various

Opening:

- Children enter quietly with appropriate music playing.
- Greet the children as usual and ask them to sit silently as the candle is lit.
- Use the following opening sentences:

V: Hosanna to the Son of David!
R: **Hosanna to the King!**

V: Blessed is he who comes in the name of the Lord!
R: **Hosanna to the King!**

V: Hosanna in the highest!
R: **Hosanna to the King!**

Engagement:

- Explain that you are expecting a very important visitor (build this up appropriately, you know your children best).
 - Ask the children to think about ways we should prepare to greet our visitor – accept responses.
 - Suggest the following if they are not suggested already:
 - Laying out a red carpet – use the paper roll and lay this out with help from a volunteer;
 - Waving Flags to greet them – hand out the flags to volunteers and line them up by the carpet, get them to practice a few waves;
 - Practice shouting welcome or cheering.
 - When all is prepared, start the fanfare music again, have everyone stand etc. and have a member of staff arrive, perhaps appearing very surprised but rather flattered that everyone has gone to so much trouble. The more informal the person looks, the better, perhaps they could be dressed ready for art or PE.
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- Express surprise and explain that you were not expecting this at all, you were expecting someone much more important and much more grand. Thank the children and ask them to sit, collecting flags etc.

Development:

- Just under two thousand years ago, the people of Jerusalem were expecting a special visitor; listen to this account of his arrival. Think about how the people prepared, what they shouted and what they saw.
- Tell the story:

The city of Jerusalem was buzzing with excitement; something was going to happen, something exciting, something important. All the people were talking about it, the workers had stopped working, the traders had stopped trading as they chatted away enthusiastically. Someone special was coming to the city, someone that everyone wanted to see. They were all expecting great things, a king riding on a beautiful white horse, a mighty warrior coming to set them free from the Roman rulers. Then they saw him, in the distance, riding down the hill towards the city, the one they had all been waiting for. The crowds started shouting, "Hosanna! Hosanna! The King is coming!" People climbed up the trees by the side of the street and pulled down leaves and branches to wave like flags. Others laid down their coats and more branches on the ground like a royal carpet for the king. Some of the rulers and high priests were very upset, they wanted the people to be quiet, they thought that they should not be shouting praise to this person. But the man who was coming was not quite what people were expecting, everyone was in for a bit of a surprise. Instead of a bold warrior on a fine white stallion, the strangest sight met their eyes. Through the gates of the city rode an ordinary looking fellow wobbling along on the back of a donkey. If anything he looked rather funny! But the crowd continued to shout and wave their branches. This King was no ordinary king!

- Of course the king was Jesus. He was a king with a difference – not dressed in fine clothes, riding a fine horse, but in ordinary clothes and riding a donkey, a symbol of peace.
- Some of the people of Jerusalem were expecting Jesus to lead them against the Roman enemy but he had very different plans for saving them and setting them free.
- On the Sunday before Easter, Christian people still celebrate this special event. It is called Palm Sunday, reminding us of the palms which people waved to greet Jesus. In some churches people are given crosses, called palm crosses (show the cross) which are woven from a piece of a palm leaf.
- Donkeys also play an important part in this story and in some churches they may have a procession to the church with a donkey leading the procession.
- (Optional if you have the picture) If you look on a donkey's back, in the markings on its fur, you will find on its shoulders a dark cross shape. Some say this is because Jesus rode on a donkey.

Bible Reading:

- Some people were not just surprised to see Jesus, they were angry, they were jealous:
- Luke 19.37-40

Reflection & Prayer:

- Place the palm cross where it is clearly visible. Ask the children to sit still, look at the cross and watch the candle burn.
- Invite the children to think – imagine the scene we heard about, the people shouting and waving branches, laying down their cloaks and branches to make a carpet to greet Jesus. Imagine the sight as he trotted into the scene, on a donkey, a humble peaceful man, not like any other king before or since.
- Let us pray: Lord Jesus, King of kings, as the people sang your praises and welcomed you so may we welcome you again as we prepare to celebrate Easter.

V: Hosanna to the Son of David!

R: **Hosanna to the King!**

Lord Jesus, Son of David, as you entered the city, riding on a donkey so may we learn to be humble and bring peace to the world by loving, caring and serving others.

V: Blessed is he who comes in the name of the Lord!

R: **Hosanna to the King!**

Lord Jesus, enthroned in the highest place, as the people longed to be free and looked to you to bring freedom, so may we learn to forgive others and so set them free, as you are also willing to forgive us.

V: Hosanna in the highest!

R: **Hosanna to the King!**

- The Lord's Prayer or School Prayer (if you have one) may be said.

Conclusion (may be said together or by the leader):

- **The Grace**

The grace of our Lord Jesus Christ,
and the love of God,
and the fellowship of the Holy Spirit,
be with us all, evermore. **Amen**

2 – A House of Prayer

Theme: Jesus clears the temple – righteous anger, injustice and disrespect

Resources: 4 large bin liners containing “rubbish”
A DIY tape measure
An assisting adult
A large, previously used, candle (with matches and snuffer) for display on a worship table
Optional: OHP or PowerPoint slide of the responses

The liturgical colour for Lent is either purple or unbleached linen; you may wish to use a cloth of this colour to cover the worship table

Music for Listening: Non Nobis Domine – Patrick Doyle

Suggested Song(s): Be still, for the presence of the Lord – various
Bless the Lord, my soul – Taizé
Father, we adore you – Songs of Fellowship
Praise the Lord in the rhythm of your music – BBC Come and Praise

Opening:

- Children enter quietly with appropriate music playing.
- Greet the children as usual and ask them to sit silently as the candle is lit.
- Use the following opening sentences:

V: Sing to the LORD, all the world!

