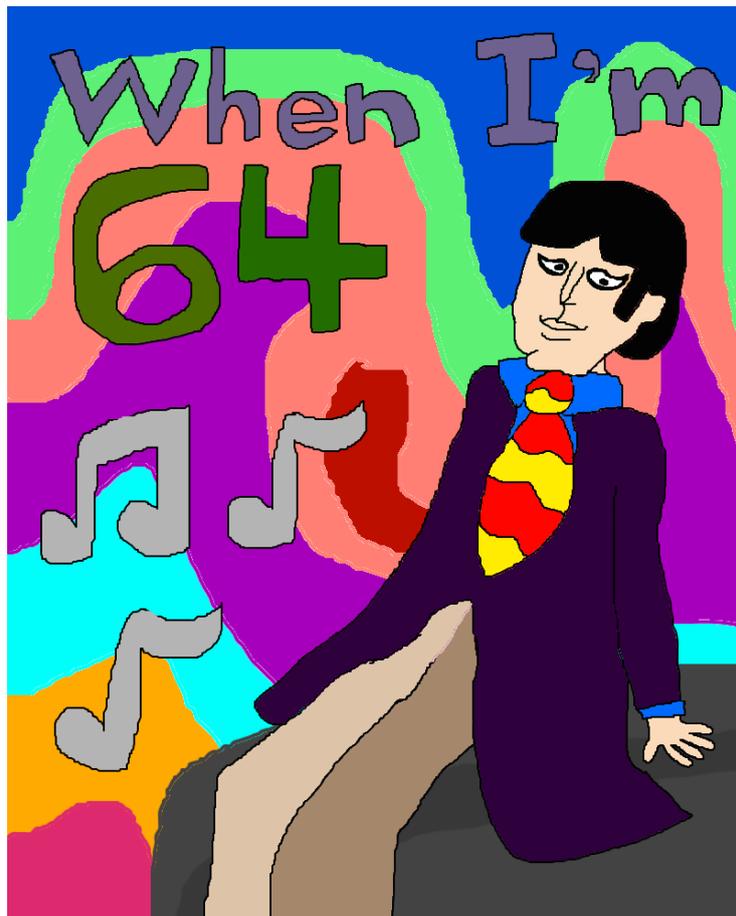


Bishop Stephen's Lent Challenge 2019



“A new command I give you, love one another as I have loved you” **John 13:34-35**



in conjunction with



Welcome from Bishop Stephen



Welcome to my Lent Challenge 2019.

We hope that many schools from across Ely Diocese will take part in the 'new style' Lent Challenge.

In 2019 we are focussing upon different generations, and ways of showing love for one another.

We are using story telling from the Bible as the visible presence of God's love.

There are suggested resources for each week from which to choose, plus space to use your own school ideas and inspiration.

The Challenge can be used as part of Collective Worship through Lent, for work in the classroom and beyond and for whole school mission.

Let your creativity flow in showing how your school can meet the Ely Diocese Lent Challenge 2019.

Lent Challenge Focus

"A new command I give you, love one another as I have loved you"
John 13:34-35

We pray to be generous and visible people of Jesus Christ.

He calls us to discover together the transforming presence of God in our lives and in every community.

Diocese of Ely Vision Statement

Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart.

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Church of England Vision for Education

Age UK Cambridgeshire and Peterborough (AUKCAP) is a local independent charity, (working under a not for profit brand partnership agreement with the national ageUK brand). We raise all our own funds to deliver services, working in the community across the Cambridgeshire and Peterborough area to support older people and their carers.

We promote aging well and support people in the way in which they wish to live as they grow older. Usually this means **supporting independence, living at home, engaging with the local community and helping to make links** so that people can take part in **social activity, meet other people, develop and sustain friendships**. All these elements help the aging well process.

Our Services include:

Information and Advice: We provide rights-based information to enable people to make informed decisions and choices, on a range of issues including: income and benefits, housing, health and social care. We help people to fill in forms and navigate procedures, often through complex statutory situations.

Social Connections: We aim to reduce loneliness and social isolation by bringing people together, providing opportunities to meet people and develop friendships. We provide Day Services, Friendship Clubs, Sharing Time (trained volunteers make regular home visits to share company and conversation) and many volunteering opportunities.

