

Explo^{RE} Easter: Journeys

EYFS: Easter Emotions



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What might this look like in the classroom?	This Explore day will present pupils with opportunities to....	
<ul style="list-style-type: none"> • talk about a special story or person belonging to a faith or belief community using appropriate vocabulary • show an awareness that festivals are special times for different people 	<ul style="list-style-type: none"> • show curiosity; ask questions about their learning • recognise that others' views (thoughts) may be different from their own • show a range of feelings in response to their learning e.g. awe, wonder, sadness, joy etc. 	
<p>Engage (10%)</p> 	<p>You might want to retell the whole story used in CW during the day as well as exploring the story on your special Easter egg hunt. Our idea of exploring Easter as a journey together is based on the concept of pilgrimage, which is explored especially in the KS1 materials. All of the places in the Easter story are real places in the world – and are very special to Christians because of this story.</p> <p>Engage: How are we feeling? (Emotion fun and games)</p> <p>Read one of your favourite EYFS story books exploring emotions, then use the images in the PPT (slides 2-10 – or a selection of your choice) to explore what emotions they think are being shown. Explore different words for that emotion to expand their vocabulary range e.g. instead of happy, how about using the word 'joyful', 'delighted', 'thankful' etc.</p> <p>Play games that encourage pupils to show you different emotions e.g. musical 'statues' where you specify what kind of emotion you want them to show on their 'statue'; or 'Which emotion am I showing?' as part of a circle game; or put 6 emotions words onto a large dice for children to roll – they have to show that emotion somehow etc. Or adapt games that you use with children already!</p> <p>Although you are encouraging a wider emotion vocabulary here, you will simplify it down to 2 basic emotions to make a 2-sided emotion stick – happy / sad, so that children can use these whilst on the egg hunt.</p>	<p>Resources needed:</p> <p>These are all suggestions for you to adapt for your context – or availability!</p> <p>A favourite story (not too long) exploring emotions, to set today's focus in context.</p> <p>The story script (p4-5) has been created with wondering questions to help engage children with the emotions of the story as you hunt together. There are also images included in the PPT (slides 14-18) which you could print onto cards to support thinking and talking as you open each egg.</p> <p>You will also need lolly sticks (or similar), or paper plates for each child to help children to express their thinking during the Egg Hunt</p>
<p>Enquire & Explore (50%)</p> 	<p>Make Easter emotions sticks:</p> <p>Using lolly sticks, paper plates or pegs (either dolly pegs or clothes pegs will do), make a two-sided 'emotion stick' – a happy face on one side and sad face on the other. Provide small circles of paper (or allow children to cut their own x2) for children to draw a happy / sad face on, then stick onto their lolly stick or peg – or draw straight onto a paper plate.</p> <p>The Easter Emotions Egg Hunt:</p> <p>Use the story script (p4-5) to create an 'egg hunt' around your school site. This could be outdoors or indoors – or a mixture. You could invite members of your parish church community to support this – and tell each part of the story, either using the script with wondering question, or re-telling in their own words / from a good Children's Bible suitable for EYFS. It's important that this activity is not rushed.</p> <p>Use slides 11-12 in the PPT before you go on your egg hunt.</p> <p>As you find the right egg and explore that part of the story, children should show you the emotion they think is most appropriate on their emotion stick. It's possible that they may have differing views about this, so do ask them to tell you why if you are puzzled – they may well have a valid reason, and some parts of the story are both happy and sad. You could also engage the wider emotion vocabulary, linked whilst talking about the 'happy' and 'sad' parts.</p>	<p>Easter Egg Hunt:</p> <ul style="list-style-type: none"> • You will need 5 large plastic eggs for the 'hunt' – if you can get them in different colours, that will help you to find them, or you could attach number labels to ensure you get the correct order. Smaller eggs would work as well, but might be harder to find! • Hide these around your school – outside or inside. If you want to get children to think, why not write cryptic clues as to the locations? <p><i>Suggested items for the eggs: you may already have these as part of small world / role play</i></p>