R: **Worship the LORD with joy**

V: Enter his temple gates with thanksgiving; go into its courts with praise

R: **Give thanks to him and praise him**

Engagement:

- Begin talking to the children as if all is normal.
 - Assisting adult enters the room carrying a tape measure; they proceed to measure the hall, perhaps asking a child to help.
 - Leader asks what the assisting adult is doing.
 - Assisting adult explains that they are checking if the hall is suitable for a new project which the local council are planning, they say that it is suitable and then leave.
 - They return very soon after with a couple of black rubbish sacks. They ask the leader to move and dump the bags in the place.
 - Leader asks what they are doing.
 - Assisting adult explains that the council need a new space to store rubbish as there is no other space in the local area. They have decided to use the school hall.
 - Assisting adult then leaves and leader expresses horror at this plan, emphasizing what the hall is for e.g. worship, exercise, dining, etc.
 - Assisting adult returns a few moments later with more rubbish sacks which they virtually hurl at the leader.
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- At this the leader becomes “angry” and tells the assisting adult that this is totally unreasonable and unacceptable, the hall is very important to the school, a place of worship, etc. Leader marches them out of the hall, telling them to take the rubbish with them, and as a token gesture, throws one bag after them.
 - Leader then composes themselves and apologizes for being so angry but explains that they felt that that behaviour was completely unfair and unjustifiable, to deprive all the children of this valuable space, the hall was simply not provided to be used like that.

Development:

- Jesus was not one to get angry, not like when we get angry because someone has done something that we don't like; but there was a time when he was so upset that he did appear very angry and it was for a similar reason to the one that made me angry just now.
- Tell the story:

After all the excitement of his arrival in Jerusalem, Jesus wanted to spend some quiet time in the temple, praying. Ever since he was a young boy Jesus had loved to be in the temple. When he entered the temple court the sight which met his eyes upset him. Instead of people worshipping and praying, he saw what looked like a market: there were stalls and tables set up all around and people were there selling animals for people to offer as gifts to God. But what was even more upsetting was the people who were there changing money. People could only buy the offerings using special temple money so they had to change their ordinary money, and the money-changers were cheating the people, giving them far less in exchange for their money than they should. Seeing people being cheated in this way made Jesus very angry, especially as these cheats were right there in the temple, God's holy place. “This is a house of prayer,” he shouted, “and you have turned it into a meeting place for robbers and thieves!” He kicked over the stalls and tables, released all the animals, scattered the coins all over the ground, grabbed the traders by the collars and marched them out into the street. Then Jesus walked back into the temple, “Now, where were we?” He began to heal people and helped the people who were sad or in trouble. Seeing all these things was more than the High Priests and temple rulers could bear, they thought about arresting Jesus right there and then, but the crowds were very keen on Jesus and the temple rulers were scared to do anything just then, but they went away and plotted how they would get rid of him.

- Have you ever been angry? What made you angry? Accept some responses.
- Usually when we get angry it's because someone has done something that annoys us, perhaps they won't let us do what we want to do, we can't have what we want, others won't agree with us. Often we get angry for selfish reasons.
- Jesus was angry, not for selfish reasons, but because he saw others being treated unfairly and that the holy place, the temple in Jerusalem, was being used in a way that brought dishonour to God.

Bible Reading:

- Listen again to what Jesus said when he threw the all those dishonest traders out of the temple:
- Matthew 21.12-13

Reflection & Prayer:

- In our world there are many places where people are treated unfairly and situations which are unjust, perhaps we should feel just a bit angry when others are mistreated or suffer because things are unfair. One thing we can do to help is to pray for them.
- Let us pray: We hold up before God our loving Father all those who suffer or are treated unfairly.

For all who are hungry in a world where so much goes to waste;
For all who are homeless when others are surrounded by luxury;

For all who are unjustly imprisoned in a world where others are free;
For all who face the terror of war while others live in peace;
For all who suffer from easily avoidable sickness in a world which has the cure;

We pray that God our Father may bring healing, hope and help, through Christ our Lord. **Amen**

- The Lord's Prayer or School Prayer (if you have one) may be said.

Conclusion:

- **A Prayer for Blessing**

May the almighty and merciful Lord, Father, Son, and Holy Spirit, bless us and keep us. **Amen**

3 – Washing Feet

Theme: Jesus washes his disciples' feet – serving and leading.

Resources: A comfy chair
Foot stool
Tray and plastic cup
A hand held fan (home-made is good)
A bowl and a small towel
A large, previously used, candle (with matches and snuffer) for display on a worship table
Optional: OHP or PowerPoint slide of the responses

The liturgical colour for Maundy Thursday is white; you may wish to use a cloth of this colour to cover the worship table

Music for Listening: He ain't heavy, he's my brother.

Suggested Song(s): From heaven you came (The Servant King) – various
There's a child in the streets (A man for all the people) – BBC Come and Praise

Opening:

- Children enter quietly with appropriate music playing.
- Greet the children as usual and ask them to sit silently as the candle is lit.
- Use the following opening sentences:

V: This is the day that the Lord has made

R: **Let us rejoice and be glad in it**

V: The Lord be with you

R: **And also with you**

Engagement:

- Begin by saying that you are in charge, you are the leader and that as such you would really like to make the most of this and that there are going to be a few changes to the way things are done.
- Explain that you are going to be needing a few servants. Select a child and ask them to fetch you a comfy chair. Sit in this and then ask them to bring a foot stool.
- Complain that the servant was a bit slow so ask for another child and request that they fetch a drink for you (using the tray). Say that the room is too hot and insist they fan you.
- Say that it is rather warm in fact and ask them to fetch the bowl and towel. Explain that you want them to wash your feet for you and ask if that is okay (choose this second child carefully; you don't want them to agree!). If you want, you may even choose to remove a shoe and waggle your toes around to make the point that this is likely to be a most unpleasant job.
- Thank the servants and explain that in the time of Jesus only the lowest servants were expected to wash their masters' feet. This was a humiliating task.