Practical Services: We support older people to remain independent and safe in their own homes. We provide assistance with housework and gardening, community support at home/warden services (making regular home welfare visits) and a handyperson service, which also fits grab rails, installs key safes and facilitates hospital discharges.

Campaigns: We promote wellbeing and encourage activity to help make later life a fulfilling and enjoyable experience. We advocate to ensure the needs of older people are represented and to influence behaviours to produce positive outcomes for older people and their carers.

To read about how we have made a difference in someone's life and what it meant to them, please read the comments given in our latest [Annual Review and Impact Statement](#)

To find out more about any of our services please visit our website at www.ageukcap.org.uk or follow us on social media



www.facebook.com/AgeUKCAP/



[@AgeUKCAP](https://twitter.com/AgeUKCAP)



Lent Challenge 2019

This year the overarching theme is 'When I'm 64' – considering older members of our community and their needs as they grow older. The cross-curricular link is that of oracy, storytelling and oral history, considering how bible stories were handed down from generation to generation and how the bible tells a range of stories about positive inter-generational relationships.

Lent is about 'giving up' but also about making time to do something more, to learn and contribute, to give and to spread the word.

How does the Lent Challenge 2019 work?

- a) There are challenges over the four weeks in Lent, which fall in the school term with one overarching challenge; to raise awareness of older generations and how we show love for one another. This will link with the work of Age UK Cambridgeshire and Peterborough or a local charity working with older people.
- b) Each week there is a Bible story, which exemplifies inter-generational relationships as they appear in scripture.
- c) There are suggested activities and prayers for each week plus a resource pack full of ideas.
- d) The challenge could be the base of your Collective Worship, class ideas or whole school mission.

What do we do?

- a) Each week you carry out an activity linked to the Bible Story for the week and suggested theme. It can be Collective Worship, class activity or whole school mission.
- b) Record the activity on the Lent Challenge Record Sheet. Take photographs, video or other methods to share in best practice for the school.
- c) Involve people in your community if possible.

Plus...

Please do record and document the impact that your challenges have had on your pupils and the wider community using the template at the end of this book.

Bishop Stephen is particularly interested in hearing about; personal responses from pupils and adults to the challenges, different activities taken on by year groups and how your school has worked inter-generationally.

He would also like to know how the focus of storytelling and oracy has impacted upon your pupils. Did KS1 pupils tell the Easter Story to KS2 buddies or vice versa? Which bible story did they like the most and why? Did any pupils stand out in their engagement with certain activities or exceed expectation in their interaction with older members of the community?

In addition, how has participation impacted upon the wider community? Have you given time to a project? Have you given talents (e.g. singing / baking / reading / listening)? Have you given practical gifts (e.g. donations to ageUK charity shops)? Have you raised awareness of inter-generational projects or opportunities within your community? Have you raised money? Have you set up longer term projects?

What next?

Please submit your Lent Challenge records and evidence, including photo permissions to Bishop Stephen, c/o Diocese of Ely Board of Education, Grace House, 8 High Street, ELY CB7 4JY or to

DBE.education@elydiocese.org by **Friday 24th May**.

Bishop Stephen will look at your submissions and send out personalised certificates to all schools, who have participated in the Lent Challenge, acknowledging special achievements where appropriate.

Week 1 Growing up from a child to a young person

Older people can teach us a lot about the world through their experiences and by transferring skills. However, younger people are also able to contribute to lifelong learning.

This week we concentrate upon sharing stories and experiences across the generations.

Bible Story The presentation of Jesus in the temple, the link between Christmas and Easter, Luke 2:22-52, (see Biblical Stories in Resources section)

Story overview Jesus was taken by Mary and Joseph to the temple, as was the custom, for the first born son to be presented to God. At the temple Simeon, who was an old man, had been waiting for the Messiah for many years. He took Jesus in his arms and praised God. His words are used in the Evensong service as the Nunc dimittis. Anna, a prophetess and older woman, spoke about Jesus and never left the temple.

Collective Worship Suggestion

Hymn When I needed a Neighbour...

Reflection How do you think Jesus felt? Do you know older people and how are they different?

Prayer

Save me from aunties with kisses

Who shriek when they see how I've grown;

Help me to smile politely

And stifle the longing to moan.

