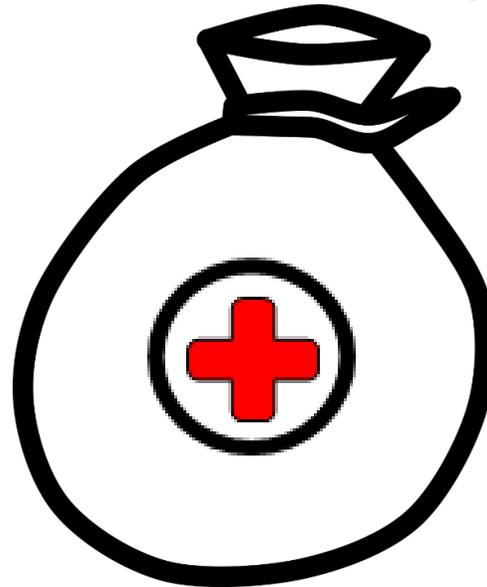


Explo^{RE} Easter: Journeys

KS1: Easter Pilgrims



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<p>What might this look like in the classroom?</p>	<p>This ExploRE day will present pupils with opportunities to....</p>	
<ul style="list-style-type: none"> • talk simply about core beliefs and what they mean • use appropriate subject-specific vocabulary • retell religious stories • identify how stories / symbols / objects might show what people believe 	<ul style="list-style-type: none"> • respond sensitively and imaginatively to questions about being human and their own place in the world • ask thoughtful questions about their own and others' ideas, feelings and experiences • respond to questions & give a simple reason for a view that they have 	
<p>Engage (10%)</p> 	<p>You might want to retell the whole story used in CW as a way to reinforce the narrative before you start. All of the places in the Easter story are real places in the world – and are very special to Christians because of this story. You might want to use the images from the CW story to reinforce this. Jesus and his disciples were on a pilgrimage together too, to celebrate Passover together in Jerusalem. They would probably have taken this journey every year.</p> <p>Engage: What journeys have we been on? In our families? As a class? Are all journeys the same? Talk to a partner about your ideas. Are some journeys more 'special' than others? e.g. visiting family far away, compared to the journey to school. What makes a journey 'special'? Introduce the word 'pilgrimage': a special journey to a sacred place, or with special significance for someone.</p> <p>Pilgrimage – Via Dolorosa: Some Christians might go on a pilgrimage to Jerusalem, especially at Easter time, to walk along the roads that Jesus would've walked on and think about the Easter story. We are going to go on a very special pilgrimage together today (but not to Jerusalem!): to explore the Easter story, to think about what it means to Christians and to gather some items to go in our 'pilgrim bags' – which will help us to tell the story to each other later on.</p>	<p>Resources needed: These are all suggestions for you to adapt for your context – or availability!</p> <p>The story script (p4-6) has been created with a wondering question to start each 'station', to help pupils to think about the idea within their own experience first. <i>There are links to the relevant passage in Bible Gateway in the script, if you wanted to read it from the ICB instead.</i></p> <p>We have also included some high-quality images of the different parts of the story for you to use if you want to. These are in the PPT on slides 4-10.</p>
<p>Enquire & Explore (50%)</p> 	<p>Enquire & Explore: The Easter Story as a 'pilgrimage' Use the story script (p4-6) to create a 'pilgrimage' around your school site, creating six 'stations'. 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. It's important that this activity is not rushed. It's probably more time-efficient to do the pilgrimage as a whole class, but you could also stagger starting times and do it in small groups, alongside other activities in your day. This would mean that all pupils could participate in Station 2A.</p> <p style="text-align: right;"><i>*You may wish to choose between Foot-washing and Silent Saturday in your narrative, to keep to 6 stations.</i></p> <p>Station 1: Palm Sunday Make a 'hand palm' – draw around your hand on green paper & cut out. Attach to a lolly stick – then use to wave! OR Collect fallen leaves and make a 'carpet', like people did for Jesus. The atmosphere here will be joyful and exuberant!</p> <p>*Station 2A: Foot-washing <i>This symbol of service continues in Christian practice in churches across the world. Use this option to engage pupils with how it feels to have their hands (rather than feet!) washed by someone else – use a bowl of warm water, maybe with some nice-smelling hand wash, and a soft towel and wash each child's hands in turn. If you are doing the pilgrimage as a whole class together, you may only have time to select a couple of children to have their hands washed.</i></p>	<p>'Pilgrim bags' – you will need</p> <ul style="list-style-type: none"> • Bags for children to gather their items in – you could make these together in advance. <p><i>Suggested items for the bags: maybe your church community could sponsor the cost if this is an issue for you? NB If using natural materials, only use what you can find on the ground, preferably fallen – don't pick the daffodils!</i></p> <ul style="list-style-type: none"> • Palm Sunday: green paper & lolly sticks, or fallen leaves • *Foot-washing: a piece of paper towel, or a small piece of soap, or glass nugget to represent the water • Last Supper: pitta bread (NB Provide GF option)