Development:

- Jesus was a very different sort of leader. He didn't demand that others should bow and serve him; instead he showed that to be a good leader we have to be prepared to lead by example.
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- This may mean doing the least important, most humiliating things to serve and care for others.
 - Tell the story:

Everything had been prepared for the Passover feast, an important celebration. The disciples gathered together. It was the custom that as the guests arrived for a special party that a lowly servant would wash their feet, but there were no servants at this particular party and no-one volunteered to do the job. When everyone had sat down and the meal had begun Jesus, the leader, stood up and did something which taught all the disciples an important lesson. He took a towel and wrapped it round his middle and taking a bowl of water he began to wash his disciples' feet. Everyone was amazed and no-one had anything to say as Jesus knelt and bathed their feet and dried them with the towel. When Jesus reached Simon Peter, he knelt as before, but Peter, who always seemed to have some comment to make, said, "Lord, surely you're not going to wash my feet?" Jesus spoke gently, "You may not understand what I am doing just now, but later you will understand." Peter just couldn't keep quiet, "No!" he cried, "you mustn't wash my feet." Jesus again spoke gently, "I must; unless I do, you have no part with me." Peter still had more to say, "Then don't just wash my feet, wash my head and my hands as well!" Jesus was always very patient, he knew Peter very well and understood that he didn't always think before he said and did things and would sometimes get rather carried away. "Listen," Jesus spoke calmly, "you've already had a bath so you only need to wash your feet to be clean." Jesus washed Peter's feet and when he had finished washing all the disciples' feet he returned to his place.

- Ask these questions and accept responses: Why do you think Jesus washed his disciples' feet? What was he trying to teach them? What was he doing for them?
- Washing is often a symbol of something else, cleaning away sins, the wrong things that people do. Jesus came to wash away sins.
- As well as this symbol Jesus was teaching them that even he, their leader, was prepared to do this humble task and that they should do the same for one another, caring and serving even if the job was rather embarrassing.

Bible Reading:

- Listen to what Jesus said to his disciples after he had washed their feet:
- John 13.12-15
- Jesus showed us that we should never be too proud to do anything to care for and serve one another.

Reflection & Prayer:

- Place the towel and bowl where they are clearly visible. Ask the children to sit still, look at the items and watch the candle burn.
- Let us pray: Lord Jesus, you have taught us that we should love and care for one another. Help us never to be too proud to do whatever it takes to show that love and care. **Amen**
- The Lord's Prayer or School Prayer (if you have one) may be said.

Conclusion (may be said together or by the leader):

- **The Grace**

The grace of our Lord Jesus Christ,
and the love of God,
and the fellowship of the Holy Spirit,
be with us all, evermore. **Amen**

4 – Remember Me

Theme: The last supper – actions which recall important ideas

Resources: A selection of items that the leader owns and keeps to remind them of people and events of the past and about which you are prepared to talk
A goblet or chalice (with “wine” if desired)
Some flat bread (preferably a matzoh)
A large square of red tissue paper (about the size of a dinner plate)
A large, previously used, candle (with matches and snuffer) for display on a worship table
Optional: OHP or PowerPoint slide of the responses

The liturgical colour for Maundy Thursday is white; you may wish to use a cloth of this colour to cover the worship table

Music for Listening: Taizé Music

Suggested Song(s): Lord Jesus Christ (Patrick Appleford) – various
Let there be love shared among us – various
Love will never come to an end – BBC Come and Praise

Opening:

- Children enter quietly with appropriate music.
- Greet the children as usual and ask them to sit silently as the candle is lit.
- Use the following opening sentences:

V: The Lord be with you

R: **and also with you**

V: Let us worship God together

Engagement:

- Ask: What is the earliest memory you have, what is the first thing you remember? Accept some responses.
 - Some people seem to have incredible memories and can recall things in great detail, whilst others seem to find it difficult even to remember what they were doing ten minutes ago!
 - (You may like to talk briefly at this point about the growing older thing when you arrive at the top of the stairs and can't remember why you went up in the first place!)
 - Of course, all sorts of things can trigger memories, a sound, a smell, a glimpse of something.
 - I have some things with me today which I keep because they remind me of good things and help me recall special memories. Show the various items and briefly explain their significance.
 - Today we are thinking about another part of the Easter story: it's all about remembering.
 - This remembering is something that many millions of people, all around the world do to call Jesus and his love to mind.
 - It's not something that anyone living can actually remember from their past but something that is so important to Christians that they don't want to forget, in fact Jesus himself instructed his disciples to remember it.
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Bible Reading:

- Listen to the Bible's account of this important part of the Easter story, when Jesus gathered with his disciples to celebrate the Passover:
 - Luke 22.19-20
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Questions & Development:

- Ask these questions and accept responses:

What did Jesus want his friends to remember?

Him – how his body was broken and his blood was shed to take away sins.

What did Jesus ask his friends to do to bring these ideas to mind?

To break bread, pour out wine and (very importantly) to share it.

- (Show the bread and wine) Breaking bread, pouring out wine and sharing both is a very important part of worship for most Christians. This special meal or feast is called by different names – Holy Communion, The Lord's Supper, Mass, The Eucharist (thanksgiving); whatever it is called it calls to mind those same important ideas.
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Reflection & Prayer:

- In some schools there will be a celebration of the eucharist on this day, in others there will not; but in either case this activity helps us to experience one aspect of what it means.
- Show the square of red tissue paper. Explain that this is to represent the love of God, given for all to share. It's not the size of the paper that counts here, it's the number of corners it has.
- Explain that you are going to divide up the paper and ask various children, as they sit in silence, to share the paper, dividing it each time, until everyone in the room has a small piece.
- Begin by dividing the paper in half, perhaps handing half to a colleague, and explain that the pieces now have 8 corners, if divided again, 16 and so on (there is no need to keep counting!) Keep sharing and dividing until everyone has a piece of the red paper. You could play quiet music as you do this.
- Now ask each child to look at their piece of paper, each has several corners, there must be hundreds of corners in the hall now. If we share God's love it multiplies and grows many times over. God has given us his love to share.
- Let us pray.

Lord Jesus, thank you for your love, shown to the world.

Help us to share that love with others, through what we say and do.

Teach us to be loving and caring, even if it may not be convenient to us at the time.