Save me from uncles with wrinkles

Who act like they're younger than me;

Help me to act like an angel

When relatives come round for tea.

(The Lion Book of a 100 Prayers for Children, P. 78)



Week 2 Learning together, with children, parents and teachers.

Bible Story Jesus growing up – learning from his father / teaching elders. Mark 6:1-5

Jesus speaks with the teachers- and teaches them! Luke 2; 41-50

(see Biblical Stories in Resources section)

Story Overview

Joseph taught Jesus how to be a carpenter in Nazareth. He taught him how to use wood as a building material and how to carve. But Jesus went on to have other skills and ideas.

Jesus went to the temple at the age of twelve, and he amazed the elders with his knowledge and understanding of God

Collective Worship Suggestion

Hymn One More Step Along the World I Go

Reflection We all learn much from our parents, what skills and work do they do? But children also have much to teach parents and older people, how many help older people with internet skills?

Prayer

Dear God, help us as we learn new things.

If we learn quickly and easily, may we help others to understand.

If we make mistakes, may we understand what went wrong.

Help us never to be afraid of new things, but to see them as an adventure. Amen

(The Lion Book of a 100 Prayers for Children, P. 106)

Week 3 **Being On Your Own When You Are Older**

Bible Story The story of Ruth and Naomi, Ruth 1-1-19, (see Biblical Stories in Resources section)

Story Overview

Even thousands of years ago, people moved house to find work and food.

It was customary for a wife to follow her husband wherever he went and to become part of the husband's family by marriage. Notice how Naomi's sons married ladies from the country in which they were living. This meant that when Ruth's husband (Naomi's son) died, Naomi had no-one from her own family in that country. Ruth was not from the same country or religion as Naomi.

Notice how she says that she will adopt the customs and religion of her mother-in-law and go back to her home town.

Ruth returns to Bethlehem with Naomi and works in the fields. She meets an honourable man, named Boaz, who marries Ruth and they have a family. Ruth's great great grandson was David. David was an ancestor of Jesus. Think of the Christmas Carol 'Once in Royal David's City'.

Collective Worship Suggestion

Hymn Give Thanks with a Grateful Heart

Reflection Being far away from home and all that you know is hard. When you are older it can be even harder. What could you do today to help older people who are on their own. How does technology and electric equipment help older people?

Prayer

Believe in yourself and think well of others;
Believe in others and show them your love;
Believe in the greatness beyond all knowing;
Within and beyond, below and above.

(The Lion Book of a 100 Prayers for Children, P. 57)

What can we do?

This week's focus links to Age UK CAP's No One Should Have No One Campaign.

If you feel that some of your pupils are able to tackle this difficult topic, then please use the resources from Age UK CAP in the resources section of this booklet. If not, then please look at the aims of the campaign and use other activities to highlight some aspects of this – friendship / silence / feeling left out – and how pupils can make positive difference to all people who are lonely or isolated.



Week 4 – Is this the end or the beginning of the story?

Bible Story Easter and Holy Week **Matthew 26: 17-19, 26-29**, (see Biblical Stories in Resources section)

Story Overview

Holy Week and Easter are busy times. Jesus knew what was going to happen to him. This week we focus upon both of our themes as they interweave across the Easter Story.

1) Storytelling – From Palm Sunday and the Passover (on Maundy Thursday) to Good Friday and Easter Sunday. The Passover meal was a very important religious tradition in the Jewish faith. However, Jesus also created a new story, which we hear during communion services. Jesus was about to change the world and his story would be handed down over generations. Life in the future would be uncertain and different, sometimes dangerous.

2) Family – When Jesus was on the cross, he asks Simon Peter to look after his mother, Mary. He makes sure that she will be looked after once he has gone. In those days it might have been difficult for Mary to survive without her son. Men were more important in Jesus' time, so Jesus shows how caring and loving he is by looking after his mother and ensuring that she has a new family. This also brings us back to another story of the Lent Challenge – Ruth and Naomi.

Collective Worship Suggestion

Hymn Sing Hosanna

Reflection At the end of Lent, we have tried to give and to help others, especially the older people in our community. Jesus lived on earth and helped all those he met. He went to Heaven to join God his Father and so that we might be forgiven when we can't do everything right. This may have been the end of Jesus' life on earth at that time but there is good news for us in heaven.

