**Collective Worship**

**Black History Month Secondary resources 2**

Retelling our story: Saka

# Key Concept / Message

Black History Month (BHM) is celebrated in October in the UK, with a focus on recognising and honouring the contributions, resilience, and achievements of Black communities. It began in 1987 in the UK, inspired by the American observance, but tailored to reflect the specific stories of Black British people. This year’s theme, "Reclaiming Narratives," encourages us to share our own stories, ensuring that our voices are heard authentically and respectfully.

Bukayo Saka, a young and talented Black British footballer, became a national figure not only for his skills on the pitch but also for his resilience in the face of adversity. During the 2020 UEFA European Championship final, Saka missed a penalty kick, resulting in England losing the game. Following this, he faced a barrage of racist abuse online, highlighting the ongoing issue of racism in sport and society. Despite this, Saka responded with grace and courage, using his platform to speak out against hate and advocate for love, equality, and respect.

Saka’s story connects deeply with the biblical parable of The Good Samaritan (Luke 10:25-37), where a Samaritan, considered an outsider, shows kindness to a stranger in need. Like the Samaritan, Saka’s response to those who hurt him was marked by compassion and dignity, choosing to rise above the negativity and extend love instead of hate. His experience reminds us of the importance of standing up for what is right, speaking out against injustice, and showing kindness to others, even when it’s difficult.

As Christians, engaging with stories like Saka’s during BHM aligns with the call to love our neighbour (Mark 12:31) and to stand against injustice, just as the Good Samaritan did. Proverbs 31:8-9 encourages us to “speak up for those who cannot speak for themselves.” Saka’s resilience and his refusal to be silenced, serve as a powerful example of reclaiming his narrative and using his voice to inspire positive change.

This act of worship invites us to reflect on how we can show kindness, challenge prejudice, and stand in solidarity with those who face injustice. Just as Saka turned a moment of personal challenge into an opportunity to advocate for change, we too can use our voices and actions to create a more loving and inclusive community.

# Gathering

### **Slide 1: Title Slide - "Retelling Our Stories: Saka’s story. The Power of Black History for All"**

Begin by introducing the presentation's theme: the power of retelling stories, especially those related to Black history. Explain that the act of worship will explore the importance of compassion, understanding, and resilience through historical and modern examples.

### **Slide 2: Title Slide - "Retelling Our Stories: The Power of Black History for All"**

Begin with your usual greeting to gather everyone together.  You may like to start with an opening prayer, such as this one:

Dear God,  
We thank You for the courage and resilience of people like Bukayo Saka, who reminds us to stand strong in the face of adversity.

Help us to be kind and compassionate and to speak up against injustice, just as Saka did.

Teach us to love our neighbours, to celebrate our differences, and to be brave in sharing our own stories. Guide us to be a light in our community, standing together in love and respect.  
Amen.

**Slide 3: The Good Samaritan (Luke 10:25-37) Bible Passage**

Read or summarise the story of the Good Samaritan. Focus on the themes of compassion and helping others, regardless of their background or the opinions of others.

The Good Samaritan Luke 10:25-37

...“A man was going down from Jerusalem to Jericho and fell into the hands of robbers, who stripped him, beat him, and took off, leaving him half dead. Now by chance a priest was going down that road, and when he saw him he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while traveling came upon him, and when he saw him he was moved with compassion. He went to him and bandaged his wounds, treating them with oil and wine. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, ‘Take care of him, and when I come back I will repay you whatever more you spend.’ Which of these three, do you think, was a neighbour to the man who fell into the hands of the robbers?” He said, “The one who showed him mercy.” Jesus said to him, “Go and do likewise.”

### **Slide 4: Discussion Prompt:** After telling the story, ask students to reflect on a time when they helped someone, even when it was difficult by engaging with these ‘I wonder’ questions.

1. I wonder how it feels when we help someone, even if it's hard or they have hurt our feelings.
2. I wonder what makes us choose to help others, even when it’s unpopular or inconvenient.

* I wonder how our actions can inspire others to do the same, even when it’s challenging.

# Engagement

### **Slide 6: Bukayo Saka and Racism**

### Share the story of Bukayo Saka, an English footballer who faced racist abuse after missing a penalty in a high-profile match. Emphasise how words can impact someone deeply.

**Discussion Prompt:** Ask students how they think Saka felt after receiving negative comments about his race. Encourage empathy by asking students to put themselves in his shoes. How would they feel in a similar situation?

### **Slide 7: Resilience and Overcoming Adversity**

Explain how Bukayo Saka overcame the negativity and later scored an important penalty for England. Highlight his resilience and ability to push through adversity.

