

Links between Derby and Kolkata Dioceses

Collective Worship Ideas for Schools

How can we create joyful places to live? (Community)

How shall I live my life? (Hope)

What is a life worth? (Dignity)

What is the value of education? (Wisdom)



Here you will find material for marking and celebrating our links with Kolkata Diocese through collective worship.

The collective worship ideas come under four themes which also link the four theological strands found in the Church of England Vision for Education: Deeply Christian, Serving the Common Good (CEE0):

- How can we create joyful places to live (1&2)? (Community and Living Well Together)
- How shall we live? (Hope and Aspiration)
- What is the value of a person? (Dignity and Respect)
- What is the value of education? (Wisdom, Knowledge and Skills)

They are explored using the Seeing Anew approach with its three steps of:

1. Seeing Anew - what is the Christian focus which informs the whole collective worship
2. Choosing Engagement - the ways we enable the pupils to engage and participate which encourage spiritual and moral growth
3. Reshaping Practice - what do those who are leading collective worship need to do to enable the pupils to engage with the Christian focus?

There are a range of ideas from which you will need to select what works best for you or feel free to find alternatives. Whatever you do make sure the Christian framing idea given in the Seeing Anew column determines what you do. For a clear explanation of a Christian understanding of these go to <http://www.whatiflearning.co.uk/the-approach/strategies-for-seeing-anew/full-document> and scroll down to find the ones specifically mentioned.

Theme	Seeing Anew	Choosing Engagement	Reshaping Practice
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How can we create joyful places to live (1)?
Community and Living Well Together

Kolkata has the nickname of ‘The City Of Joy’. Tourist websites and books put this down to Kolkata being an important centre for food, culture and religious festivals. Go to <https://drive.google.com/open?id=10Kwd3NjPZgOaUebtXuA5l-ouv7llwVhX> and <https://drive.google.com/open?id=1jmPYKJDMPO-zDvmCe9kqbetLFn2Ry7qU> for two young people’s views.

‘Our humanity is ‘co-humanity’, inextricably involved with other, utterly relational, both in our humanity and our shared life on a finite planet’ (p9 CEEO) p3

8. Journey towards appreciation and gratitude
 18. Journey towards hope and joy

Many of the Psalms express gratitude to God for all sorts of things (e.g. Psalm 92 and Psalm 148). Jesus gave thanks for food and Christians were encouraged to be grateful <https://www.biblegateway.com/passage/?search=Colossians%202%3A7&version=NRSV>

Psalm 21:6 <https://www.biblegateway.com/passage/?search=psalm%2021%3A6%20&version=NRSV;MSG> links God’s blessings with joy and in Matthew 13:44 Jesus talks of the Kingdom of God (life lived as God intends) to be like finding great treasure and being joyful <https://www.biblegateway.com/passage/?search=Matthew+13%3A44&version=NRSV;MSG>

Joy is evidence of God’s work in someone’s life- the fruit of the <https://www.biblegateway.com/passage/?search=Galatians+5%3A22-23&version=ESV>

11...to explore possibilities for active commitment
 17...to help learners to relate to the wider world

You could ask pupils to sit in a square facing into a central 10x10 grid which has been marked out on the floor by tape or rope (or if you’ve got one marked in the playground, go outside!). Each square needs to be big enough for someone to stand or sit in it. Or pupils could sit in a grid shape thereby becoming a living grid, the reason for which will later be revealed. Alternatively, have a large grid displayed on the screen which can be filled in.

Use Googleearth to zoom in on your school’s local area and also do the same to find Kolkata. Tell them that Kolkata has the nickname of ‘City of Joy’ - why might that be? Can they suggest a nickname for their locality which is positive. Wouldn’t it be great if your community was known as ‘the village/town/area of joy’? There may be things in your community that are not joyful at the moment. How could that be changed?

Explore what is meant by ‘joy’. For Christians it is something deeper than happiness and does not depend on what happens to us. Christians believe it is a gift from God but we can get ourselves ready to receive that gift. One way is through learning to be grateful.

Watch this film of pupils from Kolkata and Derby pupils saying what things they like/ what they are grateful for. Ask pupils to tell their talking partner 4 things they would say if they were in the film. Ask them if they agree with this statement, ‘It is impossible to be grateful and unhappy at the same time,’ or this one, ‘To the grateful eye everything is a blessing’. Or maybe ask 2 members of staff to have a mini-debate about it.

So if we want this place to be a joyful place to live we need to practise being grateful. Use the idea of ‘counting our blessings’ and the grid laid out on floor/on the screen. Give pupils and adults a blue and red flag or counters and invite them one at a time to put one or both in a square, using the red flag/counter to stand for something they are grateful for and the blue one for something they would like to change to try to bring joy to by... You won’t have time to fill the whole grid so give each class a paper grid to take back to complete later. Pupils could also take smaller ones home to ask their friends and families to complete and bring back later to make a huge grid and, in so doing, become a little like a ‘City of Joy.’