Prayer

In the Easter garden
The leaves are turning green;
In the Easter garden
The risen Lord is seen.
In the Easter garden
We know that God above
Brings us all to heaven
Through Jesus and his love.

(The Lion Book of a 100 Prayers for Children, P. 459)

Resource Pack of ideas for Lent Challenge 2019

The ideas and activities can be adapted for use by all ages, from Foundation Stage to KS4.

Afternoon Tea

Invite local elderly people to school for afternoon tea.
Provide some entertainment – singing / drama / dance / quiz / bingo.
Practice skills of setting a table, taking orders and serving tea.

Generations Quiz

Organise a 'generations' quiz where pupils and adults of all ages must work together to find out the answers – TV round / Music round / Famous people round etc.
Base some of the questions on work being completed in school that half term so that pupils can answer questions that some of the adults cannot.

Visit a local care home for the elderly

Contact your local care home and see if they would appreciate a visit from a class of pupils.
Organise some entertainment – singing / drama / dance
Ask if residents would appreciate listening to children read to them.

Living History

Invite a small group of elderly people to school to participate in a 'hot seat' history discussion.

Ask them what they can remember of significant events in their lifetime – e.g. Coronation of Queen Elizabeth; Experiences of and end of WWII; death of JFK / Martin Luther King; 9/11; Falklands War / Gulf Wars; Fall of the Berlin Wall; First moon landing; First use of internet or e-mail / first record bought / first cd bought / first tv programme watched...

Ensure that you know the year of birth of your participants before commencing the interviews!
Ask open questions in order to promote extended answers.
Ask about their memory of events and how they felt at the time.

Memory box

Sometimes older people start to lose their memory and struggle to live in the present day.

Creating a memory box of pictures, famous people, cars, houses, places in your local area, a cd of music from the time, old posters, tickets, famous events, can really help an older person to feel safe and secure.

Consider creating a memory box for a specific historical period or decade and share it with an elderly person who might appreciate talking to children about that time.



How has life changed since...?

Choose a decade in history from 1910-1950 and look at how life has changed since then. This could be done as a mini project in groups or as a whole class.

Example set of activities for 1940s – focus on 1949 (70 years ago)

How much were basic groceries in 1949 and how much are they now?

In the 1940s...

which new scientific discoveries were made?

what kind of music did people listen to and what are the differences to music now?

what activities did people do in their free time?

what were the main jobs people had?

what did a typical house look like?

what did cars look like?

what was considered 'new technology'?

what was the fashion?

which famous people were born?

which famous people died?

which famous artwork was produced?

which famous events happened?

who was Prime Minister?

What might life be like in...?

Think about life in the future.

Imagine that you are 80 / 70 / 60 years older or imagine that you are 94!

How old will you be?

How will you feel in yourself?

Where will you live?

What will you eat?

How will you move from place to place?

Which of your current friends will you still know and what might they be doing?

What scientific developments will have taken place?

What technological developments will have taken place?

Can you imagine any major world events that might have happened since 2019?

Sharing skills

Old and new skills can be really valuable for all generations.

Might an older person be able to come into school to teach pupils about:

knitting

crocheting

patchwork

playing cards (solitaire / pontoon / bridge)

playing chess

playing draughts

gardening

thrift (recycling / upcycling)

Might pupils be able to teach older people about:

computers

smart phones

playing on the wii

playing computer games

Sharing games

Which games did older people play in the playground when they were younger?

Research playground games from the past and try them out at break and lunchtime for a week.

What do you think of these games?

Can you write out the rules for the games in an instruction booklet?

Could you explain the rules to a friend or a teacher?

Could you compare your usual playground games with the ones from the past?

How your senses change over time – learn about difficulties faced by older people with mobility / vision & hearing.

Download the Cambridge Simulation software for free

<http://www.inclusivedesign toolkit.com/simsoftware/simsoftware.html>

Spend part of the day in a wheelchair and report how you feel to your class.

Use crutches for a day and report how you feel to your class.

Wear special gloves to mimic arthritis for a day and report how you feel to your class.

Wear modified glasses and get your classmates to guide you around an obstacle course – how did it feel to be reliant upon them for your safety?

Decades Party / Fashion Show

Following research on different decades across your school, hold a Decades Party or a Fashion Show.