	<p>Station 2B: The Last Supper Bread was part of the Passover meal. Share bread together – don't forget to keep a small piece of bread to tell the story later. This will be a very serious part of the story, because it is the part that Christians still re-enact each time they 'celebrate' communion.</p> <p>Station 3: The Garden of Gethsemane This might be especially appropriate to do outdoors. Gardens are usually places of peace, but this garden story tells a very different tale.....</p> <p>Station 4: At the cross This is the most painful and poignant part of the story, and maybe a little puzzling, because the symbol for Christianity is the cross (i.e. the worst form of Roman torture). Your choice of object here may depend on your children. For Christians, this and the resurrection are the parts of the story that matter the most.</p> <p>*Station 5: Silent Saturday <i>This is a chance for pupils to engage their imagination and their emotions with this 'gap' in the Easter story, which takes place on the Jewish day of rest – Shabbat** – which is why the women who visited the tomb didn't go on the Saturday.</i></p> <p>Station 6: Resurrection Day This is the big surprise of the Easter narrative! When the women arrive, they find an empty tomb – and a risen Jesus. A smooth pebble becomes the symbol of the much larger stone that was rolled away.</p> <p>Before you return to your classroom, give pupils an opportunity to look at all the objects in their pilgrim bag, to remind themselves of the different parts of the story.</p>	<ul style="list-style-type: none"> • Garden of Gethsemane: a small flower (e.g. daisy) • At the cross: nails or small crosses (e.g. plastic beads for threading, widely available) • *Silent Saturday: glass nuggets (tears) • Resurrection Day: smooth pebbles <p><i>**The reference to Shabbat may be especially helpful to help pupils' to make links in their learning (with Judaism)</i></p> <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 the parts of the story that are the most important to them? 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>
<p>Express (20%)</p> 	<p>SHORTER TASK: How do our pilgrim bags help us to tell the story? (Slide 11) Back in your classroom, put children into small groups / pairs. Use the pilgrim bags to tell each other the story. You could switch groups around after a few minutes – and to add an extra challenge, reduce the time for each subsequent retelling. Why not pair up with children in EYFS and tell them the story using your objects?</p> <p>LONGER TASK: How can a triptych help us to show what's most important in the Easter story? (Slide 12) Create a triptych using paper or card folded into three sections. If you can make the centre section larger than the 2 'wings', it's more authentic.</p> <p>Afterwards: Did we all tell exactly the same story? Why might there have been differences? Which parts were the same?</p>	<p>Triptychs [lit. tri=three; tych=(writing) tablets] are ancient devices created as devotional aids. The central section holds the most important part of a story, with lesser parts on the 2 'wings'. Use this idea to help pupils make decisions about the important parts of the story and draw, or use collage, to create their own triptych. It's also quite a good device for sequencing events!</p>
<p>Evaluate (20%)</p> 	<p>How has going on a 'pilgrimage' 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 find the relevant object from their bag. Or play Kim's Game on a tray, removing an object and asking children to tell the part of the story for that object.</p> <p>Deeper evaluation questions: choose from these, depending on the age/stage/ability of your pupils</p> <ul style="list-style-type: none"> • Which of your objects is the most important...to you?...to a Christian? Are these answers the same? Why? • Could we tell the story if an object was missing? • Which objects are absolutely essential to telling the story? 	

Our Easter Pilgrimage – the story

You might want to leave some time for pupils to discuss their ideas together at each 'station' after the initial 'wondering' question: it will help them to engage with each section better if they have a chance to process the ideas. You may also want to re-cycle the refrain that was used in the collective worship at the start of the day, to say together as you go on your pilgrimage: **'We're on a special journey of footsteps to the feast. Jesus comes to rescue: the last, the lost, the least.'**

Station 1: Palm Sunday [[Luke 19:28-38](#)]

If making palm 'hands' for this part of the story, do this together before you begin – it's less distracting! Tell children that they will need them during this part of the story – you'll tell them when!

I wonder if you've ever been in a really excited crowd, maybe waiting for a concert to begin – or a match to start? Think about how it feels to be in a busy place.....a little bit excited, or maybe a little bit nervous.....everybody is waiting excitedly for something big to begin. Wave your palm hands to show how excited you are!

Our story begins as we gather together, just like the crowds that were gathering to see Jesus arrive in Jerusalem on a donkey. They were very excited because lots of people were saying that Jesus was the great King that they had hoped would come and save them from the Romans. And so, they picked palm branches from the trees and waved them in the air like flags [*wave palm hands*] and shouted 'Hosanna' [*wave them again*] 'Blessed is the King who comes in God's name!' That's why this part of Easter is called 'Palm Sunday'!

**Let's give our palm hands another really big wave and shout 'Hosanna!' loudly together one more time.....
....I wonder how it felt to be a part of the crowd that day – to see Jesus the King riding into Jerusalem on a donkey?.....**

Station 2A: Foot-washing [hand-washing] [[John 13:1-9](#)]

If using this section, you will need some warm water in a bowl, nice-smelling handwash and a soft towel.

