



## ***Assemblies for Summer Term***



# What's in it for me?

Assemblies for Summer Term

## Introduction

One of the real areas of ministry that Spinnaker seeks to undertake is to help children address issues they face and to offer the suggestion that Christians see their relationship with God as a good way of doing just that.

When Jesus was on Earth he ministered to people. He healed, touched and spoke into the lives of people he met. He did this for his followers, and he did it for people he must have known they were not going to respond. It is certain that Jesus was keen to make a difference to the lives of the people he encountered, whether or not they were going to become a part of what we now know as the Christian faith.

As a visitor, or as a school leader taking an assembly, our task is to draw alongside the school community, offering hope and resolution to attitudes and feelings that can become so influential as children grow up, for some causing life-long damage.

Matthew (13:25-30) tells Jesus' parable of the wheat and the weeds...

*"The kingdom of heaven is like a man who sowed good seed in his field. But while everyone was sleeping, his enemy came and sowed weeds among the wheat, and went away. When the wheat sprouted and formed heads, then the weeds also appeared. "The owner's servants came to him and said, 'Sir, didn't you sow good seed in your field? Where then did the weeds come from?' "An enemy did this," he replied. "The servants asked him, 'Do you want us to go and pull them up?' "No,' he answered, 'because while you are pulling the weeds, you may root up the wheat with them. Let both grow together until the harvest. At that time, I will tell the harvesters: First collect the weeds and tie them in bundles to be burned; then gather the wheat and bring it into my barn.'"*

Of course, in assembly we are not expecting to address any issue in any single child, but with care and skill, and prayer, we can plant 'good' seed that can grow alongside a lot of the 'bad' seed that gets sown in their lives. We must not expect to pull up one weed! We are here to sow good seed.

The 'What's in it for me?' pack suggests using what is called a feely bag. This is a small cloth bag that an invited child (or children) come forward and 'feel' from the outside what is in the bag. (We suggest not put their hands 'in' the bag). This activity can be prefaced with an explanation that we are just like this bag - full of feelings, emotions, reaction. We can explain and help children appreciate that what is 'inside' frequently impacts how we act on the 'outside'. Sometimes we can hide our feelings - sometimes we can't stop showing them. Helping us to control and not merely suppressing our feelings. ('*God did not give us a spirit that makes us afraid. He gave us a spirit of power and love and self-control*' 2 Timothy 1:7 International Children's Bible). Hopefully, by helping children to understand themselves a bit, we will of course address some of the key British's Values that schools are addressing, such as tolerance.

Each of these assemblies are fully grounded in Biblical values with each theme using a New Testament passage and story from the life of Jesus. We have been careful to use the passages



correctly and not merely as anecdotes to support our theme. The Bible passages deal directly with people who **were** struggling with these very issues we are exploring with the children.

### **Awareness of sensitivities**

Some of these assemblies address themes and highlight issues which may be particularly sensitive for some students and teachers. It is good practice to show the assembly pack to the lead teacher (The person you liaise with when booking assemblies) in advance to give them an opportunity to guide the themes discussed. It may be that some themes are simply inappropriate to explore in that school, or that with some awareness and adaptation it can work.

### **Practical suggestions**

In your introduction to each assembly, suggest that we are each just like the bag you are holding. We all have feelings inside, sometimes what we feel inside is not so good. How do we sort that out? Also, after the first assembly, ask them what object/s they can remember - and remind them of the theme explored with each.

One technique we are suggesting using is Talk partners/TTYP (talk to you partner). Before you get them chatting, explain that you are going to give them only 30 seconds, and that they need to stop when you give a signal (E.g. You will put your arm in air and they follow suit, a particular image on a screen, a clapping rhythm). Then ask the question. You do not need to get feedback, you could ask who said this? Who said that? Our advice is not to get children to answer, 'from the floor', it takes time and can detract/deflect you away from your theme.

In getting children out to feel the bag, our advice is to get a teacher to pick two. Once out, tell the children to say nothing, but to nod if they know what is in the bag. You could then ask them some questions, and gain, maybe suggest they only nod? It's best if they do not say what it is until you are ready to reveal the item (or show a picture). If you are using a PowerPoint, make sure the presentation is ready to run BEFORE the children come in to the hall - otherwise they may see what is in the bag!

