

Dear Teacher,

These worksheets are designed to help you to follow up the GenR8 presentation, 'Taking the blame', by suggesting activities linked to the different items that the children will see in the presentation.

Most of the activities are suitable for all ages with little adaptation, but some are written with younger (activity 1) or older (activity 5) children in mind. Do what suits you, but do spend some time on the thinking activities if you can.

➤ *These are shown in italics.*

And please note that there are two different versions of the puppets sketch, and different teams are doing different presentations.

Although the approach is light-hearted, I hope that some reflective discussion about what is important to people at Easter time may ensue.

Just as the questions in the excellent new RE Agreed Syllabus for Cambridgeshire provoke a reflective response, so the questions in the material here will particularly support Attainment Target 2.

Any feedback is always very helpful and much appreciated.

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Penny Kite, Easter 2006

Reflect upon 'Taking the blame' with GenR8 Easter 2006

1. Symbols of Easter.

Think about the presentation and make a feely bag together, thinking about what we should put into our bag to remind us of Easter. Ask someone to feel one of the items and guess which one they have found. Were they right?

- *Now ask someone else to say how the chosen item reminds people of Easter. Does everyone think the same? What do I think? (I don't have to say this out loud, only to consider my response.)*



2. Search for Easter

All these items all have something to do with Easter, except for one. Can you find the following words in the word search below? Now sort out the word which does not fit. Some of you will have found that this is a very important word for Mickey!

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| e | y | h | c | h | i | c | k | s |
| a | n | f | l | o | w | e | r | s |
| p | n | l | a | t | r | g | b | g |
| a | u | o | m | x | i | g | m | g |
| n | b | w | a | b | t | s | a | a |
| c | s | r | j | u | g | g | l | e |
| a | t | r | b | n | u | g | a | a |
| k | e | s | t | s | j | s | m | s |
| e | t | a | l | o | c | o | h | c |

chocolate
eggs
hotxbuns
flowers
pancake
bunny
juggle
lamb
chick

3. Puppet Sketch (Remember there are 2 versions!)

a) If Jo and Lucy visited your school, see if you can make a zigzag book below and retell the story to a friend.

- *Think how you would feel if someone else took your punishment.*

b) If Mickey visited you, go on to the next item.

Chocolate button mystery

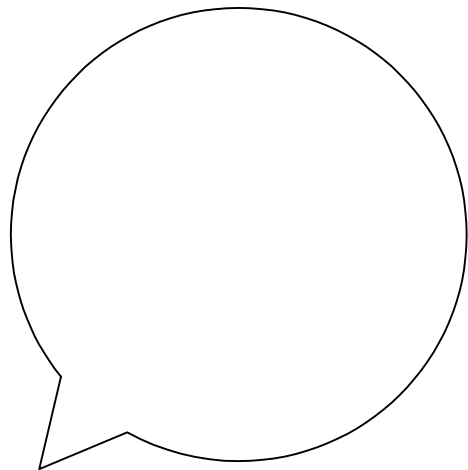
by



'I helped Mum decorate a birthday cake for my little brother,' says Jo.

'I was only going to taste **one** button,' she sighs, 'but...

somehow they all disappeared!' Detective Lucy is not impressed.



Mum said

Jo admits the dreadful deed. 'What did your Mum say?' asks Lucy.

'But then Tom offered to take my punishment!' smiles Jo.

'Wow!' exclaims Lucy, 'What kind of friend would do that?'

➤ *How could I show some one else that I am a friend?*

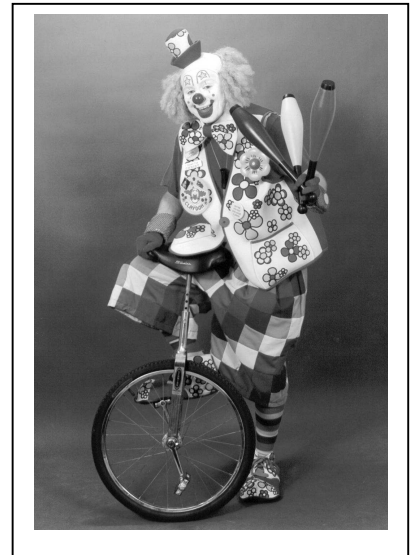
b) Alternative 'Taking the blame' story

Learning circus skills is great, but you have to be obedient or you'll soon fall down!

Riding the unicycle without permission was not

Mickey's best idea was it?

But juggling the blame on to someone else is much worse.



- *Can you think of a time when you have not owned up, but let someone else take the blame? How did it make you feel? Did you sort it out eventually? Does that make a difference?*

4. Song ~ Nobody's a nobody

Ask one member of your group to lie down on some brown paper and carefully draw round them using chalk. Now inside that outline, write down words that describe a friend.

- *How did Jesus show that he was a friend?*

If you enjoyed this song, did you know it is available in a song book or on CD from John Hardwick? e-mail him at johnhardwick36@hotmail.com

5. Jerusalem ITV: (Resurrection Sketch)



This painting is the last in a series of fifteen, showing the Stations of the Cross in Lodwar Cathedral, Kenya. The images can be seen, if your teacher is happy, on www.wischik.com/irene/cross/15-small.jpg

but there are many other paintings that you could consider. Why has the artist chosen to portray this story in this way? What might this picture mean to Christians?

- *If you were going to paint a picture of this story, how would you do it?*

6. The Message of the Cross

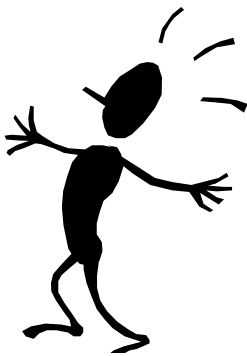


A cross can mean that we've got something **wrong** (though we don't often use it in school!)

that we **love** somebody, or that they love us (remember Valentine's day?)



or **choice**, when we can vote for someone to be a leader.



- *Why is the cross so important to Christians? Think about what you think is really important to you. How do I show what is important to me by the way I behave? Does it matter?*

*Teacher info: Christians believe Jesus died on cross for all the **wrong** things we have done. Why? Because he **loves** us; but we have a **choice** about whether we believe and **choose** to follow him or not.*

7. Song ~ for God so loved

L is for the love that he has for me
I am the reason he died on the tree
F is for forgiveness and now I am free
E is to enjoy being in his company

Can you write a poem or a song in this pattern? Write a word (like **love**, or **Easter**) down the page, and explain your idea one letter at a time. Have a go!

You can watch a video and hear this song if you go to www.request.org.uk and, starting from the Main Site, go to 'Do what?' Click on 'Talking heads' and then and 'Music'/John Hardwick and children sing, which has a video of children singing and playing, with signing for the deaf as part of the picture.

Joke: What is the best way to speak to a monster?
Answer: From a long way away!

Not-a-joke: What, do Christians say, is best way to speak to God?

Use the style of Andy Goldsworthy and create a huge cross, using 'found' materials.



Penny Kite Easter 2006