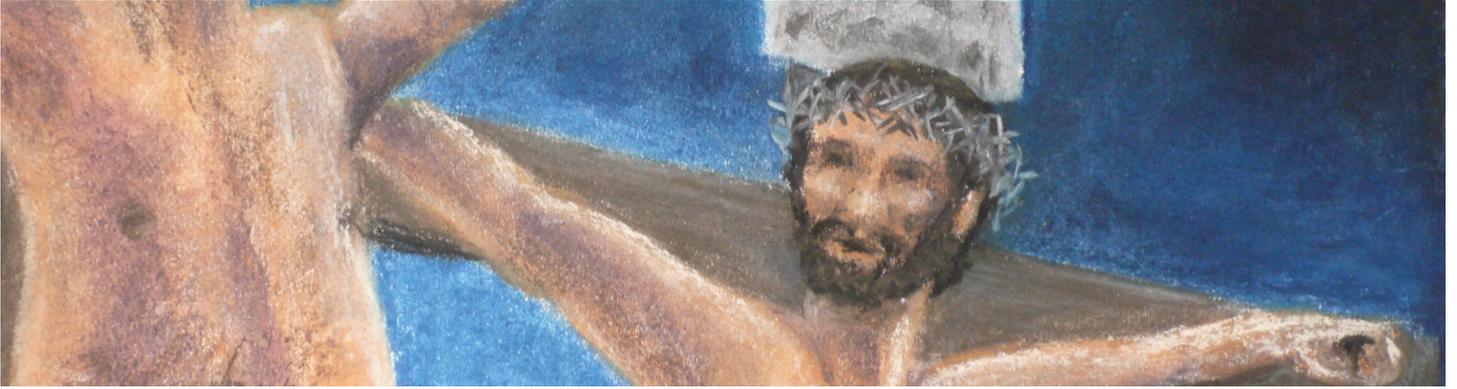


A happy and sad story



Y1&2 Easter Pause Day: Journeys

Overall aim:

- To know that the Easter story is both sad and happy.
- To know that the Easter story sheds light on Jesus' identity.
- To know that Easter is the story of Jesus dying and coming back to life again (resurrection).

Outline of the day:

Using a cycle of activities, children explore the themes of being 'blind' and recognising someone's identity. Easter is a celebration of the joy of a risen life following the sadness of a death. The activities can be undertaken either as a whole class, whole key stage or in smaller groups.

Please be aware that you may find that there is far too much material, so please select what you need and not worry about items that cannot be fitted in.

Preparation required before the day:

- Decide whether to run the day in individual year groups or to mix the pupils from the two year groups
- You will need a good children's bible e.g. The Lion Storyteller Bible ISBN 978-0-7459-4980-2
- A blindfold
- Materials for making Easter eggs and/or ingredients for celebration biscuits
- Prepare the additional activity of the prayer area (see below) if you are planning to use it.
- Songs from Out of the Ark Sunday's Cool Volume 1

Overview of the Day:

Session Aim	Activity
<p>1 To explore how some things make us happy and some things make us sad.</p>	<p>What makes us happy? Here are some possible scenarios – friends being kind to us, finding something that we had lost, hearing some good news, other ideas from the children but try to avoid a focus on material things.....</p> <p>In groups of 3 or 4 create a mime of some of the suggested ‘happy’ scenarios. After a couple of minutes the teacher will say ‘freeze’ and all the actors hold their positions in a tableau while the teacher comments on aspects of the tableaux that demonstrate happiness.</p> <p>What makes us sad? Here are some possible scenarios - friends being unkind, loosing something precious, people that we love shouting angrily, not being able to understand, other ideas from the children and again try to avoid a focus on material things.....</p> <p>Repeat the mimes and tableaux with sadness as the theme</p>
<p>2 To listen to the first part of the Easter story and recall it.</p>	<p>Read the sad part of the Easter story of Jesus' death from a good children's Bible e.g. A Dreadful Day from 'The Lion Storyteller Bible'.</p> <p>Sit everyone in a circle and divide the children into 4 groups. Give each group a chance to be in the middle of the circle to mime a short part of the story as you read it.</p> <p>Ask the children what it felt like to mime some parts of the story. How did the whole story make them feel? Why was this?</p>
<p>3 To investigate the parallels between physical and spiritual blindness.</p> <p>To see that people can be identified not just by sight.</p>	<p>It seems strange that a good man like Jesus was hated by a lot of people and eventually killed. But the Easter story says that even when he was dying on the cross Jesus was not angry with the people who had killed him but he understood that they could not see/understand who he was. It was as if they were blind.</p> <p>Blindfold identity game: Blindfold one member of the class and present them with an another person to identify. When they guess correctly, repeat with other children. (Have eye to only feeling the head and shoulders – otherwise it could get embarrassing!)</p> <p>(Learning from game cont. in next table)</p>