Dress up like someone from the 20s 30s 40s 50s or 60s.

Ask family members if you can borrow any of their authentic 'vintage' clothing to wear.

Generations Party

Mix the generations and invite an older relative to a school disco.

Make sure that the DJ has plenty of tunes from across the decades.

Teach them the cha-cha slide / macarena and see if there are dances they can teach you from their childhood.

Story-telling

Can your Year 6's re-tell the weekly stories to Year 2?

Can Year 2 act out one of the stories for Foundation Stage?

Can Year 9 represent a story via dance or music?

Create a story-telling area / reflection space and encourage pupils to share stories.

Is there a story-telling chair?

Link to the bible – most bible stories were handed down verbally before being written down.

Invite local people in and ask them to tell children stories of their childhood and how life has changed.

Approach someone who has achieved something in your local area and ask them to come in and tell their story.

Age UK Cambridgeshire and Peterborough-specific ideas:

Contact: Andrew Morris, Chief Operating Officer
t: 01733 806246 m: 07833 254623

e: Andrew.Morris@ageukcap.org.uk

Partner activity with a day service or friendship club:

Day Services Venues:

[The Oasis Day Club](#)

The Oasis Community Centre, St Michael's Avenue, Wisbech, PE13 3NR Wednesday, Thursday & Friday

[Lyons Court Day Club](#)

Lyons Court, Chatteris, PE16 6NJ Monday

[Tuesday Day Club](#)

March Tuesday

[Boyden Court Day Club](#)

Boyden Court, Elizabeth Terrace, Wisbech, PE13 2AF Friday

[Ambury Road Day Club](#)

Ambury Road, Huntingdon, PE29 1JE Wednesday & Friday

[Cherry Trees Day Club](#)

The Cherry Trees, St Matthews Street, Cambridge, CB1 2LT Monday, Tuesday & Thursday

[Orton Day Care Club](#)

Steve Woolley Court, Benyon Grove, Orton Malborne, Peterborough PE2 5HP Monday, Wednesday & Friday

Friendship Clubs:

Age UK Cambridgeshire & Peterborough have 11 Friendship Clubs most of which meet once a week offering a place to enjoy others company, some have a home cooked meal - some offer tea and biscuits, as well as access to information and advice and other community activities such as day trips and outings.

If you are interested in volunteering for the Friendship Clubs or for more details on the clubs, please contact **01733 352213** or email Mandy via friendshipclubs@ageukcap.org.uk

Speakers: We are able to visit and give a talk or presentation about our work. These can be aimed at mainly Key Stage 2 to Key Stage 5 as required. Please contact Andrew.Morris@ageukcap.org.uk

Campaigns:

Big Knit #BigKnit

This campaign raises vital funds to support our services and winter projects by encouraging people to knit little hats for us. We are paid 25p for each hat. The Big Knit brings people of all ages and communities together in knitting groups or can be done by individuals at home.

Our website has a link to hundreds of knitting and crochet patterns, for beginners, intermediate and advanced levels.

<https://www.ageuk.org.uk/get-involved/fundraise/the-big-knit/>

Ideas for schools:

Knitting club for 4 weeks

Skills swap (bring in older members of the community),

Share wool / Collect wool donations and distribute to knitting clubs

Become Big Knit Ambassadors or promote the role

Invite parents and families to become involved, hold a competition.

There is a photo album on our AUKCAP facebook page, showing some of the hats people have sent to us. Any that you send we will share and add to our album.

https://www.facebook.com/pg/AgeUKCAP/photos/?tab=album&album_id=713741432108817

No One Should Have No One Campaign #NoOneShouldHaveNoOne

We are committed to being here year-round for older people, to help tackle loneliness and isolation, which is not only horrible to experience day in, day out, but left unaddressed can contribute to the development of serious medical conditions, such as heart problems and strokes, mental health issues and dementia. This campaign raises awareness and promotes the development of friendship and acts of kindness.

Ideas:

Highlight loneliness – challenges – sponsored silence, discuss the meaning of friendship – what if you don't have anyone? How to be a good friend.