Reflect, maybe on another day, on whether finding reasons to be grateful made them feel more happy or joyful. Watch one or both of the two films of young people from Kolkata talk about the reason they are pleased to be living in Kolkata, The City of Joy.

1. Change layout of room
 7. Give opportunities for practice
 25. Make connections with the wider world

Make use of the Count your Blessings grid to practice being grateful.

Actively involve both pupils and adults so it is a whole school community challenge to create a joyful place to be.

Provide smaller grids to enable further practice and extend to the wider school community (including the staff room!).

Theme	Seeing Anew	Choosing Engagement	Reshaping Practice
<p>How can we create joyful places to live (2)? Community and Living Well Together</p> <p>Many modern societies tend to stress the individual. Although this has brought a certain type of freedom, it can lead to loneliness and a lack of connection with others.</p> <p>We live in an interconnected and interdependent world yet we can still feel isolated.</p> <p>How can we help to gain a sense of 'we' as well as 'me'.</p> <p>p4</p>	<p>16. Journey towards interdependence and community</p> <p>Jesus taught his followers to pray 'Our Father' highlighting that all humans are created and sustained by God. We belong first and foremost to him. (Matthew 6:9-13)</p> <p>In Ephesians 3:14-19 https://www.biblegateway.com/passage/?search=Ephesians%203%3A14-19&version=NRSV St Paul writes of the whole family of God who together can know the size and extent of God's love and thereby live full lives.</p> <p>The Bible stresses the connection between people. Christianity puts relationship at the centre this is because at the heart of the faith is the Trinity - an interdependent and mutually loving relationship between Father, Son and Holy Spirit. Go to http://www.whatiflearning.co.uk/the-approach/strategies-for-seeing-anew/full-document and strategy 16 for further background.</p>	<p>2...to think with a key image or phrase 15...to explore the coherence of God's world</p> <p>If possible sit in concentric circles or 'family' groups to embody the idea of community. Give out a mosaic tile to everyone as they enter. Can they make a good picture/pattern with it? Ask them to think about what they would need to be able to make a good picture and you'll ask to for their answers later.</p> <p>Have a ball of string/wool and a list of items that pupils/staff are likely to have used so far today e.g. a towel (USA, China, India) cornflakes (...) petrol in a car/bus (Middle East countries), shoes (China), tea (India), paper (Sweden), pencil (Germany). Pass the ball round until a large number of people are linked. If one part of the world (people and/or environment) is damaged (cut the string) then the whole can be affected. Plastic pollution could be a good example here. An Indian specific example is the endangered Gangian Dolphin which are slowly returning to even the most polluted arts of the river such as where it flows through Kolkata http://wwf.panda.org/knowledge_hub/endangered_species/cetaceans/about/river_dolphins/ganges_river_dolphin/. And https://www.hindustantimes.com/india-news/back-from-the-brink-of-extinction-how-the-gangetic-dolphins-made-a-comeback/story-ydAGcSYqJofpIDub9M6TwN.html</p> <p>Look at the mosaic made by Gerard Levy (p9). What is it showing? Why did the artist make this picture? Christians believe that Jesus is the head of God's family to which all human beings belong. He made this clear when he taught his followers how to pray - it wasn't 'my Father in heaven' but 'Our Father in heaven.' So the people who live in Kolkata are as much part of God's family as we are. Just like Gerard Levy used many faces to make up the face of Christ so we can only get a glimpse of what God is like together with all his family (Eph 3: 14-19)</p> <p>Now invite pupils to add their mosaic tile to a sticky piece of card/wood/rolled out playdo which is either at the centre of the concentric circle or their 'family' groups. Allow them time to enjoy the pattern they have made. You could say the Lord's prayer together as you look at the mosaic.</p> <p>You could look at another example of a mosaic e.g. https://pixabay.com/en/mosaic-background-texture-tiles-1401895/ and read out the reflection by Henri Nouwen (p9).</p> <p>A good song to sing might be Let us Build a house where love can dwell. https://www.youtube.com/watch?v=W3Pb77ylz_Q Try replacing the word house with school or world or the name of your town/village.</p>	<p>1. Change the layout of the room 25. Make connections with the wider world</p> <p>By sitting in a circle or family groups gives a better sense of community than sitting in rows. As does the creation of a mosaic together.</p> <p>Each of the group ones could be fixed together and made to create a display in school as a reminder of how we need each other.</p> <p>The issue of plastic pollution is a good example of how interconnected our world is.</p>

