

Hints and tips for leading reflective class collective worship online

Different schools will be teaching their pupils in different ways now that schools are closed. Please feel free to use these acts of class collective worship on any online platform. If shared publicly, please include a link to the pack, or an acknowledgement to the Church Schools of Cambridge and Godly Play UK.

If you have already used the main sessions in this pack, don't forget that (copyright permitting) you could now use the alternative story given for each theme. Many publishers have given blanket permission for their stories to be shared online during this time (see below). There are also other class collective worship sessions of a similar style available on the [CSOC website](#).

Here are a few hints and tips that might help when leading class collective worship online.

- Creating a time and space

It is harder to create a more reflective atmosphere in an online environment. However, inviting the children to watch you slowly lighting a candle on your own screen and playing some calm music can be surprisingly effective. It might also be good to invite the children to become still – perhaps a few deep breaths, giving themselves a gentle hug, or sitting as quietly as they can while listening to their breathing.

- Reading the story

If you can, perhaps ask someone else to read the story (recorded separately if needed). A different voice can help to keep children's attention. For the lost sheep story, there is a [video](#) of a Godly Play retelling you could use.

- Enabling response

You will know how the children are reacting to being online – they may need slightly longer or different ways to participate. For older children, you could encourage them to respond to wondering questions using a chat or comment function, or to write or draw a picture and hold it up to the screen. Or, if you are pre-recording a video, you could leave a 5-10 second gap to give children the chance to reflect personally, or suggest that children stop the video and tell a parent/carer what they wonder.

- Responding creatively

Hopefully children will have pens/pencils and some paper at home to use, or maybe you could add these if a physical pack is being sent home. They might also have other creative resources at home, e.g. playdough or lego to create a model. Alternatively, they could respond by going and finding something in their house that the story has made them think about. Whatever the response, these could be shared by holding them up to the screen and talking about what they have chosen or created. If you're using a pre-recorded video, you can encourage children to send a picture to you afterwards.

Elisabeth Sutcliffe, January 2021

Publisher Permissions for other story suggestions:

Many publishers have given permission for their books to be shared by teachers on online platforms the pandemic period. You will need to check each publisher's requirements for the type of online platforms that are allowed, acknowledgements that need to be made in the video, and when the video needs to be deleted by (if public platforms are allowed by that publisher). The links to details of each publisher's permission are given below.

- For Godly Play style stories (Exile and Return and the Lost Sheep), see [these details](#).
- 'The Huge Bag of Worries' by Virginia Ironside - [Hachette Children's Group](#)
- 'Goodbye Mog' by Judith Kerr - [HarperCollins](#)
- 'The Paper Dolls' and 'The Smartest Giant in Town' by Julia Donaldson - [Macmillan](#)
- 'Life without Nico' by Andrea Maturana and Francisco Javier Olea - [Kids Can Press](#)