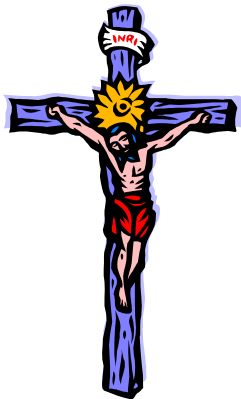
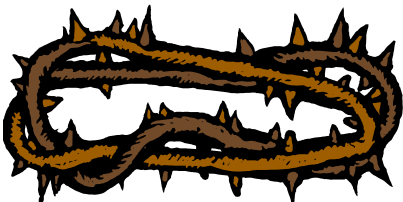




# My Top Twenty Ideas for a Really Creative Easter in RE!!



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### 1. Big concepts through Mardi Gras

Explore the concepts of justice, power and... through the symbolism and colour of Mardi Gras.

Make floats and costumes, and have your own carnival! A great way to launch Celebrating RE month!



### 2. Reflective learning through Stations of the Cross

The CAFOD website has thought provoking images representing the Stations of the Cross. Consider creating your own stations, you could even get out into the community to reflect your local area. Take photographs, or sculpt or paint images, and use them for collective worship or times of reflection.

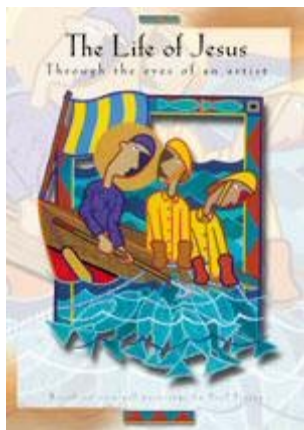
### 3. In memoriam

Reflect on ways in which Jesus is remembered, focusing on the cross. For older children the recent debates about wearing crosses in work places could be explored. With younger children, look at different types of cross, and then ask children to make their own piece of jewellery to remember Jesus.

Consider if a 'cross' is a suitable focus for a piece of jewellery.

### 4. Easter through art

Use a range of religious art to explore the message and meaning of Easter. Resources such as Margaret Cooling's Jesus through art or the Bible through art are useful. Postcards or on line images may also be used. RE Today's Picturing Easter may also be helpful. Consider activities such as creating titles, considering what the artist is trying to say, things that puzzle them about the picture, draw their own picture of the same event, does the picture reflect the biblical account... the possibilities are endless. If possible use art from different cultures. Perhaps link to art forms in Papua new Guinea our link diocese. The following resources are also recommended:



#### **The Life of Jesus through the eyes of an artist** by

Paul Forsey – see also the Teachers' Guide. These pictures are available on a CD-Rom available from BRF. **Teacher's Guide** by David Barton with Joe Fageant where from p54-68 the Easter story is explored through eight modern icons with suggestions for working with these in the classroom. These pictures are available on a CD-Rom available from BRF.

## 5. Easter through music

Play a range of music associated with the Easter story – modern and traditional, from different cultures and so on. Ask children to create a CD cover for the music, to give the music a title. Children could create tableaux to correspond with the music, so retelling the story through freeze frames. Children may use pastels or charcoal and express the feelings of particular piece of Easter music through art.

You can download (for FREE!) some examples at <http://www.familyworship.org.uk/easter.htm>



## 6. Easter through texture

Consider the different textures of Easter e.g. softness of bread, liquid wine, sharpness of the crown of thorns, hardness of the wood, coldness of the stone, silkiness of the curtain torn in two, the points of the nails....

Create Easter texture collages or decorate a large cross with the different textures, possibly dividing the cross into different sections and focusing on a different aspect each day/lesson.

## 7. Different colours of Easter

This is expounded on the following website:

[http://www.christiancrafters.com/sermon\\_crosses.html](http://www.christiancrafters.com/sermon_crosses.html). The idea is that different colours represent different aspects of Christ. These can then be used to inspire different types of art including: beaded necklaces or bracelets, different coloured crosses, poetry based on the colours and their meaning, powerpoint presentations, creating artefacts to represent the different concepts and ideas, making an 'altar cloth' bringing together the different colours...

**The following text is taken from the website:**

### **Black = Sin**

The black bead reminds us of our sin which separates us from God and dooms us to eternal darkness. Romans 3:23 "For all have sinned and fall short of the glory of God." (see also Ephesians 2:11-13)

### **Red = Christ's blood**

The red bead symbolizes Christ's' blood shed for you and me. Romans 5:8-9 "But God demonstrates his own love for us in this: While we were still sinners, Christ died for us...we have been justified by his blood..."

### **White = Prayer of Repentance For Cleansing**

The white bead represents the cleansing that occurs when a sinner repents and turns to God. Psalm 51:1-2 "Have mercy on me, Oh God, according to your unfailing love; according to your great compassion blot out my transgressions. Wash away all my iniquity and cleanse me from my sin."

### **Blue = Water/Spirit Baptism**

The blue bead represents baptism. Ephesians 4:5 “...one Lord, one faith, one baptism.” We are baptized with water to identify ourselves with Jesus. The Holy Spirit baptizes those who trust in Jesus and takes up residence in the believers heart. If anyone does not have the Spirit of Christ, he does not belong to Christ. Romans 8:9

### **Green = Christian Growth**

The green bead represents growth in our faith. Colossians 1:10 “And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God...”

