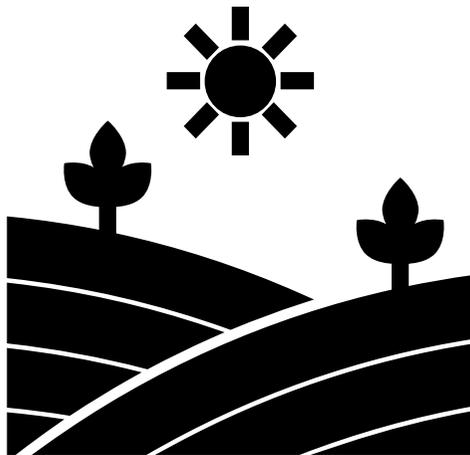


# Explo<sup>RE</sup> Easter: Journeys

## *LKS2: Easter Landscapes*



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| What might this look like in the classroom?   | This Explore day will present pupils with opportunities to....   |   |
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| <ul style="list-style-type: none"> <li>describe and suggest meanings for symbols and other forms of expression for people of faith or belief, giving reasons for their ideas</li> <li>make links between texts / stories and the symbolism they have chosen to represent their ideas</li> </ul> | <ul style="list-style-type: none"> <li>compare their own ideas, influences and/or feelings with those of others</li> <li>make links between what they and other people think about the Easter story</li> </ul>   |   |
| <p><b>Engage</b><br/>(10%)</p>   | <p><b>Engage: Telling the story</b><br/><b>Debate:</b> What's the best way to tell a story? Do we all agree? Why?</p> <p>Look at images of Easter Gardens (PPT) and think about how these are used to tell the essence of the Easter story (These are from <a href="https://pilgrimstreet.uk/being-a-church-visitor/easter-gardens/">https://pilgrimstreet.uk/being-a-church-visitor/easter-gardens/</a> and we are especially grateful to Anne Hayward for letting us use her photos in the PowerPoint.)</p> <p><b>Which do pupils think are the 'best' and why?</b><br/>Or watch a video created during lockdown 2020 by St. Alban's Cathedral showing one being made: <a href="https://www.youtube.com/watch?v=wlcGp8ksCBk">https://www.youtube.com/watch?v=wlcGp8ksCBk</a> It's especially interesting to hear why Juliet places some sections in her garden and what they represent. This thinking may be helpful to pupils.</p> <ul style="list-style-type: none"> <li><b>How might the objects chosen for an Easter Garden help Christians to tell this important story? Which parts of the story are missing?</b></li> </ul>   | <p><b>Resources needed:</b><br/>One of the key features of LKS2 is that we should be encouraging pupils to use the skill of <b>synthesis</b> to recreate learning/ideas in different ways, showing links they have made across their learning. The suggested tasks for this phase reflect this aim.</p> <p>We suggest some possible landscaping options (<i>left</i>) but do use your own or pupils' creativity to think of even better ideas! <b>*Why not take the opportunity to work alongside your parish community and make an Easter landscape on location in the church?!</b> If you do this, you might do a 'pre-construction' consultation with the church community about where they would like it to be. Maybe some children could conduct some advance on-the-ground research into <i>the church community's</i> ideas about which events they would like depicted!</p> <p>You will need to think in advance about the resources that you are going to provide for pupils to use. Your church community may be able to help with the cost of these.</p> |
| <p><b>Enquire &amp; Explore</b><br/>(20%)</p>    | <p><b>Which parts should <u>we</u> represent?</b><br/>Use the <b>story script (p4-5)</b> together to establish the key events – which includes links to age-appropriate Bible verses. (The objects used in the retelling should provide visual clues to help pupils to remember the story, and should in turn help pupils to select their own objects.)</p> <p>In groups, decide which <b>6 events</b> you think are essential to represent in your Easter retelling, in order of importance. There are cards (2 versions – with and without picture prompts) included on p. 6/7 for you to print for each group. You might also want to provide them with the Bible texts (linked from the story script) to help them to make their decisions.<br/>Pupils will need to justify which events they have chosen when presenting their ideas: you will then need to collectively decide on which 6 are most commonly chosen to establish the 6 events that your landscape will depict. Will you create your landscape in story order, or in order of importance, or in a way that is aesthetically pleasing &amp; fits your container / site?!</p> <p>Explain the task(s) you have chosen for your retelling, expanding on the concept of an Easter Garden.</p> <p><b>Pupils could choose from (or you select from):</b></p> <ul style="list-style-type: none"> <li><i>*an Easter Garden-style landscape (a <a href="#">tuff tray</a> &amp; soil/sand borrowed from EYFS could be ideal – or get more flexibility in using different trays, like the Easter Garden examples were influenced by the container they were created in)</i></li> <li><i>a paper map (small or huge) with map symbols</i></li> <li><i>using LEGO® or other materials</i></li> </ul> | <p><b>Resources for the story:</b> the <b>story script (p4-5)</b> has been created deliberately minimally so as not to lead pupils' thinking too much. The script includes Bible verses which pupils will need these as they conduct their research for their Easter Landscape / Retelling.</p>   |