May we remember your love always. **Amen**

Conclusion:

- **A Challenge:** Explain that each one of them is taking something away from today's worship. The challenge is to give half of that piece of paper to someone else, someone with whom you would like to share God's love. If you want you could explain to them what the paper represents or just tell them it's special.
- **A Prayer for Blessing**

May the Lord bless us and watch over us, may the Lord make his face shine upon us and be gracious to us, may the Lord look kindly on us and give us his peace. **Amen**

5 – Under Arrest!

Theme: The arrest of Jesus and his trial

Resources: A number of items of clothing to choose between e.g. two caps, two ties or scarves, two pairs of shoes, two coats etc.
A large, previously used, candle (with matches and snuffer) for display on a worship table
Optional: OHP or PowerPoint slide of the responses

The liturgical colour for Maundy Thursday is white, you may wish to use a cloth of this colour to cover the worship table

Music for Listening: Taizé Music

Suggested Song(s): From the darkness came light – BBC Come & Praise
From heaven you came (The Servant King) – various

Opening:

- Children enter quietly with appropriate music playing.
- Greet the children as usual and ask them to sit silently as the candle is lit.
- Use the following opening sentences:

V: Grace, mercy and peace from God our Father and the Lord Jesus Christ be with you
R: **and also with you**

Engagement:

- Decisions, decisions, decisions, every day we have to make decisions, what to wear, what to eat, what to say, what to do, what's right, what's wrong, always decisions.
- Using the items of clothing ask the children to help you decide which to wear today e.g. Which cap suits me best? Which scarf goes better with this dress? etc.
- Explain that some decisions are easy to make, others are much harder.
- Ask: What do you think was the hardest decision you have ever had to make? Accept some responses.

Development:

- In today's part of the story of Easter, we will be thinking about lots of decisions that people made, difficult decisions, some good, some not so good, but, as Christians believe, all important for God's plan.
- Tell the story:

Decision Number 1: After the disciples had finished their meal together, Jesus took them outside to a beautiful garden called Gethsemane (*Geth-se-man-ee*). He left them for a while and went off to pray. He knew, as he knelt to pray, that he had some difficult times ahead, some terrible things were going to happen to him. He prayed a strange prayer – "Father, if it is possible, let this cup pass from me!" In other words, "Isn't there another way to save the world? Is this the only way?" He knew that he was going to die. But Jesus always did as God had shown him, "Not my will," he said "but your will be done." He had decided to do exactly what his Father God had sent him to do.

Decision Number 2: Judas was one of Jesus' disciples. He had made a dreadful decision. He had agreed to betray Jesus, to let him down, to show the soldiers and the religious leaders where Jesus was. Judas came with the soldiers and an angry crowd to the same garden. When he saw Jesus, standing with the other

disciples he walked over to him and greeted him with a kiss. This was the sign to arrest Jesus and the soldiers came forward to seize him. Jesus spoke to them, "Am I a violent rebel or criminal? Why did you bring swords and clubs to arrest me? I will come with you." And the soldiers took him away.

Decision Number 3: The soldiers took Jesus to the house of the High Priest, to have him put on trial. The High Priest made a quick decision. In fact he had probably already made up his mind, although Jesus had really done nothing wrong. The religious leaders wanted to get rid of him, and many lies had been told to get Jesus into trouble. The High Priest said Jesus must be put to death.

Decision Number 4: Jesus was later taken to the Roman leader who was in charge of the city of Jerusalem. His name was Pilate. He asked Jesus many questions and could not understand why the religious leaders wanted to punish him. "I can't find anything wrong." Pilate told them. Pilate did not want to make a decision about what to do with Jesus so he decided to ask the crowd which had gathered outside. He went out to them and asked them what they wanted him to do with Jesus. They shouted "Crucify Him!" So Pilate said, "That's your decision, It's nothing to do with me!" and he washed his hands in front of them as a sign to show that the crowd was to blame for the decision and not him. Then Pilate ordered the soldiers to take Jesus away and put him to death.

- Four decisions, one really difficult, one terribly wrong, one based on lies and one handed on! In all this time, Jesus obeyed his Father God; he did what he knew his must do without complaining.

Bible Reading:

- Listen to a short part of the Bible account of Easter and what Pilate had to say about Jesus:
- Luke 23.13-21

Reflection & Prayer:

- Invite the children to close their eyes and think for a moment.
- Think about all the decisions you have made today so far. What to eat, what to do, how to go about your work. Perhaps you have even had to decide how to behave in a particular situation, choosing between what is right and what is wrong. How well did you decide?

- Let us pray:

Father God, be with us in every decision we make, so that we may do what is right and good. Help us especially when we must make difficult choices, perhaps decisions which could affect our lives and others. Help us to do what is right. **Amen**

Conclusion (may be said together or by the leader):

- **The Grace**

The grace of our Lord Jesus Christ,
and the love of God,
and the fellowship of the Holy Spirit,
be with us all, evermore. **Amen**

6 – The End?

Theme: The death of Jesus

Resources: A simple cross or a crucifix (dependant on the tradition of the school and parish)
A large, previously used, candle (with matches and snuffer) for display on a worship table
Optional: OHP or PowerPoint slide of the responses

For alternative engagement activity:
A Hot Cross Bun on a plate, covered

On Good Friday, when considering the death of Jesus, it is traditional for all hangings and coverings to be removed. It may be helpful to have the worship table plain and as simply presented as possible.