### **Reflection and prayer:**

As usual, we have focused on reflections that can be used in most settings. There are a few prayers which should only be used with prior permission from the school, and must be used sensitively. Remember that many children, even in a faith school are not Christians and so you should always give children the option to listen to the prayer, rather than praying with you. Saying something along the lines of the following, gives children the opportunity to opt in to the prayer. E.g. "I am going to talk to God by reading a prayer. If you would like to make this prayer your own, you can say 'Amen' at the end."

**Contributors:** This assembly pack has been produced as a collaboration by the Eastbourne Team!



**Series Outline:**

	Title/Object	Story (Bible reference)	Value/Theme/Key Word
1	You are who you are/Glasses	Jesus and the lady from Magdala (John 20:1-18)	Our eyes are unique. Each person is unique and special to God.
2	Blame game/Camera	Jesus and the man born blind (John 9)	CCTV cameras can store many pictures... easy to blame - harder to forgive. Forgiveness is like pressing the delete key!
3	Watch your time!/Watch	Jesus and the rich young man (Luke 18:18-30)	What is important to us? Finding our priorities
4	Compassion/Compass	Jesus and the Roman centurion (Matthew 8:5-13)	Caring for others.
5	Being scared/Whistle	Jesus and the scared fishermen (Mark 4:35-41)	Having the courage to call for help when needed.
6	Three cheers for everyone!/VIP badge	Jesus and the very important lady (Mark 7. 24-37, James 2. 1-7)	Working towards inclusion, belonging together.



## Assembly 1. You are who you are/Glasses

**Value/Theme:** Valuing individuals

**Story (Bible Reference):** Jesus and the lady from Magdala (John 20:1-18)

**Key Stage Relevance:** KS1 & KS2

### Resources:

- Feely bag with a pair of glasses.
- PowerPoint: Identity

### Introduction

Get a child out to feel the bag and guess contents. Any ideas? Rather than get them to guess, ask them questions, without getting them to explain what is actually in the bag.

- Could you use them?
- Could anybody use them?
- Is what is in the bag useful? How useful?
- Is it possible that what is in the bag can only be used by one person?

Eyes are amazing. Put your hand up if you have been to an optician?... An eye doctor. (If you haven't, ask you grown-ups to take you because it's free, and could help you.)

When we go to the opticians there are all sorts of machines that can help the optician work out how healthy your eyes are. One of them sometimes takes a photo of the back of your eye, the part that's called the retina. Just like our finger prints, our retinas are unique and can be used to identify us. Some secondary schools even use retina scanners so children can pay for their school lunch! The coloured part of the eye, the iris, can also be used in this way.

Then, if we need glasses, these are made specially for us. The lenses are exactly the right size and shape, have the right magnification and are put in the frames you choose. No one else has glasses quite like yours.

### Main Content

Another thing that is special to us is our name. There may be other people with your first or your second name, but especially if you have middle names, there will be very few people who share your full name. (You can use your own content here to share about names of people you know. Maybe yourself, or people in your family.)

You could ask (rhetorically) "Does your name mean anything? Maybe it does, maybe not, but most of all - it means you are you!"

A lot of names, even today, come from the Bible. Mary was a common name at the time of Jesus.

Ask whether anyone can think of someone in the Bible who was called Mary, and who she was?

Feedback could include:

- Mary, Jesus' mum,
- Mary whose sister was Martha (Mary and Martha),
- Mary from Magdala (who is often referred to as Mary Magdalene - film released Easter 2018)



Background if needed (not essential): At the time of Jesus, most people were called either after their parents (James and John, sons of Zebedee), after their job (John the Baptist), or where they came from (Jesus of Nazareth). Magdala means “tower” or “castle”, and in the time of Christ, it was a thriving town on the coast of Galilee about three miles from Capernaum.

Mary has a very special place in the Bible story of the life of Jesus. When Christians read their Bible’s, they realise she was the first person to see him alive after the Easter story. Two days after Jesus had died, Mary Magdalene went to where he was buried and ended up meeting Jesus, who by that time was alive again.

She was obviously upset and through her tears Mary thought that Jesus was the gardener. She said, “Sir, if you have carried him away, tell me where you have put him, and I’ll go and get him!” Jesus looked at her and said her name: “Mary.”

It is difficult to tell the Easter story without explaining about Mary - she was the first person he spoke to. Jesus called Mary’s name and she recognised him.

All parents take time and care in choosing their child’s name - sometimes choosing a name with family connections.

