

Community Collective Worship - Teacher Guidance (KS2, 2)

Gathering

Slide 1 As the children come in, play this different version of [Clapping Music](#).

Remind them that the theme for collective worship is community, and we are continuing to think about working in a team with other people.

Slide 2 Start worship in your usual way, e.g. lighting a candle, saying the school prayer etc.

Engagement

Competition Organise a competition for a group of children and have a bowl of sweets as a prize for the winner. (Or fruit, depending on your school's healthy eating policy!) E.g. who can do the most skips with a rope, or who can keep batting a ball in the air for the longest.

Tell the winner that you'll look after the sweets until the end of worship.

Slide 3 Ask the children to look at the photo. What words would they use to describe it?

If they had to give it a title, what would they choose?

If you could ask the photographer one question, what would you ask?

Tell them this true story. Does anyone know what an anthropologist is? It's someone who studies how people live together, it often involves travelling to other parts of the world to look at how different societies work.

An anthropologist had been studying the habits and customs of a village in South Africa. When he finished his work, he had to wait for the truck that would take him to the airport to return home. He'd always been surrounded by the children of the village, so to help pass the time before he left, he suggested a game for the children to play.

He'd bought lots of sweets in the city, so he put them all in a basket with a beautiful ribbon tied round it. He placed it under a tree on the other side of the field, and then he called the children together. He drew a line on the ground and explained that they should wait behind the line for his signal. When he said 'Go!' they should all run over to the basket, and the first to arrive there would win all the sweets.

What do you think happened when he said 'Go'?

When he said 'Go!' they all unexpectedly held each other's hands and ran off towards the tree as a group. Once there, they simply shared the sweets with each other and happily ate them.

The anthropologist was very surprised. He asked them why they had all gone together, especially if the first one to arrive at the tree could have won everything in the basket - all the sweets.

A young girl told him: 'How can one of us be happy if all the others are sad?'

The anthropologist was amazed! For months and months he'd been studying these people, yet it was only now that he really understood what made them tick.

Why do you think the anthropologist was so surprised?

What did he learn about the people in the village?

*(Don't just accept the first answer you're given, ask the children to explain in more detail. Who can **add** to what's been said? Who can **build** on it? Does anyone want to **challenge** and give a different opinion?)*

Slide 4 The villagers explained to the anthropologist that this was an example of *Ubuntu*. Ubuntu is a Zulu word (the Zulus are a group of people in South Africa) that means something like 'I am who I am, because of who you are.' Or 'I am, because you are.'

Slide 5 It's the idea that we can only be fully human together with other people.

Ask the children to talk to a partner and see if they can put this idea into their own words.

Can they give an example of what it might look like in school? E.g. in their class? In a team? In the playground? What about the wider world? (Ask them to think about the children in the story and how they all ran together and made sure no one was left out.)

Slide 6 Last time we looked at the story of Jesus choosing his disciples, or followers, a group of people who were very different from each other, who didn't always get on, but he taught them to work together and be a team. One of his most famous sayings was 'Love your neighbour.' Even if your neighbour doesn't look like you, or likes different things from you, or isn't easy to get on with.

Responding

Ask the children to sit quietly and think about how they could show Ubuntu – or how they could love their neighbours – in school, in the local community, or in the wider world.

Slide 7 Ask them to listen while you - or a child - read this prayer – and invite them to say amen at the end if they agree with it. Or ask for volunteers to make up short prayers on the themes you have been discussing.

Dear God,
Thank you for the idea of Ubuntu,
That we need other people.
Thank you for putting us in communities.
Help us to show Ubuntu,
to love our neighbour in school, in our local community and in the wider world.
Amen.

Slide 8 Sing '[Life is Always Better](#)' (the flourishing song). Ask the children how they think it links to the theme of Ubuntu. E.g. 'Life is always better when we ... walk the road together so there's no one left behind.' OR '... When we join the dance together holding hands across the world.'

Refer back to the competition at the beginning and ask the winner to come up and collect their bowl of sweets. It would be great if they spontaneously offered to share them out, but if not, find a subtle way to prompt them, so it looks as if the idea came from them.

Sending

Challenge the children to look for opportunities in the next few days to be more like the children in the story and show Ubuntu – in school, in the local community and in the wider world.

Slide 9 You may like to play the [Clapping Music](#) again as the children leave.