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|  | <ul style="list-style-type: none"> <li>going outdoors and using natural materials</li> <li>huge chalk roadway in the playground where you stop to share each part of the story, with words written by children.</li> </ul>  | <p>Borrow objects from EYFS or KS1 if you don't have them! Or ask your church community to help with the cost if you have to purchase them.</p>  |
| <p><b>Express</b><br/>(50%)</p>     | <p><b>How can we re-create the Easter story as a landscape?</b><br/>Recreate the events that you have chosen as a model landscape (a bit like a huge Easter garden) in their chosen medium using different elements to represent, and make links with, different parts of the story.<br/><i>[There is a simple example from Geography here: <a href="https://itl.org.uk/wp-content/uploads/woocomerce_uploads/2019/03/lesson-activity-micro-journey-1.pdf">https://itl.org.uk/wp-content/uploads/woocomerce_uploads/2019/03/lesson-activity-micro-journey-1.pdf</a> Please ensure that you add the requirement to create something more complex than labels to represent parts of the story]</i></p> <p>Each group should create a complete model landscape depicting their six events, and also produce a written guide to their model, explaining their thinking. This could be divided up so individual children each write a section. If you're creating this 'on location' in the church, then why not make the guide available for the church community to use over the Easter period?</p> <p>When complete, view each others' work, with children acting as 'tour guides'. Why not invite parents or members of your church community to be taken on a tour?! Don't forget to take photos for your RE archive – or to use in the future!</p> <p><b>Afterwards: Did we all tell exactly the story exactly the same? Why might there have been differences? Which parts were the same? Why do you think this us?</b></p> <p><b>ALTERNATIVE TASK: An eggs-traordinary story</b><br/><i>There is a shorter version of the Easter story (in 7 eggs), which might be helpful as a model for any pupils who need more support as part of the Reflective Story resource (or a slightly different version on video: <a href="#">An Eggs-traordinary Story</a>.) Pupils could recreate their own version of this, placing small objects of their choosing inside the eggs to create the 6 events that you decided on, with their own words. Please ensure you use this option selectively and appropriately, or you may find that pupils simply copy what they have seen, rather than re-create their own.</i></p> | <ul style="list-style-type: none"> <li><b>Palm Sunday:</b> small donkey figure or paper palm leaf</li> <li><b>At the temple:</b> small coins (e.g. 5p coins)</li> <li><b>Jesus is anointed:</b> small perfume bottle (e.g. trial size from perfume counter)</li> <li><b>Foot-washing:</b> a piece of paper towel, or a small piece of soap</li> <li><b>Last Supper:</b> bread &amp; wine (e.g. Playmobil®)</li> <li><b>Garden of Gethsemane:</b> a small plastic or real flower</li> <li><b>The Trial:</b> small piece of purple cloth &amp; small crown (e.g. Playmobil® or Lego®)</li> <li><b>At the cross:</b> nails or small cross</li> <li><b>Silent Saturday:</b> glass nuggets (tears)</li> <li><b>Resurrection Day:</b> empty egg</li> </ul> <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, slides 10-19.</p> <p>If you are 'on location' building your Easter landscape in your parish church, and have church volunteers 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><b>Evaluate</b><br/>(20%)</p>  | <p><b>How has building our Easter Landscape helped us develop a deeper understanding of the Easter story?</b><br/>Has focusing on the events in this new way helped us to understand the story in a new way?<br/><b>If on location, asked after Easter: What has been the impact for our local church community?</b></p> <p><b>Evaluation questions:</b> choose from these, depending on the age/stage/ability of your pupils</p> <ul style="list-style-type: none"> <li>Is this a more important story than other stories you know? Why (not)?</li> <li>Could we tell the story if a section was missing?</li> <li><b>Which events are absolutely essential to understanding the meaning of the Easter story?</b></li> <li>Which part(s) of the story do you think is the most important? Do you think a Christian would answer the same? Why?</li> </ul>  |  |

## **An Eggs-traordinary Story (NB you could use Easter egg hunt eggs for this, or just have all your objects in a story sack. If using eggs, you will need to number them so you know which one opens next!)**

We have everything we need to tell our Eggs-traordinary Story, here in this basket. Each egg contains a small part of the story, and as we open each egg, we will wonder together....