Names are important to us (even if we do share them with other people) but even if there were hundreds of us with the same name, we are all unique. Christians believe that God made us all unique, and that we have the right to be ourselves. One of our British Values is “Individual liberty” and part of that value is about being free to be ourselves.

Christians believe that whether we feel like the odd one out, or like we are just one of a crowd, we are all special in God’s eyes.

**Reflection** (various options here, choose carefully for the school you are in)

As we finish, let’s think for a moment about our names and remember that even if we share the same name, we are all different, special and unique.

Christians believe that God knows everything about us, He knows our name, what we are like and according to the Bible, even the number of hairs on our heads (Matthew 10:30). The Bible also says that God has written our name on the palms of His hands (Isaiah 49:16) and that God calls us by name.

In your head you may like to say your name a few times - your first name, or even your full name, reminding yourself how special and unique you are. Christians believe that you are special and unique to God too.

Let’s decide to use names in a respectful, kind way.

**Prayer** (If appropriate)

Dear God,  
Thank you that each person here is unique and special. We are all different here at school today, yet all equally special to You. Please help us to appreciate each other, treat each other with respect and remember that every person is unique and special too.  
Amen



## Assembly 2. Blame Game/Camera

**Value/Theme:** CCTV cameras can store many pictures... easy to blame - harder to forgive. Forgiveness is like pressing the delete key!

**Sensitivities:** This assembly could be difficult for anyone with disabilities, especially the visually impaired. Please check with the school beforehand.

**Story (Bible Reference):** Jesus and the man born blind (John 9)

**Key Stage Relevance:** KS1 & KS2

### Resources:

- Feely bag with a camera or video camera in it. Ideally you will want a camera with a distinctive shape, so it is easy to work out.
- Image of a CCTV, dashboard or helmet camera in use.

### Introduction:

Show your feely bag. Ask two children to come up and guess what is in the bag. Have a bit of a conversation with the volunteers about cameras.

Anywhere you go in Britain you are never far from a CCTV camera. If you get on a bus or walk down the high street, there are dozens of cameras that are designed to help keep us safe and protect property. They also help make sure the wrong people don't get blamed for things. For example, if a policeman came around a corner and found some teenagers and some rubbish all over the floor, they may assume that it was the teenagers' fault. However, with CCTV it would be easy to prove that it was actually a big gust of wind that caused the mess! Having cameras around, stops blame being unnecessarily given.

Really, it's so people can see people doing wrong things and then they know who to blame. People now have 'dashboard' cameras in their car, or 'helmet' cameras on their bikes so that if they are in an accident, they can record what happened, so that when people say 'Prove it!' and make excuses, the person can present 'evidence'.

### Main Content:

When Jesus was around, 2000 years ago, if someone was ill or disabled in any way, people blamed you, or your parents. They didn't understand about disability or illness, so they thought it must have been because the person had done something wrong. Jesus' friends didn't think this was right, so they asked Jesus about it.

### Story: Jesus and the man born blind

*Walking down the street one day, Jesus and his friends saw a man in the street who couldn't see. One of his friends asked, "Jesus, who is to blame for this man's condition - that he is blind?"*

*Jesus stopped beside the man and said, "No one is to blame. It's no-one's fault that this man can't see, it's just the way he was born." Then Jesus said, "A better question to ask is, 'How can we help?', or 'How can God help?'"*

*He said this and then rubbed some mud on the man's eyes. It seems an odd thing to do, but that's what the Bible says he did!*

*"Go, wash at the pool in the centre of city."*



*The man did as he was asked... and realised he could see!*

*Soon the town was buzzing. The man's friends, who for had known him for years said, "Isn't this our friend?"*

*Others said, "It's him all right!" But others objected, "It's not the same man at all. It just looks like him."*

*But he insisted... "It's me alright."*

*They said, "How did your eyes get opened?"*

*"A man named Jesus rubbed mud on my eyes and told me, 'Go and wash.' I did what he said. When I washed, I saw."*

*But the story does not end there. The local town leaders, very religious people, called the man in. They even called his parents in! They wanted to blame someone for something they could not understand.*

*People had blamed the man for being blind. They thought it was his fault, or his parents. The poor man had spent his whole life worrying that he's done something really bad. But Jesus had reassured him, and with Jesus making his eyes work for the first time, the man finally felt like he was free from blame. He was so pleased to have met this man called Jesus.*

These days, we all know that the man in the story was not to blame for not being able to see. He was just born that way. Today, we celebrate people with disabilities, and make sure they know that they can probably do everything that an able-bodied person can do, sometimes more!