I wonder if you've ever been for a long, long walk along a dusty path – or maybe through a muddy field? Think about how tired your feet are – and maybe how dirty or muddy too!! I wonder what you might want to do at the end of a long walk like this?....'

The second part of our story happens a few days after Palm Sunday. Jesus and his disciples had travelled into Jerusalem every day, probably from a village nearby, so you can imagine what their feet looked and felt like! They had come to Jerusalem to celebrate the Passover meal together, and when they got to the house, Jesus did something very strange. He knelt down in front of each one of his friends and washed their feet, then dried them, saying 'I, whom you call Master, have served you and washed your feet to show you how I want you to treat others.'

We aren't going to wash our feet – but I am going to wash your hands for you. As I do this, you might want to think about how it makes you feel.....and about what message Jesus wanted his friends to understand about serving others.....

[Do this very deliberately, for each child in turn, then give them the reminder of this part of the story for their pilgrim bags.]

Station 2B: Last Supper [[Luke 22:14-20](#)]

You will need some pitta bread for children to share at this station [don't forget the GF option for any children with dietary needs – make sure you don't cross-contaminate with your hands; maybe use tongs]. You will be tasting it together first – so that there is no danger of this being misinterpreted as participation in communion. You will need to give them a second small piece at the end for their pilgrim bags.

...I wonder if you've ever shared a meal with people you love? Or maybe had a meal to celebrate a special event like a birthday?....I have some bread for us to share together now – as you eat, you might like to think about that special meal you had, or maybe just enjoy sitting here with your friends, sharing bread together.....

We've heard how Jesus was in Jerusalem to celebrate the Passover meal with his friends. When they were sitting around the table – with their clean feet! – Jesus picked up the bread and the wine, and thanked God for it, as was the custom in the Passover meal. But then he said something rather surprising: 'This bread and this wine are reminders of my body and my blood. Each time you do this, remember me.'

Christians still do this, to remember Jesus. And so, we are going to put a small piece of bread into our pilgrim bags, as a reminder of this part of the story.

Station 3: Garden of Gethsemane [[Luke 22:39-46](#)]

You will need some small craft flowers for this station – or allow children to pick any daisies they can find in the grass.

I wonder what you love about being outside, being in your garden at home, or in our garden / on our field at school? Talk to someone else for a few moments about what you love about being there or doing there.....

The next part of our story takes place in a garden called Gethsemane, where Jesus took his friends after they had eaten the Passover meal together. Jesus knew what was going to happen in the next day, so he asked them to stay with him and pray. But one by one, they all fell asleep, leaving Jesus awake – and completely alone.....And then, just as suddenly, the garden was full of soldiers, brought to the garden by one of Jesus' best friends – and Jesus was taken away.

I wonder if you have ever felt alone, like this? Or maybe let down by people who you thought were your friends?.....

[Give out the remainder of this part of the story for children to put into their pilgrim bags]

Station 4: At the Cross [[Luke 23: 26, 32-34](#)]

You will need some nails (check they are not sharp) or small craft crosses for this station. Give these out straight away for children to hold.

I wonder what you think this object is a reminder of? This part of the Easter story is the most serious – and the most sad. Most of us will know how it feels to be sad, or to say goodbye to someone.....

The Roman soldiers put Jesus on a cross and left him to die. The Bible tells Christians that this was God's way to rescue the whole world – the people, and his beautiful creation – but it seems a very strange way to do this, doesn't it?! After he had died, they put his body into a tomb and sealed it with a large, heavy stone.

As you hold the nail/cross in your hand, you might like to think about how Jesus' friends might have felt on that sad, sad day – thinking that they had said goodbye to Jesus for the very last time.

.....I wonder what you might be feeling about this part of the story as well?....

Station 5: Silent Saturday [[Luke 23:55-56](#)]

If using this section, you will need some glass nuggets for this station. Clear or blue ones are best, as they need to represent tears.

....I wonder if you have ever felt empty inside?.....Maybe you had lost something (or someone) really really special?....Or maybe something that you had hoped for didn't happen.....

The next day was Saturday – Shabbat – the Jewish day of rest, and no-one could do anything. An empty day, with empty hearts.....a day for tears..... [*hand out glass beads*] And so we place a glass teardrop into our pilgrim bags as a reminder of this Silent Saturday.

Station 6: Resurrection Day (Easter Day) [[Mark 16:1-6](#)]

You will need some smooth pebbles for this station. These can be readily purchased from garden centres or similar.

....I wonder what the biggest surprise you've ever had was? Think back to that time now and tell a partner about it.

The final part of our pilgrimage takes us back to the very first Easter Day. As soon as the day sun came up, 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! Christians call this the Resurrection – God's biggest surprise.

As you hold the stone in your hands, think about what this part of the story might mean to Christians....

....such a surprise after something so sad....

Now take a few moments to look at the objects in your pilgrim bag and think back across the whole story.....