1. **Egg 1: Trial-sized perfume bottle: Jesus is anointed by Mary** [\[John 12:1-3\]](#) – Six days before the Passover Feast, Jesus was visiting his friends Mary, Martha and Lazarus in their house in Bethany. It was a place he often went to when he needed some space to be away from the crowds. As he was sitting, Mary came and sat at his feet, carrying [\[open egg here\]](#) some very expensive perfume, which she poured over his feet *[dab a small amount onto your own hand]*, wiping them with her hair. **I wonder why she did this and how Jesus felt to be treated this way?**
2. **Egg 2: Donkey or small crown** [\[Luke 19:28-38\]](#) – Our next event happened exactly a week before the first Easter Day, on the day that Christians call Palm Sunday, when they celebrate that Jesus is King. [\[open egg here\]](#) The donkey is a reminder that Jesus rode (on a donkey!) into the city of Jerusalem the week and people greeted Jesus as King, shouting 'Hosanna' and waving palm branches. The long-awaited Saviour had finally arrived!! **I wonder how it felt to be in the crowd that day – and what they were hoping Jesus would do?**
3. **Egg 3: Small coin: Jesus in the temple** [\[Mark 11:15-17\]](#) – Then Jesus went into the Temple courts, in preparation for the Passover, but what he saw was not worship and prayer. [\[open egg here\]](#) What he saw was greedy people wanting to make money from visitors who came to worship and pray – and it made Jesus very angry.....so angry that he tipped over all the tables, with money spilling everywhere..... **I wonder if you think Jesus was right to be angry?**
4. **Egg 4: Soap / paper towel** [\[John 13:1-9\]](#) – On the evening of the Passover Feast, Jesus and his friends gathered to celebrate the meal together. [\[open egg here\]](#) As they were waiting to begin, Jesus kneeled down on the floor and washed the disciples' feet. Then he reminded them that they should love and serve each other, just as he had done. **I wonder how this happens in the Church today – or in our school community?**
5. **Egg 5: Wine & bread (Last Supper)** [\[Luke 22:14-20\]](#) – [\[open egg here\]](#) After the Passover meal, Jesus took the wine cup and the bread and said that his friends should use these simple objects as symbols of his body and his blood. Christians today still eat bread and drink wine to remember this part of the story, because Jesus said to do it to 'remember him'. **I wonder why he chose bread and wine?**

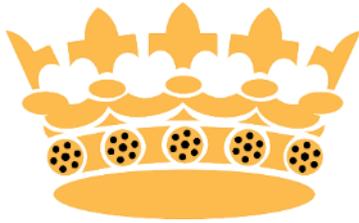
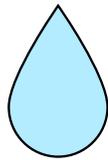
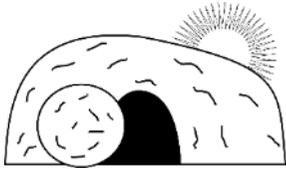
6. **Egg 6: Flower** [[Luke 22:39-46](#)] – [[open egg here](#)] The flower is a reminder of the garden that Jesus prayed in after the Passover meal. After he had eaten supper with his disciples, Jesus took them into the garden, called Gethsemane, and asked them to stay and watch while he prayed. Unfortunately, they all fell asleep....! **I wonder why Jesus felt he needed their help – and how he felt to see them sleeping?** Suddenly the garden was full of soldiers, brought to arrest Jesus by Judas, one of his friends.
7. **Egg 7: Purple cloth / crown (Trial)** [[Mark 15:17-18](#)] –The next day, Jesus was brought before the Roman governor and given purple robes to wear. [[open egg here](#)] Purple cloth was very expensive, so it was often worn by kings. But when the soldiers gave Jesus the purple robes, they were making fun of him, because they certainly didn't believe that he was a king at all. **I wonder if you've ever been made fun of?**
8. **Egg 8: Cross** [[Luke 23: 26, 32-34](#)] – [[open egg here](#)] I expect many of you could tell me what this means. The cross is a reminder of Jesus' death, on a cross. Christians believe he did this to show just how much he loves all people – enough to die for them – and to rescue the whole world. **I wonder what you think about this idea?**
9. **Egg 9: Glass nuggets (Silent Saturday)** [[Luke 23:55-56](#)] The next day was Saturday – Shabbat – the Jewish day of rest, and no-one could do anything. [[open egg here](#)] A day for tears..... An empty day, with empty hearts.....helpless and hope-less.... **I wonder if you've ever felt like this?**
10. **Egg 10: Empty egg (Resurrection Day)** [[Mark 16:1-6](#)] – [[open egg here](#)] This empty 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: a cave with a big round stone rolled across the entrance. When they arrived, the stone had been rolled away, the tomb was empty, and an angel told them that Jesus was alive!..... **I wonder if you can see why people chose eggs at Easter to symbolise the empty tomb\*?** [\*NB If you turn an egg half on its side (use empty egg half), it looks a little bit like a cave]

....I wonder if you see yourself anywhere in this story?....

....I wonder which parts of the story you think are the most important?.....

....I wonder how this story might help us to decide what to include in our Easter Landscape?....

|                          |                     |                             |
|--------------------------|---------------------|-----------------------------|
| <b>Jesus is anointed</b> | <b>Palm Sunday</b>  | <b>In the temple</b>        |
| <b>Foot-washing</b>      | <b>Last Supper</b>  | <b>Garden of Gethsemane</b> |
| <b>The trial</b>         | <b>At the cross</b> | <b>Silent Saturday</b>      |
| <b>Resurrection Day</b>  |                     |                             |

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| <p><b>Foot-washing</b></p>        | <p><b>Last Supper</b></p>    | <p><b>Garden of Gethsemane</b></p>  |
| <p><b>The trial</b></p>          | <p><b>At the cross</b></p>  | <p><b>Silent Saturday</b></p>      |
| <p><b>Resurrection Day</b></p>  |   |  |