But like the story, very often, people today are looking for someone to blame for things, even when no-one has actually done anything wrong. Someone loses their pencil and blames the person next to them. Someone forgets their PE kit and blames their parent for not handing it to them. A class gets caught out in the rain and blames their teacher for taking them on a trip on a rainy day!

We can easily clog up our minds looking for people to blame for things, when often, even if it is someone's fault, we are better off letting it go. People sometimes use the phrase 'forgive and forget', and this can be a very helpful thing for us to do.

Most modern cameras have a memory card in them. And they can quickly get clogged up with pictures of things we don't really need. Pictures of our lunch, pictures of ourselves pulling funny faces, pictures of the inside of our pockets etc.

When our memory cards get clogged up, it's a good idea to delete the unwanted photos so that we have space to take better ones. It can be a bit like that with blame. Rather than letting our minds be clogged up with trying to find out whose fault something is, sometimes it's better to simply hit the 'delete' button in our head and forgive and forget. That way we'll have a lot more space for positive thoughts.

### **Reflection:**

Jesus taught his friends a prayer, asking God for forgiveness and asking for help to forgive others. I think that is a good process. Learning to forgive could be one of the most important lessons you learn!

I wonder if there is anyone or anything you might like to forgive and forget today?  
I wonder what things you might like to let go of today? To delete from your mind?  
I wonder what positive thoughts you can put there instead?



KS1 version of blindman story

Bible stories help us to understand what we are like inside and how we can understand what the world is like outside.

- 1 Meet.... Well, we don't know his name, but what we do know is that he couldn't see anything... He was blind, and he had been so, all his life.
- 2 One day, Jesus and his friends were passing through the town. And Jesus decided to help the blind man.
- 3 Jesus friends asked a big question... one that shows that they didn't really understand disability. "Whose fault is it that this man is like that?" Jesus looked a bit shocked... "Why, no one! It's not his fault... it's not about blame" replied Jesus. "But this IS an opportunity to show how much I care for him."
- 4 Jesus made a bit of mud from the path they were on, and brushed it over the man's closed eyes. It was a bit odd - but the man didn't seem to mind. Jesus then told the man to go and wash in the pond in the middle of the town. It seemed very odd... but the man did it.
- 5 When the man washed the mud off his eyes... he could see... clearly. And on the way home he told everyone.  
"No, it's not him - he just looks like him! Our friend can't see" said some.  
"Yes, it is me!" said the man  
But... the religious leaders were not happy!
- 6
- 7 "Who did this?" they asked the man. They were cross because they didn't understand. They were also worried and jealous of Jesus.  
"I don't know!" said the man.  
They even called his parents in to find out what had happened.
- 8 The parents said, "We don't know ... we are just pleased he can see!"  
But... the religious leaders were still not happy.
- 9 "We have decided," they said. "We don't think this Jesus is a good person!"
- 10 "That is really silly!" said the man. "Jesus has helped me and all you want to do is blame him. But, he didn't blame me. He helped me and now I can see. And later, when he found Jesus, the man said a very big thank you!



### Assembly 3. Watch your time!/Watch

**Value/Theme:** Valuing opportunities

**Story (Bible Reference):** Jesus and the rich young man (Matthew 19:16-22/ Luke 18:18-25)

**Key Stage Relevance:** KS1 & KS2

#### **Resources:**

- Feely bag with a watch inside
- PowerPoint

#### **Introduction:**

Start the assembly with a bag and say that what is in the bag represents the most valuable thing we have. You could explain that what is in the bag is not especially important - but it represents something *really* important.

Question (TTYP): What is the most important thing we can share with others? What might be in the bag?

You could give some hints: You wear it a lot. It is very helpful. It never stops!

Bring up two children to feel the bag. See if they can guess what is in the bag. Can they hear it? Is it working? Ask them if they think it is important? As you reveal the watch - ask the children again if it is working.

Following the PowerPoint prompts: suggest that the watch is not very valuable ... but what it represents is. The Watch was a gift (present) but what it 'represents' is time. And time is one of the most valuable things we have.