Theme	Seeing Anew	Choosing Engagement	Reshaping Practice
<p>How shall I live my life? Hope and Aspiration</p> <p>God may have some special thing for us to do in life but if we do not listen and look, we can miss God's call.</p> <p>Christians believe this calling is to serve God and others using our gifts. This calling may be expressed in many ways and involves how we live our ordinary lives as well as specific roles, jobs, campaigns, creative projects....</p> <p>Iraeus said that 'The glory of God is a human being fully alive'. That requires honesty, self knowledge, love and hope.</p> <p>p5</p>	<p>4. Journey towards meaning, significance and purpose</p> <p>Christians believe that what we do with our lives matters to God. Jesus told a parable (a story with a hidden meaning) about talents (a monetary value of about 25 years' worth of wages for a labourer) that helps us explore how to live. Matthew 25:14-30 https://www.biblegateway.com/passage/?search=Matthew%2025%3A14-30&version=MSG</p> <p>There are many examples of people hearing God's call on their lives. These people were often not considered important or even 'good' by others around them but God sees things differently. For instance the disciple Matthew who was originally named Levi https://www.biblegateway.com/passage/?search=Luke%205%3A27&version=ESV;MSG. Or the young boy Samuel https://www.biblegateway.com/passage/?search=1+Samuel+3%3A+1-10&version=ESV;MSG or Mary https://www.biblegateway.com/passage/?search=Luke+1%3A+26-38&version=ESV;MSG</p>	<p>7...to pursue big questions 14...to trace connections between faith and learning and life</p> <p>Have enough lengths of wool in three different colours to give to everyone as they arrive and ask them to wrap it gently around their wrist.</p> <p>One of the biggest questions human beings ask is 'Why am I here? How should I spend/live my life?</p> <p>A famous resident of Kolkata, Mother Theresa, believed her answer to that question was to love and serve the poorest people in Kolkata. This was her 'calling' or 'vocation', what she was meant to do with her life, how she was to invest all the gifts, energy and resources she had been given. She believed this was how God wanted her to live her life. Everyone has to work out their own answer to that question but she wrote a book to help people live their lives well - The Joy in Loving: A Guide to Daily Living. Here is a very short film clip about Mother Theresa thought about vocation https://gloria.tv/video/BTFb2aexN9TE2dVVxaA29dgyS</p> <p>Ask a mixed group of staff and pupils to roughly act out the parable of the talents or read it out from the Lion Storyteller Bible.</p> <p>Someone who used to work with Mother Theresa and now runs many schools in Kolkata for the poorest children there is Mr Rig David. I wonder how he would answer the question 'How shall I live my life?'.</p> <p>Ask pupils and staff to hold the length of wool between their hands - everyone has a one of three colours to remind us of the story Jesus told. The piece of wool is to represent your life and all that you have been given - different talents, character, opportunities, experiences. These can change over time so we are wise to keep checking that we know how to live life well.</p> <p>Whilst they hold their wool ask a series of questions for them to think about: I wonder if your life makes other people's lives better? I wonder if you are able to think for yourself and live for others? I wonder what you will do with your life? Sometimes but not often people know from a very young age what they should do when they grow up - I wonder if you are one of those? I wonder if you ever have an awareness of God directing/inviting you to live in a particular way?</p> <p>Finish by saying it doesn't matter if these questions cant be answered yet but it is important to think about how we live the life we've been given. Invite them to bury the wool in their coat pockets and whenever they stick their hand in they can be reminded that their lives are to be lived well and not just buried like in the story.</p>	<p>22. Ask big questions 24. Make connections with life and faith 25. Make connections with the wider world 20. Plan time and space for reflection</p> <p>By involving both adults and pupils in the activities indicates it is a life long quest to know how to life our lives well.</p> <p>Current and recent historical examples from Kolkata help to link life with faith and give a wider world context.</p> <p>The wool is meant to aid reflection both in the collective worship and in life beyond.</p>

Theme	Seeing Anew	Choosing Engagement	Reshaping Practice
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What is the value of a person?
Dignity and Respect

‘Our commitment to the dignity and ultimate worth of each person, rooted in each being created in the image of God and loved by God, is further shaped by the person, teaching and example of Jesus.’ CEEO p18

15. Journey towards finding worth through love

Jesus said ‘Love your neighbour as yourself’ (Matthew 22:39). This of course means we each need to know we are loved and are worth something in order to be able to love ourselves. Christians believe that they are created, loved and forgiven by God and that nothing can separate them from God’s love (Romans 8: 38-39).

It is through being part of a loving community that people are able to have a sense of worth and show and be shown love.

Play Fischy Music’s from Down to Earth album ‘Written on the Palm of God’s Hand’ as pupils enter and ask them to sit in the round with a large cloth in the centre.