**Discussion Prompt:** Ask students how they think Saka overcame the negative emotions. What strategies might he have used? How can we apply similar strategies in our own lives when faced with negativity or setbacks?

### **Slide 8: Connecting the Good Samaritan and Saka’s Story**

Compare Saka’s actions to the Good Samaritan, who also faced potential negativity but chose to do the right thing. Reinforce the idea that doing the right thing often requires courage and strength.

**Discussion Prompt:** Have students reflect on a time when they did the right thing despite facing negativity. Why is it important to continue doing the right thing, even in difficult situations?

“Right is right even if no one is doing it; wrong is wrong even if everyone is doing it.” St Augustine

### **Slide 8: African Proverb**

Read African proverb.

Explain to the children this proverb reinforces the idea that our stories are powerful and if we do not tell our own stories somebody else may do, and not do out story justice.

Black history month is about retelling our story of love, life, light and courage in order to inspire today.

# Response

### **Slide 9: Closing Prayer**

**Conclusion:** Lead the students in the closing prayer, thanking God for the examples of the Good Samaritan and Bukayo Saka. Emphasise the importance of courage and standing up for what is right.

**Prayer**:

Heavenly Father, we thank you for the life and example of the Good Samaritan.

We also thank you for the example of Saka, who shows us that it is important to keep doing the right

thing, even when we experience something negative.

Help us to be courageous like the Good Samaritan and Saka, and to stand up for what is right.

We ask this through Jesus Christ our Lord.

Amen."

# Spiritual Development

##### Practical ways to help us explore faith and develop spiritually at home and school together

###### Experiences that can help us encounter:

**Celebrate Your Strengths Booklet**   
Create a class booklet where each student contributes a page on their strengths, celebrating what makes them unique. They can share through writing, art, or poems. Consider these questions:

* What makes you feel proud of who you are?
* How does your faith or values guide you, just like Saka's story?
* What talent or skill do you have that others might not know about?
* How do you celebrate being you, especially when things get tough?
* How can your unique strengths help make your class or school a better place?

**Build a Supportive Community Display**   
Create a display where students write or draw how they can support each other, just as Saka encourages others to keep going even when it’s hard. Place their contributions on a display tree in the classroom or school hall to remind everyone of the power of kindness and support.

**Activities that Develop Practices and Habits:**

**Daily Acts of Kindness Journal**   
Encourage students to keep a daily journal where they write down acts of kindness they’ve done or noticed in others. Reflect on how these acts, like Saka’s encouragement, can make everyone feel stronger and more supported.

**Weekly Sharing Circle**   
Hold a weekly sharing circle where students discuss times they helped each other, stood up for what was right, or showed kindness, even when it was hard. What can they learn from each other to do even better next week?

**Conversations that Connect Communities:**

"You are never too young to make a difference." — Greta Thunberg

**Personal Reflection:**

* How can your small actions, like Saka’s, make a big difference at school?
* Why should we keep doing what’s right, even when it’s hard?
* How can you use your voice to cheer on and support others?
* What values guide your actions when things get tough?

**Community and Society:**

* How can we inspire others to join us in being kind and supportive, like Saka?
* How can our school community come together to support everyone, especially when someone feels down?
* What can we do to make sure our actions encourage others to keep going and do the right thing?

**Global Perspective:**

* How do small actions by many people make a difference in the world, just like Saka’s influence?
* How can learning about different cultures help us treat others with kindness?
* How can you, as young people, be leaders in creating a kinder world without discrimination?
* What kind of world do you dream of, and how can your small actions help make it happen?

# Collective Worship – Our approach

##### Invitational

Everyone is welcome to take part in collective worship, as much or as little as they or their parents and carers are comfortable with. This means we use invitational language and consider carefully our choice of words and songs. Children are invited to pray but are not compelled or expected to do so; they always have a choice. We invite them to pray or reflect in whatever way they would usually as a family if that is part of their home experience.

##### Inclusive

Acts of worship need to be inclusive of all. Therefore, we choose topics and ideas that are shared by different faiths and worldviews. When we present Christian teaching, we make it clear that this is ‘what Christians believe’, saying things like: ‘I wonder why this story might be important to Christians?’ ‘The story today comes from the Bible (the holy book of Christians), which teaches that … Our worship should be accessible for children and young people with a range of different backgrounds, and so we take care that activities do not require expensive resources. We also offer a variety of activities, so that children and young people with differing needs can all find something they can engage with.

##### Inspiring

We aim for our acts of worship to inspire those engaging with them. How might it engage their emotions, enabling a sense of peace, comfort, hope or motivation? How might it inspire them into action, into thinking differently and considering their behaviour or actions? How might it inspire them to reflect on their faith or beliefs, and on the faith or beliefs of others?