#### **Main content**

Read story of rich young man (Matthew 19:16-22/Luke 18:18-25) based loosely on a version found in Fount Children's Bible (Fount, translated by Andrew Knowles 1986)

#### **Story: The rich young man**

*Jesus and his friends were sitting down together on a low wall before leaving Jericho to go to the next town when they heard a horse thundering up the road. They all looked up and saw the horse, a magnificent animal, with a young rider.*

*The horse and rider came to a standstill close to where Jesus and his friends were. The young man swung off the horse and came almost running over the table. Without warning, the young man fell to his knees, and everyone in the street watched wanting to know who he was and why he was here. He couldn't speak at first because he was out of breath. Jesus beckoned him to sit down on the low wall next to him.*

*As he sat down, everyone noticed his fine clothes, fine shoes. They also looked at the horse, which had a gold harness buckles. Clearly this was a very wealthy young man from a very wealthy family.*

*"Jesus" he said when he got his breath back a bit, "I was desperate to see you before you left the city."*

*"Then it's good you caught me." Said Jesus kindly. "What can I do for you?"*



*"I have a question to ask." Replied the young man.*

*"Good, ask away" smiled Jesus.*

*The young man gathered his thoughts, and then said very deliberately, "Good master, what must I do to live a life that pleases God?"*

*"That's an easy one," said Jesus, who was used to answering much harder questions from much more annoying people!*

*"But before I answer, why do you call me good? Only God is good, and we know ... you know ... how to please him God has given the commandments; don't kill, don't steal, don't tell lies, respect old people and ..."*

*"Yes, yes!" interrupted the young man, "I understand that. I know that. I have followed all those rules for all my life!"*

*Jesus looked at the young man - right into his eyes. And as he looked, he smiled. But as he kept looking, it was as if he was seeing right into the young man's heart.*

*"You have had a good life. You have been taught well, and you can help you father run his business as you get older" And Jesus stopped and sat up straight, "but there is just one thing I would like you to do."*

*"Anything! Anything you say!" said the young man as he jumped up.*

*Jesus again waited. And then, very slowly and almost whisper, as if only speaking to him, "I want you to give away everything you have that is valuable. Give it all away. And then come and follow me... give me your time. Spend your time with us! We do not have life's luxuries, we don't always eat or sleep well. But you will find out what it means to really live and please God."*

*The young man stopped. His mouth open. He said nothing, nor did Jesus.*

*After a few moments, the young man stood up, said nothing to Jesus, but went over the horse and led it away.*

Jesus was offering that man an exciting opportunity, but in the end, he decided his rich life was more important to him than anything else. I wonder if he regretted his decision?

Life can seem very short and perhaps we need to take opportunities while we have them. Let's not walk away from opportunities like the young man in the story.

### **Reflection:**

Jesus challenged the young man to give away some of his wealth, because he was wealthy.

(KS2) There is an expression 'time rich', which means that we have time to use, to share.

(KS1/2) How can we use time better - helping others, caring for others, sharing with others.

Read as reflection this version of Ecclesiastes 3 - say it is a poem 1000s of years old, and yet it is still has something relevant/important for us to learn even today.

There Is a Time for Everything

*There is a right time for everything.*

*Everything on earth has its special season.*

*There is a time to be born, and a time to die.*

*There is a time to plant seeds, and a time to pull up plants.*

*There is a time to take things apart, and a time to build.*

*There is a time to cry, and a time to laugh.*

*There is a time to be sad, and a time to be really happy.*

*There is a time to throw away things, and a time to gather them.*

*There is a time to hug, and a time not to hug.*

*There is a time to look for something and a time to stop looking for it.*

*There is a time to keep things and a time to throw things away.*

*There is a time to stop things, and a time to start things.*

*There is a time to be silent, and a time to speak.*

*There is a time to love and a time for peace.*



## Assembly 4. Compassion/Compass

**Value/Theme:** Who or what can we trust?

**Story (Bible Reference):** Jesus and the Roman centurion (Matthew 8:5-13)

**Key Stage Relevance:** KS1 & KS2

### Resources:

- Compass in a bag
- Word '**compassion**' either on screen or on large card. Set it up so the '**ion**' can be removed to reveal the word '**compass**'
- Image of hills/mountains
- Image of Captain Jack Sparrow (Pirates of the Caribbean), holding his special compass.
- Image of Bear Grylls

### Introduction:

Tell the children we are thinking about compassion today. Show on screen, or on a large card. Using the feely bag, invite two children to join you and describe/guess what is in the bag. It is a compass.