Have several staff and/or pupils ready to bring items in response to the question - what is the value of a person? They give a reason for why they are valuable based on the item they bring e.g. best footballer in school brings a football ‘I’m valuable because I’m good at sport’, head teacher brings tablet/computer ‘...I have a very important job’, dinner staff and large serving spoon ‘...I look after people’, a member of staff brings a mirror and brush ‘...I’m good looking’, a reception child brings a teddy ‘...I’m young’. When there are quite a few items ask if any of the items really show the value of a human being. Gather up the cloth with the items inside whilst asking that even if we are all these things does that show how valuable we are? Who are we precious to?

13 million people live in Kolkata - this film clip gives you an idea of what a typical street is like. Sadly some people live there who are so poor and have so little that they live in very poor homes called slums or even on the streets with just a cloth to cover them. Other people forget that they are precious and valuable. Fortunately, there are many people like Rig and his workers who don’t forget and do everything they can to show that even the poorest are valuable and loved. They do this because as Christians they believe that they are so deeply loved by God that they want to share this love with others. You could simply use the home screen of the Cathedral Relief Service <http://www.cathedralreliefservice.net> or go to the children activities to give a flavour of how Rig and his team work to show how valuable the poorest people in Kolkata are.

Ask pupils to imagine that your school is having two visitors next week - the Queen and a child from a slum in Kolkata. Ask half the pupil to talk in pairs about how they’d prepare for the Queen and the others how they’d prepare for the child from a slum. Take a few answers and ask if it should be different?

Hold up the cloth that had things in it that some people thought showed how valuable they were - tip the things out. Explain that in fact what we’ve learnt today is that Christians believe we are valuable because we are made and loved by God who wants us to share this love so everyone knows they are valuable. Cut/tear the cloth it into enough pieces for each class to take back and explain that each child will then be given a piece (if possible a bunting flag shape) from that piece of cloth to remind them that they are all equally loved and valuable even if sometimes we feel we’re not, rather like a tatty piece of cloth. Pupils could then draw on their piece of cloth one thing that represents them which can then be made into a class bunting in celebration of the value of everyone in that community.

You could finish by singing Fischy Music’s - Even before I was born

- 1. Change the layout of the room
- 3. Create a display

Sitting in the round emphasises we belong to this community, are loved.

Using the cloth is intended to be a metaphor of the value of each human being.

Theme	Seeing Anew	Choosing Engagement	Reshaping Practice
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What is the value of education? (Wisdom)

There is a clear link between education and 'life in all its fullness' which Jesus promised to give. For this reason, over many years and all over the world Christians have worked hard to bring education to people who could not otherwise afford it. Here is a story of how Church schools in England came about <http://derby.anglican.org/education/schools/what-is-a-church-school/>

The mission statement of the Cathedral Relief Service (CRS) in Kolkata states 'Our mission is to provide education, healthcare and empowerment to women and children of all faiths and none and so motivate them to realise their full potential through individual and collective action'.

'The God of all creation is concerned with everything related to education.' CEEO p3

6. Journey towards being challenged and changed

In the Bible, knowledge is linked to wisdom, which is practical learning for living well in God's world, and that wisdom comes from an all-wise God. It calls for us to be challenged and changed not only in terms of intellectual curiosity, but also in terms of our wider way of life.

Jesus had to learn and the Bible tells us that he not only learnt well enough to be able to discuss with the experts of the time but that he also grew in wisdom Luke 2:41-52. <https://www.biblegateway.com/passage/?search=Luke+2&version=NRSV%3BEV>

Nari Dana

Sit classes on floor round their teacher who is on a chair.

The House that Jack Built - use same idea for the Pupils that we are - by having a sort of relay from back to front of items such as food, uniform, books, coat, shoes, building, teachers... and put on one of the younger but confident pupils. Or have pupils sit in class columns with one member at the front of each line

Ch sch history. Why all this investment? Each life is precious and needs to be able to life it to the full - a bit like bringing light into darkness. Then do the same using photos of Hasting School in Kolkata and show the part played by CRS, lady and her home, South Darley school and community, uniform - Nari Dana.





Je Cherche Ton Visage, The gift of Gerard Levy, 1989

Reflection by Henri Nouwen

A mosaic consists of thousands of little stones. Some blue, some are green, some are yellow, some are gold. When we bring our face close to the mosaic, we can admire the beauty of each stone. But as we step back from it, we can see that all these little stones reveal to us a beautiful picture, telling a sort none of these stones can tell by itself. That is what our life in community is about. Each of us is like a little stone but together we reveal the face of God to the world. Nobody can say: 'I make God visible.' But others who we us together can say ' They make God visible.' Community is where humility and glory touch.



Rig with a child from one of the slums in Kolkata