Session Aim		Activity
3 Cont		<p>At the end, talk about the following points:</p> <ul style="list-style-type: none"> ~ Why was it hard to identify people? ~ When people are 'blind' it is very easy to make a mistake and to misidentify people. ~ Remember Jesus said that the people who killed him did not know what they were doing or who he was – it was as if they were blind. ~ How did they feel, not being sure who the person was? ~ What did they feel, being 'blind'? ~ It is often an uncomfortable experience. In the game it made recognition difficult. The Bible teaches that key characters in the Easter story (Jewish leaders, Romans, ordinary people) struggled to recognise that Jesus was God. ~ What gave them clues in the game as to the person's identity? (Familiarity? Unique features e.g. glasses or hair? Height?) The Easter story gives us clues about identifying who Jesus is (e.g. his humility when facing an unfair trial, his ability to forgive whilst in pain and dying, ultimately his resurrection).
4	Listen to the second part of the Easter story	<p>Read the happy part of the Easter story about Jesus' resurrection e.g. A Happy Day from 'The Lion Storyteller Bible'. Again sit everyone in a circle and divide the children into 4 groups. Give each group a chance to be in the middle of the circle to mime a short part of the story as you read it.</p> <p>Ask the children what it felt like to mime some parts of the story.</p> <p>How did the whole story make them feel?</p> <p>Where would they have liked to be in the story (if they could have been a living part of it)?</p>
5	To understand that Easter is about new life and that Easter Day is a celebration.	<p>Make an Easter egg. See below for a couple of ideas but there are many more available (It is thought that the idea of Easter eggs originated as a symbol of the tomb in which Jesus was buried when he was dead and from which he came out alive again 3 days later)</p> <p>OR</p> <p>Make a celebration biscuit: use a plain biscuit and decorate with icing tubes, hundreds and thousands etc. Place a mini Easter egg on the top as a reminder that Easter is a celebration of Jesus coming back to life and leaving the tomb alive even when he entered it dead.</p> <p>Save the biscuit to eat at home. You may want to send marbled eggs home (to avoid 'interesting' smells in the classroom!)</p>
6	To draw the threads of the day together with some singing about Easter.	<p>Suggestions:</p> <ul style="list-style-type: none"> 'Count your blessings' from Sunday's Cool Volume 1 'When I think about the Cross' from Sunday's Cool Volume 1

Sponge Painted Eggs

- Paint
- Plastic cups (for each colour)
- Small pieces of sponge
- Clothes pegs (for each colour)
- Egg boxes
- Clear acrylic spray

Place hard boiled or blown eggs in egg boxes. Have different colours of paint available. Clip a piece of sponge to a clothes peg and dip into paint, use the clothes peg as a handle. Lightly dab the sponge over the top half of the egg. Let dry. Turn egg over and repeat procedure. Let the egg dry completely. If using blown eggs, spray with acrylic spray for a permanent finish.

Marble Eggs

- Large glass jars
- Spoons
- Stubs of old crayon
- Graters
- Hot water
- Waxed paper or newspaper
- Empty egg cartons
- Clear acrylic spray (optional)

Grate crayon stubs onto waxed paper. Fill jar with very hot water. Drop bits of grated crayon into water. Add hard boiled or blown egg as soon as crayon begins to melt. Twirl egg in water with spoon. The wax should make a design on the egg. Carefully remove egg and set upside-down in egg carton to dry. Once dry spray with clear acrylic to seal.

Additional optional activity:

Create a prayer/reflective area inside or outside the classroom e.g. 'A Fresh Start' See www.stapleford-centre.org 40 Creative Ideas for Reflective Spaces

Or create a quiet, comfortable and peaceful space for the children to sit or lie quietly with their eyes shut thinking about what it is like to be blind and remembering the activities they have done and why they have done them. Write a TSP (thank you, sorry, please) prayer about the day and the activities and put it into a special box.