Resources links

<https://www.ageuk.org.uk/cambridgeshireandpeterborough/about-us/news/articles/2018/no-one-should-no-one-to-turn-to/>

<https://www.youtube.com/watch?v=X9qkJw6TV5A&t=243s>

<https://www.youtube.com/watch?v=6b80NwooyA>

<https://www.ageuk.org.uk/cambridgeshireandpeterborough/about-us/news/articles/2018/big-knit-2018/>

<https://www.ageuk.org.uk/cambridgeshireandpeterborough/about-us/news/articles/2018/tea-party/>

(Please check these for suitability for your pupils before showing)

Fundraise:

Promote ways in which to fundraise and support our activities.

Create a school **My Donate Challenge** to fundraise for us on this link:

<https://mydonate.bt.com/charities/ageukcambridgeshireandpeterborough>



Biblical Passages

Week 1 Presentation of Jesus in the Temple

Luke 2:22-40 (NRSV)

Jesus Is Presented in the Temple

²² When the time came for their purification according to the law of Moses, they brought him up to Jerusalem to present him to the Lord ²³ (as it is written in the law of the Lord, “Every firstborn male shall be designated as holy to the Lord”), ²⁴ and they offered a sacrifice according to what is stated in the law of the Lord, “a pair of turtledoves or two young pigeons.”

²⁵ Now there was a man in Jerusalem whose name was Simeon; ^[a] this man was righteous and devout, looking forward to the consolation of Israel, and the Holy Spirit rested on him. ²⁶ It had been revealed to him by the Holy Spirit that he would not see death before he had seen the Lord’s Messiah. ^[b] ²⁷ Guided by the Spirit, Simeon ^[c] came into the temple; and when the parents brought in the child Jesus, to do for him what was customary under the law, ²⁸ Simeon ^[d] took him in his arms and praised God, saying,

²⁹ “Master, now you are dismissing your servant ^[e] in peace, according to your word;

³⁰ for my eyes have seen your salvation,

³¹ which you have prepared in the presence of all peoples,

³² a light for revelation to the Gentiles and for glory to your people Israel.”

³³ And the child’s father and mother were amazed at what was being said about him. ³⁴ Then Simeon ^[f] blessed them and said to his mother Mary, “This child is destined for the falling and the rising of many in Israel, and to be a sign that will be opposed ³⁵ so that the inner thoughts of many will be revealed—and a sword will pierce your own soul too.”

³⁶ There was also a prophet, Anna ^[g] the daughter of Phanuel, of the tribe of Asher. She was of a great age, having lived with her husband seven years after her marriage, ³⁷ then as a widow to the age of eighty-four. She never left the temple but worshiped there with fasting and prayer night and day. ³⁸ At that moment she came, and began to praise God and to speak about the child ^[h] to all who were looking for the redemption of Jerusalem.

Week 2 Jesus Growing up – learning from his father and meeting with the teachers.

Mark 6:1-4 (NLT)

6 Jesus left that part of the country and returned with his disciples to Nazareth, his hometown. ² The next Sabbath he began teaching in the synagogue, and many who heard him were amazed. They asked, “Where did he get all this wisdom and the power to perform such miracles?” ³ Then they scoffed, “He’s just a carpenter, the son of Mary ^[a] and the brother of James, Joseph, ^[b] Judas, and Simon. And his sisters live right here among us.” They were deeply offended and refused to believe in him.

Luke 2:41-50 (NLT)

Jesus Speaks with the Teachers

⁴¹ Every year Jesus' parents went to Jerusalem for the Passover festival. ⁴² When Jesus was twelve years old, they attended the festival as usual. ⁴³ After the celebration was over, they started home to Nazareth, but Jesus stayed behind in Jerusalem. His parents didn't miss him at first, ⁴⁴ because they assumed he was among the other travelers. But when he didn't show up that evening, they started looking for him among their relatives and friends.

⁴⁵ When they couldn't find him, they went back to Jerusalem to search for him there. ⁴⁶ Three days later they finally discovered him in the Temple, sitting among the religious teachers, listening to them and asking questions. ⁴⁷ All who heard him were amazed at his understanding and his answers.

⁴⁸ His parents didn't know what to think. "Son," his mother said to him, "why have you done this to us? Your father and I have been frantic, searching for you everywhere."

⁴⁹ "But why did you need to search?" he asked. "Didn't you know that I must be in my Father's house?"^[a]

⁵⁰ But they didn't understand what he meant.