### **Gold = Eternal life**

The gold bead represents eternal life with Jesus in Heaven. John 3:16 “ For God so loved the world that he gave his one and only son, that whoever believes in him shall not perish but have eternal life.”

## **8. An Easter Message**

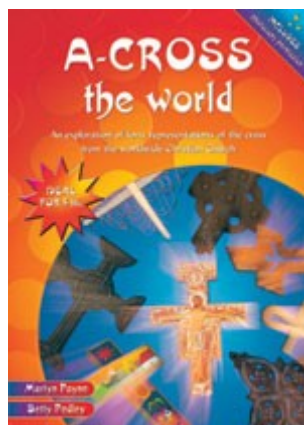
It is traditional for famous Christian leaders to give an Easter message to their worldwide congregations. Ask children to write their own Easter Message for their school, community or the world! You could record them, or the children might present them as part of an act of collective worship.

## **9. Servanthood**

Consider the ways in which Jesus is regarded as a ‘servant’ in the accounts of the Last Supper and Crucifixion. Also reflect on passages such as the ‘Suffering Servant’ in Isaiah and the ‘hymn’ referring to Jesus’ humility in Philippians. Explore the concept of servanthood-referring to other aspects of history. Create a ‘concept’ board reflecting servanthood in terms of colour, shape, pattern, texture, images from the news/magazines and so on.

## **10. Crosses from around the world**

Explore crosses from around the world. The following resource provides plenty of excellent ideas for the creative RE co-ordinator!



**A-cross the World** by Martyn Payne and Betty Pedley – 40 crosses with Bible stories and background information including craft ideas, all connected to how the story of Easter is interpreted and celebrated in many different parts of the world.

Available from Barnabas in Schools.

### 11. Relive resource.

This is a fantastic new resource available to schools. Great short films retelling the Easter story with accompanying lesson plans and notes. Highly recommended for the busy teacher. <http://www.reliveresources.co.uk/school/>



### 12. Good Shepherd resource

A very different approach to looking at Easter, focussing on Jesus as the Good Shepherd. Explore Psalm 23, and provide opportunity for children to reflect on and interpret a painting. See <http://www.pauline-uk.org/productgroup2.asp?ID=6075>

### 13. Experiencing Easter



Available from <http://www.gloucester.anglican.org/resources/jfish/>

#### Experience Festivals series

*An exciting way for churches to share the festival stories with children*

This is an imaginative approach to help children experience the Christian festivals through the year using, on each occasion, six easy to assemble, interactive stations set up in different parts of the church.

In the series are **Experience Easter**, **Experience Christmas**, **Experience Pentecost** and **Experience Harvest**, each priced at **£11.00**.

Classes from the local primary school will be invited by the clergy to visit the church where in small groups they will be guided by a leader from the school around each station. Using a similar format to Pause for Reflection, with which schools are already familiar, the pack gives detailed instructions to church members to enable them to create the stations. Also included are careful instructions to help the school group leaders introduce and reflect on each part of the story.

#### 14. Visualisations

Use visualisations or guided fantasies to help children empathise with the characters in the Easter story. Tell the story from the point of view of Mary, Peter or a child who followed Jesus.



#### 15. Character Creations

Consider the characteristics of different people in the Easter story- their qualities, feelings, actions and so on. Create large life size 'cut outs' and write/draw onto them key words and ideas relating to their part in the Easter story.

#### 16. Fortune Lines

Follow the feelings of different characters in the story, and map them onto a graph.

Compare the feelings of different characters at different points in the story.

#### 17. Holy Week 'Pilgrimage' or Passion Play

Re-enact the events of Holy Week. Ask each class in the school to take a different aspect of Holy Week and recreate it through drama/mime and then invite parents and/or the local community to revisit the events for themselves.

#### 18. I am sayings

Explore the 'I AM' saying in St John's gospel. Each one reflects a particular aspect of Jesus. They could be used as a stimulus for artwork or music. You might culminate in 'I am the resurrection and the life'.

#### 19. Easter through smells- a scented trail

( see Multi Sensory Scripture published by Scripture Union)

May anoints Jesus, incense in the temple....olive oil...bread and wine... vinegar....explore Easter through a series of scents. Use to stimulate ideas for creative writing.

#### 20. Easter Sculpture

Explore the two concepts of suffering (crucifixion) and resurrection. Reflect on how these may be represented through shape, colour, pattern and so on. Then ask the children to make a container (e.g. a box) where the inside represents suffering, and the outside resurrection.



#### Remember:

The key concepts to explore at Easter include: kingship, authority, humility, authority, sin, forgiveness, resurrection, redemption, atonement and reconciliation.

## Something for your gifted pupils in Year 6.... Chocolate Theology...

[http://www.rejesus.co.uk/site/module/chocolate\\_theology/](http://www.rejesus.co.uk/site/module/chocolate_theology/)

Explore how chocolate and chilli brownies might reflect the bitterness of pain and the sweetness of the resurrection...what kind of chocolate would your pupils create to represent Easter.... No eggs allowed!

### Useful websites:

A Christian run website: <http://www.rejesus.co.uk/>

For school resources and ideas: <http://www.barnabasinschools.org.uk/>

A simple version of the Easter Story:

<http://www.topmarks.co.uk/christianity/easter/easter.htm>