Music for Listening: None

Suggested Song(s): From the darkness came light – BBC "Come & Praise"
There is a green hill far away – various
When I think about the cross – Out of the Ark

Opening:

- As the children enter, the room should be silent. The candle should already be lit and the cross displayed next to it.
- Use the following opening sentences:

V: The Lord be with you

R: **and also with you**

V: Let us worship God together

Engagement:

- Tell this story:

Once there was a little girl named Red Riding Hood. One day her mother asked her to take a basket of goodies to her grandmother who had not been very well and needed a bit of cheering up. Red Riding Hood was glad to help and, while her mother packed the basket, she put on her little red cloak and buckled up her shiny shoes. As Red Riding Hood was about to leave her mother said, "Now don't forget, take the long path to Grandma's cottage, don't go through the woods." Red Riding Hood smiled, kissed her mother and set off to Grandma's cottage, straight through the woods. She hadn't gone far when she saw a strange hairy creature standing in her path; it was the Big Bad Wolf. "Good morning!" he said sweetly. "Who are you and where are you going?" asked the wolf. "Why, I am little Red Riding Hood," Red Riding Hood replied, "and I am going to my Grandma's house to take her this basket of goodies." "Oh no, you're not!" grinned the wolf and with that he leapt forward and swallowed her with one snap of his jaws. The End!

- Now I don't expect you thought the story was going to end so soon, or to end in that way. Normally that story has a happy ending, when the brave woodcutter puts everything to rights. But not everything has a happy ending.
 - Today we are going to spend a while thinking about the message of the next part of the Easter events, the day we call Good Friday. It seems strange to call a day when such terrible things happened "good", but the events made a huge difference to the history of the world.
-

Alternative Engagement:

- Explain that you haven't quite managed to finish your lunch (or breakfast, mid-morning snack) because you were rather busy and that you hope the children don't mind if you just finish it off before you do assembly.
- Uncover the bun and pick it up, showing it and explaining that you really like buns.
- "Notice" that there is something unusual about the bun, show them and ask them to say what.
- Explain that hot cross buns are traditionally eaten on a special day called Good Friday. It seems rather strange to call the day "Good Friday" when, on that day, people all over the world, think about the saddest part of the Easter story.
- The cross on the bun reminds us that Jesus died on a cross. Show the wooden example.

Development:

- Tell the story:

After washing his hands, Pilate handed Jesus over to the soldiers to be crucified. They took him away and began to treat him badly. They dressed him in a purple robe and placed a crown made of thorns on his head. They made fun of him, jeering and shouting "Hail, King of the Jews." Then they beat him, spat at him and took him away to crucify him.

Jesus was made to carry the heavy wooden cross-beam of the cross along the streets to the place of execution. The people watched in amazement as they saw him, the great teacher, the king they had shouted praise for, being led away to die.

When he reached the hill outside Jerusalem, where criminals were put to death, the soldiers stripped Jesus of his clothes and hung him up on the cross with cruel nails. Two other men, both robbers, were crucified beside him.

Jesus hung there for hours, suffering terribly. As he came near to the time that he would die, Jesus cried out, "I am thirsty!" The soldiers nearby heard him. They had a jar of sour wine vinegar so they soaked a sponge in the vinegar, placed it on a pole and held it to his lips. Jesus took the drink and then cried out again, "It is finished!" At that moment Jesus gave up his spirit and died.

- "It is finished!" – Not a happy ending at all, or so it seemed to the disciples. This wasn't the way they were expecting things to turn out. The Lord Jesus, their great leader, their great teacher, the one who they were perhaps expecting to set them free from the Roman rulers, had suddenly been taken away and now he had died.
- Was this the end of everything they had hoped for? What now? What would happen to them?

Bible Reading:

- Before we offer a prayer today, we are going to listen to St Luke's account of the moment when Jesus died:
 - Luke 23:44-46
 - At the end of the reading extinguish the candle and keep a short period of silence.
-

Reflection & Prayer:

- Today as we stop to think and pray, we will use some words from a simple Christian hymn by William Walsham How.
- Let us pray:

It is a thing most wonderful,
Almost too wonderful to be,
That God's own Son should come from heaven,
And die to save a child like me.

And yet I know that it is true:
He chose a poor and humble lot,
And wept and toiled and mourned and died
For love of those who loved him not.

Lord Jesus, help us to understand what Good Friday is all about, that you came and died to take away the sins, the wrong things, of the world. **Amen**

Conclusion:

- **A Prayer for Blessing**

May the almighty and merciful Lord, Father, Son, and Holy Spirit, bless us and keep us. **Amen**

7 – The Empty Tomb

Theme: The resurrection – Jesus is alive!

Resources: A hollow chocolate egg, wrapped in foil and boxed
A large **new** candle, possibly a simple Paschal Candle (with matches and snuffer)
for display on a worship table
Optional: OHP or PowerPoint slide of the responses

The liturgical colour for Easter is white or gold, you may wish to use a cloth of one of these colours to cover the worship table

Music for Listening: The Hallelujah Chorus – Handel’s “Messiah”

Suggested Song(s): All in an Easter garden – BBC Come & Praise
Risen! – Out of the Ark
Celebrate! – Out of the Ark
Alleluia! Alleluia! Give thanks to the risen Lord - Various

Opening:

- As the children enter they should sit in silence and listen to the music.
- Greet the children in the normal way and then remind them that last time we had a worship time together we had an old candle, which we extinguished as we thought about the death of Jesus.
- Today we have a very different thing to think about, a reason to celebrate: the events of Easter day, when Jesus rose again.
- Show the “new” candle and light it. (If you are using a paschal candle you could explain the tradition involved in it; the new light representing the light of Christ risen again and possibly the symbols on the candle.)
- Use the following opening sentences (you may like to practise the opening phrase and response a few times to make sure they are suitably joyful and enthusiastic):

V: Alleluia! Christ is risen!

R: **He is risen indeed! Alleluia!**

V: Let us worship the risen Lord

Engagement:

- Show the chocolate egg in its wrapping. Say that the children are probably very familiar with these; they’ve probably eaten a lot of them already!
 - It’s very exciting unwrapping an Easter egg, the best bit I think is finding the extra treat hidden inside!
 - Now here comes the good bit, I’m going to unwrap this egg, and you are all very lucky because I’m feeling very generous as it is such a special time for celebration, so I have decided to let you watch me!
 - Take the egg out of its box enthusiastically. Get very excited about the shiny paper and then rip that off as well. Now make a big thing of preparing to break into the egg so you can find the hidden treat inside. (If the halves are stuck together then you could even use a hammer.)
 - Find that the egg is empty, there is nothing inside; seem very surprised, that was not what you were expecting at all.
-

-
- The fact that it is empty is very significant for our celebration today. Who can think why? Accept suggestions.