<p>Express (20%)</p> 	<p>SHORTER TASK: How do our emotion sticks help us to tell the story? (slide 19) Back in your classroom, put children into small groups / pairs. Use the emotion sticks to tell each other the ‘happy’ bits and the ‘sad’ bits of the story. Can you do it in order? You might want to use the picture clue images (slides 14-18) to help.</p> <p>LONGER TASK 1: Create an emotion graph using the template included on p.6 and in the PPT (slide 20) <i>You may need to model this first.</i> Drawing simple emotion ‘faces’, record your thoughts about the emotions at different parts of the story. Explain that children can decide which emotion should go with which event – and that the graph can also help them show whether it’s a little bit (e.g. happy) or a lot. Can you use your graph to retell the story?</p> <p>Or you could use a ‘story stick’ to record the emotions in story order. Afterwards: Do our emotion graphs all look exactly the same? Why might there have been differences? Which parts were the same?</p> <p>LONGER TASK 2: What can we use to help us tell the Easter story? (slide 21) Give children access to a range of resources that they might use to retell the story. Take turns to show each other – or take photos / film each other. Afterwards: Why did you choose what you did to tell the story?</p>	<p><i>resources or maybe your church community could sponsor the cost if this is an issue for you?</i></p> <ul style="list-style-type: none"> • Palm Sunday: a donkey figure • Last Supper: role play bread roll & goblet • Garden of Gethsemane: a small flower • At the cross: a small holding cross • Resurrection Day: empty egg (you could also share small chocolate eggs here, if appropriate) <p>Alternatively, you might want to do an actual Easter egg hunt at another time – so children are not disappointed by the lack of chocolate in the emotions story version!</p> <p>You will also need to set out a range of resources for children to access to retell the story after you have been on your Easter Emotions Egg Hunt.</p>
<p>Evaluate (20%)</p> 	<p>How has going on our egg hunt helped us to understand the Easter story? What have we enjoyed about the experience? Which parts made us think? Which parts made us feel happy/sad/puzzled? You could ask quick recall questions about the story, and ask them to show you on their emotion stick the correct emotion for the part of the story.</p> <p>Deeper evaluation questions: choose from these, depending on the age/stage/ability of your pupils</p> <ul style="list-style-type: none"> • Do you think the Easter story is a happy story or a sad story? • I wonder what other emotions we might want to make for our emotion sticks? • Which part of the story do you think is the most important? <p>If you have volunteers from your church community supporting this day, why not take advantage of their presence and ask them to share with pupils about how they feel about Easter. You may need to brief them to make it simple – or you could ask them questions such as ‘Which part of the story makes you the most happy?....puzzled?....sad?’ etc. Meeting members of belief communities is an important way for pupils to experience different ideas or ways of expressing them: this is the starting point for understanding diversity within religions.</p>	

Easter Emotions Egg Hunt

Slides 11-12 : Before you leave to go on your egg hunt

The Easter story is very important to Christians all across the world. **Slide 11:** They celebrate Easter joyfully in lots of different ways....

Slide 12:and they find ways to help them think about the sad parts too.

As we go on our Easter Emotions Egg Hunt together, we will be thinking for ourselves about whether this part of the story is happy or sad, and we will use our emotions sticks to help us show this. We also have a little rhyme to say as we hunt together [*rhythmically like 'We're going on a bear hunt' between sections*]:

Slide 13: Refrain

***We're going on an egg hunt
And exploring our emotions
How are we feeling?
Are we happy or are we sad?***

Egg 1: Donkey – Jesus rides into Jerusalem (Palm Sunday)

'The donkey reminds us that Jesus rode (on a donkey) into the city of Jerusalem the week before Easter, and people greeted him as King, shouting 'Hosanna' and waving palm branches. People call this day Palm Sunday.

I wonder how you think the crowds of people felt as they shouted and cheered?

Show me on your emotion stick..... [then talk together]

Egg 2: Bread & goblet – Jesus has a special meal with his friends (Maundy Thursday)

'You might have meals that you share with your family on special occasions, such as your birthday. The wine cup and the bread are a reminder of the special meal Jesus ate with his friends the day before he died. Christians today still eat bread and drink wine to remind them of Jesus.

I wonder how you think the friends were feeling as they shared this meal with Jesus?

Show me on your emotion stick.....[then talk together]

Egg 3: Flower – in the Garden of Gethsemane (Maundy Thursday)

After their meal, Jesus went into a quiet place in the garden with his special friends. He asked them to stay awake and pray with him, but they all fell asleep and Jesus was alone.

I wonder how you think Jesus was feeling at this point in the story?

Show me on your emotion stick.....[then talk together]

Egg 4: Cross – Jesus dies on a cross (Good Friday)

Soldiers took Jesus from the garden and put him on a cross to die. You will probably see lots of crosses at this time of year as reminders of this part of the story.

I wonder how you think the friends were feeling at this point in the story?

Show me on your emotion stick.....[then talk together]

Egg 5: Empty egg – Jesus is gone! (Easter Day)

This egg is a reminder of the first Easter day, when Mary and some of Jesus' friends went to the place where Jesus had been buried, which was a cave with a big round stone rolled across the entrance. When they got there, the stone had been rolled away, the tomb was empty, and an angel told them that Jesus was alive! People chose the egg to be a symbol of the empty tomb because if you turn an egg on its side like this [*use empty egg half*], it looks a little bit like a cave – which is why we see Easter eggs at Easter time!

I wonder how you think the friends were feeling at this point in the story?

Show me on your emotion stick.....[then talk together]

....Now, thinking about the whole story, I wonder if you think it's a happy story or a sad story?

Show me one last time on your emotion stick....[then talk together]

Easter story emotion graph