Describe what a compass does - that it is not electric, but always works, whether it is in your pocket or bag. You don't have to switch it on.

What has this to do with compassion? Reveal the word '**compass**' from '**compassion**'.

Follow the PowerPoint stream:

If you were to go walking on hills or mountains, a compass is very important for finding your way. It always works, never lets you down. It helps you find out where you are and what direction to go in. You can help others find their way too.

Show Captain Jack Sparrow holding a special compass. Ask the children if they recognise this film character. His compass did not point North, but to the owners most important wish - in his case it was treasure.

COMPASSION has also got the word PASSION in it. Jack Sparrow's compass was about his passion - what he was passionate about.

If time allows: Ask the children who the next picture is of: Bear Grylls, who is passionate about hill walking... and more. He has just brought out his own design of a hand-held compass. Bear is also a passionate Christian.

### Main Content:

**Story: Jesus and the Roman centurion**

*Jesus visited a town called Capernaum. As he walked into the town some leaders of the town came right up to him. They then told Jesus about an important Roman soldier, a centurion who had a sick servant - so ill that the servant was about to die.*

*The Roman centurion had heard of Jesus and sent the important men from the town to ask him to come and heal the servant.*



*“This man deserves to have you do this, because he is a good man, he has helped our town too. So Jesus, being compassionate, did not mind being interrupted, and went with them.*

*When he was still a way off from the house, a friend of the Roman centurion came up to Jesus.*

*“My friend, the Roman soldier, says, please don’t trouble yourself, for he thinks he does not deserve to have you come into his house. He did not think he was important enough to come to you in person. But if you say his servant he will get better, he will. Just as I tell the soldiers in my army what to do, and just as I am told what to do by my general.”*

*Jesus was amazed at this man’s trust - and told the friend to go and tell the Roman soldier that he has a better faith than many people who say they have faith! Then the men who had been sent returned to the house and found the servant well.*

*Jesus was so keen to help people. In fact, he always changed direction to go out of his way to help people, even those who were rejected by society. And when people heard his words and saw how he cared, they agreed that the way Jesus was directing them was the right way!*

### **Reflection**

- I wonder if other people show compassion to you?
- I wonder how compassionate you are?
- I wonder if you would go out of your way to help others?

KS2 extension: A compass on a sailing boat/yacht needs to be able to always stay the right way up, even when the boat is at an angle. Because of this, sailing compasses are held in something called a ‘gimbal’. When a yacht sailing in rough seas, the captain will still know which way to go. If we learn compassion - even when things get rough - we will still be able to act and show compassion.



## Assembly 5. Being Scared/Whistle

**Value/Theme:** Having the courage to call for help when needed.

**Story (Bible Reference):** Jesus and the scared fishermen (Mark 4:35-41)

**Key Stage Relevance:** KS1 & KS2

### Resources:

- Feely bag with a whistle
- Image of emergency whistle on life jacket
- Images of Jesus calming the storm

### Introduction:

Ask two children to try and identify what is in the bag.

Ask them not to say anything - but to describe it without saying what it is. Can any other children identify it by the description by the two pupils?

The whistle is perhaps less common now than when it used to be. I wonder if your teacher uses a whistle during PE, or at play time?

Who else uses a whistle? referees, cyclists, police, lifeguards etc.  
Use PowerPoint slides 'test' their answers.

What does a whistle blow represent? Stop? Danger? Look out?

We spoke a bit about how a compass can help when walking in the hills. A whistle can also be incredibly useful, especially if you get stuck or in trouble. Many backpacks now come with whistles attached, and if you have ever listened to the safety instructions on a plane, you'll know that there is one attached to each lifejacket. It shouts 'Help!' much louder than we ever could with our voices.

### Main Content:

Here is a story about a time when Jesus' friends may have used a whistle if they had one... but I don't think they did!