Development:

- We are going to think about the next part of the Easter story, the third day after Jesus died, the first day of the week, some people came expecting to find the body of Jesus inside the tomb and they got a tremendous surprise.
- Tell the story:

The disciples sat quietly, feeling almost numb with sadness at what had happened. Jesus, their master, was dead and buried in the tomb. They were hiding in the upper room, the door bolted, they were ashamed of letting Jesus down and scared that they too might be arrested and made to suffer.

Mary was alone, weeping and waiting, waiting for the first glimpse of the morning sun to slip over the horizon. Then she went quietly to the tomb, so that at least she could feel near to Jesus. She took oil and perfume with her; she was going to pour them on Jesus' body to honour him in death. As she approached the tomb she was amazed to find that the heavy stone which should have been covering the entrance had been moved to one side. Who could have done such a thing? The stone would have been almost impossible to move.

Mary ran straight away to tell the disciples. Peter, as usual, without stopping to think, jumped up and ran to the garden. John followed close behind. When they reached the tomb, Peter did not hesitate but ran straight inside. He saw the cloth in which the body of Jesus had been wrapped and nearby, rolled up, he saw the strip of cloth that had been wound around his head. The body was gone! What had happened? Had Jesus really risen from the dead? The men returned to the other disciples to tell them what they had seen. Mary stayed in the garden, not only had her Lord Jesus died but now his tomb was empty. Had someone taken the body?

Mary stepped back into the tomb, the body had indeed gone but she was greatly surprised to see two shining figures, angels, one sitting at the head and one at the foot of the place where the body had been placed. They spoke, "Why are you crying?" Mary replied, "They have taken my Lord away and I don't know where they have put him." She was so full of sorrow, she hardly realized who they were as she turned and went outside again.

As she sat and wept she heard another voice, "Why are you crying?" Mary didn't even look up, thinking that the voice belonged to the gardener. "Please tell me," she wept, "if you have taken my Lord's body away, where have you put it?" "Mary" said the man standing close by. She turned and looked up, she knew that voice; it was the voice of Jesus. "Master!" she said in astonishment.

- Alleluia! Christ is risen! **He is risen indeed! Alleluia!**
- What a wonderful moment: the tomb like my egg was empty because Jesus had risen from the dead. There he was living, breathing and speaking to Mary.
- Easter is a time for new beginnings, a celebration of new life. Jesus rose again and offers new life to all. Our chocolate eggs are not just a tasty treat but a reminder of this new life (as new creatures hatch from inside them).

Bible Reading:

- After her meeting with the Lord, Mary went back and told the disciples what she had seen. Later that evening Jesus came and met with his disciples in their hiding place, the upper room, they were still uncertain and were afraid of being arrested.
 - John 20.19-20
-

Reflection & Prayer:

- Close your eyes. Your eyelids shut out the light, darkness comes. Now open your eyes and focus on our special candle, darkness has gone and light returns. Jesus is the light of the world. Although for a time it seemed that his light had gone out on Good Friday, now it had returned; he had risen and his light shone brightly.

- Let us pray:

Risen Lord, we thank you for the new life, the new hope and the new beginning which we celebrate at Easter.

Jesus is risen!

Alleluia!

Risen Lord, may we know and share the love and life which you came to bring.

Jesus is risen!

Alleluia!

Risen Lord, may your light shine in our lives, in our school, in our homes, in our nation and throughout the world.

Jesus is risen!

Alleluia!

Amen

Conclusion:

- **A Prayer for Blessing**

May Christ, who out of defeat brings new hope and a new future, fill us with his new life and give us his blessing. **Amen**

8 – I Don't Believe It!

Theme: The resurrection – Thomas has doubts: proof and faith

Resources: A box containing a toy animal e.g. a teddy, a frog. Put air holes in the box
A number of children primed to say that you are telling the truth about the contents of the box, having seen the contents in advance.
The new Easter (or Paschal) candle (with matches and snuffer)
Optional: OHT or PowerPoint Slide of the responses

During Easter the liturgical colour is white or gold, a cloth of this colour may be used to cover the worship table

Music for Listening: Hallelujah Chorus – Handel's Messiah

Suggested Song(s): He's Alive! – Out of the Ark
Go tell it on the mountain – BBC "Come and Praise"
Jesus, you are risen – Kevin Mayhew

Opening:

- As the children enter they sit in silence and listen to the music.
- The candle is lit.
- The following opening response may be used.

V: Alleluia! Christ is risen!

R: **He is risen indeed! Alleluia!**

V: Let us worship the risen Lord

Engagement:

- Say: I've got a box, a special box, a box with holes in the side. What do you think the holes are for? Accept responses.
 - My box contains an animal, can you guess what sort? It can't be an elephant as the box isn't large enough and it can't be an ant or it would climb out through the holes.
 - Do you believe me? Who does? Who doesn't?
 - Explain: Some people here know for sure, they have already seen inside my box, where are they. Invite the appropriate children to the front.
 - There's an animal in my box isn't there? Get the children to agree and say that they have seen it too.
 - Ask: Now do the rest of you believe me?
 - How can you be sure I'm telling the truth and I haven't asked these people to tell a lie for me? Accept responses.
 - Of course if I show you all what's in the box then you won't have any doubts, you can be absolutely sure.
 - Open the box and reveal the contents. Now it may not be a real animal but it is an animal so now you know the truth.
-

Bible Reading:

- So often when we hear about things, perhaps slightly unusual things, we like to be sure, we like to see them for ourselves, we want proof. Now you'll remember yesterday we heard about how Jesus appeared to his disciples. Unfortunately one of the disciples, Thomas, wasn't with the rest when they saw Jesus. When they told Thomas about what they had seen he found it hard to believe. He had doubts, and he wanted proof.
- John 20.24-29

Development:

- Thomas sometimes gets a bit of a bad press, people call him doubting Thomas. But he only did what we would probably have done in the same in those circumstances, he had doubts and he asked questions.
- There's nothing wrong with having doubts or with asking questions about things that we don't understand or perhaps find difficult to believe. If we just asked questions, but never listened to the answer, however, we would never learn or understand anything new. As well as asking questions we need to carefully consider the answers.
- (You might like to further illustrate this point by referring to the way that little children sometimes learn and use the word "why?". Without really listening they are just never satisfied and keep on asking.)
- Thomas believed when he saw Jesus. Many, many millions of people have since believed in Jesus even though they haven't seen him in the flesh.