Week 3 Being on your own when you are older.

Ruth 1:1-19

1 In the days when the judges ruled, there was a famine in the land, and a certain man of Bethlehem in Judah went to live in the country of Moab, he and his wife and two sons.

2 The name of the man was Elimelech and the name of his wife Naomi, and the names of his two sons were Mahlon and Chilion; they were Ephrathites from Bethlehem in Judah. They went into the country of Moab and remained there.

3 But Elimelech, the husband of Naomi, died, and she was left with her two sons.

4 These took Moabite wives; the name of the one was Orpah and the name of the other Ruth. When they had lived there about ten years,

5 both Mahlon and Chilion also died, so that the woman was left without her two sons and her husband.

6 Then she started to return with her daughters-in-law from the country of Moab, for she had heard in the country of Moab that the Lord had considered his people and given them food.

7 So she set out from the place where she had been living, she and her two daughters-in-law, and they went on their way to go back to the land of Judah.

8 But Naomi said to her two daughters-in-law, "Go back each of you to your mother's house. May the Lord deal kindly with you, as you have dealt with the dead and with me.

9 The Lord grant that you may find security, each of you in the house of your husband." Then she kissed them, and they wept aloud.

10 They said to her, "No, we will return with you to your people."

11 But Naomi said, "Turn back, my daughters, why will you go with me? Do I still have sons in my womb that they may become your husbands?"

12 Turn back, my daughters, go your way, for I am too old to have a husband. Even if I thought there was hope for me, even if I should have a husband tonight and bear sons,

13 would you then wait until they were grown? Would you then refrain from marrying? No, my daughters, it has been far more bitter for me than for you, because the hand of the Lord has turned against me."

14 Then they wept aloud again. Orpah kissed her mother-in-law, but Ruth clung to her.

15 So she said, "See, your sister-in-law has gone back to her people and to her gods; return after your sister-in-law."

16 But Ruth said, "Do not press me to leave you or to turn back from following you! Where you go, I will go; where you lodge, I will lodge; your people shall be my people, and your God my God.

17 Where you die, I will die— there will I be buried. May the Lord do thus and so to me, and more as well, if even death parts me from you!"

18 When Naomi saw that she was determined to go with her, she said no more to her.

19 So the two of them went on until they came to Bethlehem.

Week 4 The Easter Story

Matthew 26:17-19; 26-29

The Last Supper

¹⁷ On the first day of the Festival of Unleavened Bread, the disciples came to Jesus and asked, "Where do you want us to prepare the Passover meal for you?"

¹⁸ "As you go into the city," he told them, "you will see a certain man. Tell him, 'The Teacher says: My time has come, and I will eat the Passover meal with my disciples at your house.'" ¹⁹ So the disciples did as Jesus told them and prepared the Passover meal there.

Breaking of bread

²⁶ As they were eating, Jesus took some bread and blessed it. Then he broke it in pieces and gave it to the disciples, saying, "Take this and eat it, for this is my body."

²⁷ And he took a cup of wine and gave thanks to God for it. He gave it to them and said, "Each of you drink from it, ²⁸ for this is my blood, which confirms the covenant^[d] between God and his people. It is poured out as a sacrifice to forgive the sins of many. ²⁹ Mark my words—I will not drink wine again until the day I drink it new with you in my Father's Kingdom."

John 19 vv26-27

Jesus tells Simon Peter to look after his mother

²⁶ When Jesus saw his mother there, and the disciple whom he loved standing nearby, he said to her, "Woman,^[b] here is your son," ²⁷ and to the disciple, "Here is your mother." From that time on, this disciple took her into his home.

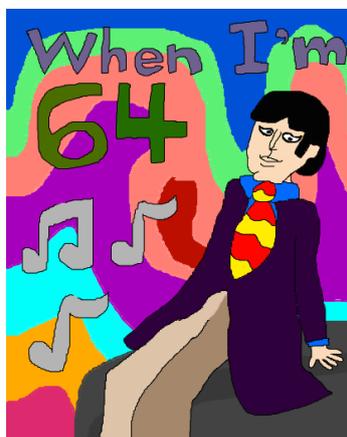


Photo credit <https://www.deviantart.com/nickel8/art/When-I-m-64-416705939>