#### Story: Jesus and the scared fishermen

*One day Jesus and his friends were on the beach of the Sea of Galilee when he turned to them and suggested: "Let's get in a boat and cross the lake."*

*Off they went. It was a lovely afternoon and it was smooth sailing all the way. Jesus was so tired, after all the talking and walking through crowds of people, that he appreciated the chance for a bit of peace and quiet.*

*So, he found somewhere comfortable in the fishing boat and settled down for a nap. Within seconds he was fast asleep - and he fell into a deep sleep.*

*Suddenly, a terrific storm blew - the sort of sharp storm for which Galilee is famous. Many sailors had been caught out by these storms because, as today, they arrive so suddenly - it catches people out and even the most experienced sailors can get caught out, capsize and drowned in the lake.*



*In no time at all, the wind came rushing across the water, whipping up the waves. The waves got bigger and were soon washing over the side of the boat. Water poured in, and they feared they were about to capsize.*

*Jesus' friends were terrified - even the sailors. There was no way they were going to survive weather like this.*

*And then they noticed Jesus. Fast asleep. Deep sleep. Nothing!*

*Desperately they shook him awake.*

*"Master, Master, we're going to drown!"*

*Getting to his feet, he grabbed the mast and looked at the chaos around him. He saw the waves, felt the wind... and then noticed his friends... terrified!*

*So, he stood up straight and spoke facing into the wind.*

*"That's enough! Silence!" and to the waves, "Calm down!" They did it. The lake became smooth as glass.*

### **Reflection:**

I particularly like two things in that story. One, that Jesus' friends were like me. Scared! At times, even as a grown up, I am not sure of what is ahead. All sorts of things worry me: family, friends, my own health ... all sorts of things. The disciples were like me.

A secondly, just like me - they needed help. Although they were afraid of the wind and the waves, they were not afraid to ask for help. They were prepared to wake Jesus and say 'help'. That is why Christians pray. They believe that Jesus is with them - just like he was with his friends.

So, don't be afraid to ever ask for help. Be bold to ask for help for someone else. If you see someone struggling - tell another person who can help: a teacher, a responsible adult.

Never be afraid to ask for help!

Never be afraid to say you're afraid.

And that is why Christian's pray - they talk to God because they believe he is listening and will help.

### **Prayer: (If appropriate)**

Dear God

Thank you for the Bible story of the time Jesus helped his friends when they were in danger and scared. Thank you for the friends and adults we have that we can trust and ask for help.

Help us to be friends who listen and respond to others - especially when they are afraid and worried.

Amen



## Assembly 6. Three cheers for everyone!/VIP badge

**Value/Theme:** Having the courage to call for help when needed.

**Story (Bible Reference):** Jesus and the very important lady (Mark 7. 24-37, James 2. 1-7)

**Key Stage Relevance:** KS1 & KS2

### Resources:

- Feely bag with a VIP badge/lanyard
- Chairs with labels 'Most important person 1 (...2 and 3)
- Images of Jesus calming the storm

**MOST  
IMPORTANT  
PERSON 1**

**MOST  
IMPORTANT  
PERSON 2**

**MOST  
IMPORTANT  
PERSON 3**

### Introduction:

Start assembly with bag. Say that in this bag is an important object: a lanyard with label: V.I.P. Ask two children to have a look and see if they can guess what it is. Ask "Who wears one of these?" (they might/should say teacher)

Once it is explained, suggest that at the end of this assembly/collective worship, we are going to seat 3 people in these seats. The question is, who are we going to choose?

Ask the question: "If I were to pick one person to sit here (point to MOST IMPORTANT PERSON 3), do you think they could select the person to sit in chair 2? And could that person then pick someone to sit in chair 1!"

### Main Content:

#### Story: Tom's Party... part 1

*Tom had a problem. It was his birthday in 2 weeks and he wanted to invite his class to his birthday party after school.*

*He was thinking... deeply... about the problem and decided to talk to his mum who was in 'getting the dinner ready' mode!*

*Tom walked into the kitchen and said it... just like this... "Mum, you know it is my birthday in 2 weeks. Can I have a party?"*

*"Yes." Said mum, not actually listening.*

*"Can I have spaghetti bolognese and cake and doughnuts?"*

*Mum responded with a sigh. "Er... I suppose so"*

*"Can we have party games?"*

*"Yes, I suppose so!" said mum, getting a bit irritated by now.*

*"And can I invite my whole class to my birthday party?"*

*Silence. Mum was now concentrating on Tom!*

*"What?!" exclaimed mum. "All of them? No! Absolutely NO! You can see how small our flat is! You can invite 3 friends."*

*"Only 3!" Tom replied, getting upset!*

*"Yes. That's what I said!"*



Tom, by now, was really upset and stomped off into the lounge.