Reflection & Prayer:

- Invite the children to close their eyes and think for a moment. Listen to these questions and think about your answers. What is your name? (Pause after each for a few moments) What are you like? Who do you love? Who loves you? Do you ask questions? Do you listen and learn?
- Let us pray:

Risen Lord, help us to understand. Even though we may have doubts or questions, may we listen and learn.

Amen

Conclusion:

- **A Prayer for Blessing**

May the almighty and merciful Lord, Father, Son, and Holy Spirit, bless us and keep. **Amen**

9 – I Can See Clearly Now!

Theme: The road to Emmaus & the prayer of St Richard – knowing Jesus.

Resources: A picture (or more than one if you wish), of a famous person either cut into pieces to be put back together or on OHP slides to be put up “out of focus” and gradually brought into focus to reveal the picture
A large copy of the prayer of St Richard on an OHP or PowerPoint slide
The Easter candle (with matches and snuffer) for display on a worship table
Optional: OHP or PowerPoint Slide of the responses

During Easter the liturgical colour is white or gold; a cloth of this colour may be used to cover the worship table

Music for Listening: “Love shine a light” – Katrina and the Waves

Suggested Song(s): God is love; His the care – BBC “Come & Praise”
The Journey of Life – BBC “Come & Praise”
Day by day – Various
Be still for the presence of the Lord – Various

Opening:

- As the children enter they sit in silence and listen to the music
- The candle is lit
- The following opening response may be used:

V: Alleluia! Christ is risen!

R: **He is risen indeed! Alleluia!**

V: Let us worship the risen Lord

Engagement:

- Explain that today you are going to start with a game: a sort of “Guess Who!” You are going to show a picture of someone famous, either out of focus to begin with, or build up the picture using the pieces, depending on your choice of resource.
 - As more pieces are added or the focus adjusted it becomes easier to tell who we are looking at, it gets clearer and we see.
-

Bible Reading:

- Listen to this account from the Bible, of how Jesus, after he had risen, met some of his followers as they journeyed home. At first they did not recognize him, but later they saw clearly who he was.
 - Luke 24.17-31
-

Development:

- Even though Jesus was standing right beside them, these followers didn’t recognize him. They were so disappointed by what had happened and they were not expecting to see Jesus. When Jesus broke the bread they realized who he was and everything became clear.
-

-
- There is a famous prayer, particularly important in this diocese as the person who wrote it was once the Bishop of Chichester. He was called St Richard and the prayer is known as "The Prayer of St Richard."
 - There is one phrase in this that links especially well to the Bible story we have heard today - to know Jesus clearly.
 - Read through the prayer together:

The Prayer of St Richard

Thanks be to thee, our Lord Jesus Christ,
for all the benefits which thou hast given us,
for all the pains and insults which thou hast borne for us.
O most merciful Redeemer, Friend and Brother,
may we know thee more clearly,
love thee more dearly,
and follow thee more nearly. **Amen**

- If necessary clarify the meaning perhaps as follows:

Thank you Lord Jesus
for everything good that we have,
for all the things you suffered in our place.
You set us free although we didn't really deserve it; you are as a friend and brother to us.
Help us to know and understand you better,
love you more,
and learn to do things your way.

Prayer:

- Use "The Prayer of St Richard" again.

Conclusion:

- **A Prayer for Blessing**

May the almighty and merciful Lord, Father, Son, and Holy Spirit, bless us and keep us. **Amen**

10 – Why Easter?

Theme: Explaining the message of Easter – an inextinguishable light and a fresh start

Resources: One of those “joke” self-relighting birthday candles
A dry-wipe marker pen
A blank piece of paper
A laminated piece of blank paper
An eraser (rubber)
A tissue
Optional: Tippex

The Easter candle (with matches and snuffer) for display on a worship table
Optional: OHP or PowerPoint Slide of the responses

During Easter the liturgical colour is white or gold; a cloth of this colour may be used to cover the worship table

Music for Listening: “Love shine a light” – Katrina and the Waves

Suggested Song(s): Give me oil in my lamp – BBC “Come & Praise”
Rejoice in the Lord always – BBC “Come & Praise”
Lord, the light of your love (Shine Jesus, shine) – various books

Opening:

- As the children enter they sit in silence and listen to the music.
- The candle is lit.
- The following opening response may be used:

V: Alleluia! Christ is risen!

R: **He is risen indeed! Alleluia!**

V: Let us worship the risen Lord

Engagement:

- With the joke candle in a position where it is clearly in view but not too close to the children, as they can spark or spit a little, light the candle and let it burn for a while.
 - Discuss the light it gives, in a completely dark place this little light could be seen burning, spreading light all around.
 - Explain that you are now going to blow it out, then do so, and turn immediately back to the children, discussing the light further. The candle should relight itself.
 - Feigning irritation blow the candle out a couple more times and let it relight.
 - This helps us think about what Easter is all about. Jesus is called “The Light of the world”. On Good Friday, when Jesus died some thought they had put his light out for good. But they were in for a big surprise, Jesus rose again, his light shone out once again.
 - It is a good idea to have someone remove the candle at this point as it can be rather distracting.
-

Development:

- We have heard the whole story of Holy Week and Easter, but why? What did Jesus come, and die and rise again for?
- Christians believe that Easter was the way in which God revealed his love to the world and dealt with the problem of sin, all the wrong things that people have done.
- We all do the wrong thing from time to time, don't we? Sometimes we deliberately choose to do the wrong thing! We might hurt someone, tell a lie, speak unkindly, steal, whatever, it's all wrong.
- Show the piece of plain white paper. Now, in view of the children, begin to write on the paper, a simple word like "Wrong". Deliberately make a mistake. Show the children.
- Now I've gone and done it wrong! What can I do about it? Not much! I could cross it out, but you can still see it. I could rub it out, but it won't go away. (Use the eraser.) I could even try and cover it up but you can still see what I've done. (Use the Tippex.)
- Christians believe that whenever we do something wrong, God knows there is nothing we can do about it ourselves. But Easter was God's way of dealing with all those wrong things, of getting rid of them all once and for all.
- Easter means a new, fresh start. The only way to get rid of my mistake is to have a fresh start with a new piece of paper. Christians believe that because of Easter, our sins can be taken away and we can have a fresh start.
- Now show the laminated paper. Not only does Easter mean that we can all have a fresh start, but it's a new start with a difference. It's like this piece of special paper. I can still get things wrong (show this) but, I can be forgiven, and the wrong thing can be wiped away.
- So for Christians that's what Easter was all about - Jesus taking away sins so we could be forgiven.

Reflection & Prayer:

- Close your eyes and think for a moment. Have you done anything you shouldn't have done today? You probably have if you really think. These things are sins, wrong things. But Christians believe that they can be forgiven because of Easter.
- Let us pray:

Lord Jesus, Light of the World,
Thank you for Easter and for the promise of forgiveness which it brings.
Forgive us when we do wrong things and help us to do what is right.

Amen

Conclusion:

- **A Prayer for Blessing**

May the almighty and merciful Lord, Father, Son, and Holy Spirit, bless us and keep us. **Amen**

Additional Resources

Talk outlines for Easter Services

1 – The World's Shortest Bible

Theme: The message of the whole Bible in a nut-shell, placing Easter in its context within the whole plan of God.

Resources: You will need to prepare a simple book (perhaps using a display folder with plastic insert pages) with "Holy Bible" on the front and inside a series of blank coloured pages. Green, Black (or dark grey), Blue, Red, White, Gold

Message: Simply explain that this is a summary of the Bible plan, the shortest Bible in the world.

The pages represent the following:

Green – Creation (perfect in every detail)
Black – The Fall (Adam and Eve go wrong)
Blue – The Flood (Noah's Ark and a new start)
Red – Jesus is Crucified (blood is shed)
White – Jesus is Risen (sin washed away)
Gold – The Golden City (the promise of the future)

2 – Easter Eggs

Theme: A simple recount of the Easter story.

Resources: 4 hollow plastic eggs (as used for egg hunts and now readily available), Fill each egg as follows: 1 – 30 small silver coins (5 pence pieces are great), 2 – a small cross, 3 – empty, 4 – small chocolate eggs

Message: Use the eggs to recall some key points of the story, asking the children to explain a little about each one.

1 – 30 small silver coins – the price Judas was paid to betray Jesus.
2 – A small cross – the crucifixion, what seemed like the low point, the end of the story.
3 – Empty – just like the tomb on Easter morning – Jesus had risen.
4 – Small chocolate eggs – new life in Jesus.

If the eggs are numbered you could also start with a mini egg hunt involving a few children. More eggs could also be added e.g. water (put in an ice cube and let it melt) – foot washing or Pilate washing his hands, dice – the soldiers cast lots for Jesus' clothes.

Useful References & Publications

Times and Seasons Church House Publishing ISBN 0-7151-2112-X

A rich source of official Church of England material for the whole year, including Holy Week and Easter. Your incumbent may have a copy you could dip into.

Introducing Times and Seasons 2: Grove Publishing ISBN 978-1-85174-648-4
The Easter Cycle

Again, your incumbent may have a copy of this introduction and guide to the Easter material in Times and Seasons. This is rather specialist material for liturgical enthusiasts!

New Patterns for Worship Church House Publishing ISBN 0-7151-2060-3

An updated version of "Patterns for Worship" a collection of prayers, liturgy and service outlines largely for church use but has a number of different ideas for prayers and simple liturgical responses that may be of use.

All the Assembly Songs You'll Ever Need Kevin Mayhew ISMN M 57024 708 0

A brilliant new collection of assembly songs with a distinctive Christian flavour. It includes many old favourites and some interesting new material. It includes many of the songs from the "No pianist for assembly, no problem" series of CD backings. Words editions are also available. This would make a useful replacement for the BBC "Come & Praise" book if you are looking for a healthy change.

Songs for Every Easter Out of the Ark ISBN 1-901980-19-9

The "Songs for every..." series is now very popular and well established in many schools. This is a valuable collection of songs to draw on when celebrating Holy Week and Easter.

The Lion Book of 1000 Prayers for children Lion Children's Books ISBN 978-0-7459-4663-4

A useful collection of prayers, poems and brief reflective readings for use in worship, ideal for children to read aloud. It includes many traditional items and modern examples, all of which are well organized into appropriate sections and the index is very helpful in locating the perfect item.

Jelly Bean Easter (Shirley Ingram) Abingdon Press ISBN 0-6870-7615-3

If you looking for an alternative approach to celebrating Easter at a school service, this is very useful. Jelly beans are also easily available and make a great alternative "gift" to the Easter Egg.

Christian Assemblies pfp publishing ISBN 1-904677-07-X

Already purchased by many schools, it has useful material, in various styles, for many key points in the Christian year. A second edition is planned for early 2008.

A-Cross the World Bible Reading Fellowship ISBN 1 84101 264 5
(Martyn Payne & Betty Pedley) www.brf.org.uk

Although this is a very useful printed publication in itself, the page advertising it on the website has links to a huge collection of excellent quality images of crosses from around the world, very handy for PowerPoint or display. There are many other very good quality resources available from this organisation.

www.christianbits.co.uk
www.eden.co.uk

Two useful suppliers of Christian materials, often at an excellent price.