Later, after tea, when Tom and mum had calmed down, mum suggested that Tom pick 3 friends to come to his party.

The next day, Tom was in school and, during silent reading, looked around the class. Hmm. Who would he invite? He made a list in his head. Carl... yes! Definitely Carl. Omar? Yes, because he went to Omar's party. Sophie... yes, she can come. Pete, yes, must ask Pete, Pete was good fun. And what about... oh no! Already too many! And he had not thought of Matthew, Charlotte, Sebastian, the other Peter! He put his head on his desk. He felt like shouting - but not in silent reading!

He met mum at the school gate after school. He was quiet... much more quiet than usual, and mum noticed this.

"What's up?" asked mum as they turned into their road.

"Hmm nothing!"

"Don't give me that 'nothing' look!" mum stopped walking, "What is it?"

And out it all came! Tom exploded! "You said I can only have three friends and I've got lots of friends... and... and..." and on he went. It was quite funny really, and mum did her best not to laugh!

And then mum said something rather clever. "So, think of an answer!" she said plainly, and then walked off.

Tom, stood on the pavement! His mouth open.

We'll catch up with Tom and his mum later in the assembly.

### **Bible story: Introduce the story of Jesus from Mark 7:24-36.**

Jesus was often in the middle of big crowds. Everyone wanted to talk to him, speak to him. One time he was trying to hide a bit. But soon there was woman at the door - a woman from another country and she spoke a different language too.

This lady wanted some help. Her daughter was very ill, and she was begging Jesus for him to help.

"Why should I help you?" said Jesus, (He was only saying this to get her to present her case.) "It does not seem fair to help you and not my own people first. If I gave food to you, I can't give food to my friends. It would be like me giving some dinner to my pet dog and leaving my children to starve!" (Oooh... that doesn't sound like a nice thing for Jesus to say! But wait, because he wasn't really being mean.)

"I understand", said the woman looking straight at Jesus. "But dogs can eat the scraps off their plate! So even people like me need just a little help too!"

Jesus looked at her - her reply was good. And Jesus then showed that he was going to help her with much more than just scraps. He really valued her just as much as any one of his friends or neighbours.

"You go home," he said warmly, "your daughter will be fine!"

### **Application:**

So here we have three chairs. How could we pick out three people to sit in them?

Ask for volunteers?

I could ask someone to nominate someone?

Or we could ask who might deserve to sit there? But which person might sit in the best seat?

Option for KS2/3 you could add:

James, who wrote a book in the New Testament, wrote this: *Don't let public opinion influence how you live ... if a man enters your church wearing an expensive suit, and a street person wearing rags comes in right after him, and you say to the man in the suit, "Sit here, sir; this is the best seat in the house!" and either ignore the street person or say, "Better sit here in the back*



row," haven't you segregated God's children and proved that you are judges who can't be trusted? Isn't it clear by now that God operates quite differently? He chose the world's down-and-out as the kingdom's first citizens, with full rights and privileges. This kingdom is promised to anyone who loves God.

So what do you think Tom decided to do?

### **Story: Tom's Party... part 2**

*After tea, Tom went to his room. He wrote out a list of his class and decided to cross off those he could not invite. After lots of lists and crossings-out, he sighed... and went down stairs.*

*He went up to mum. First, he apologised - which was good of him. And then he said something his mum did not expect. "I have decided not to have a party - because I don't want anyone of my class to feel second best. Is that ok?"*

*Mum looked at him and smiled. "That sounds like a good idea. But I've also been thinking. Maybe we could hire the scout hall and have your party there? The you can invite you whole class!" And she put on her serious face. "But I am not cooking spaghetti bolognese for everyone!"*

*Tom said nothing but hugged his mum. This was going to be his best ever party!*

### **Reflection:**

As we come to our reflection - maybe we should not choose anyone to sit here - but if we were to leave them here, maybe when someone at schools feels sad, or a failure, or lonely or just... well, not having a good day. Perhaps they could sit here for a while - because they deserve it.

### **Prayer: (If appropriate)**

Dear God, thank you for being so inclusive. You want us all to feel special and chosen. May we learn to include everyone around us - and not to judge people in any way. Because that is how you love and accept us.

Amen

**To end:** Actually, maybe there is a way we can include everyone on the three chairs. Let's have: "Three cheers for everyone!" (chairs? Pun intended! Get it?)