

Key Stage 2 : Year 4

The Icon of St George

There are many different icons of St George. His popularity as a saint grew in England during the Middle Ages when the legend of the dragon became famous, although his status as a saint had been established centuries earlier. He is traditionally portrayed as a warrior saint. Little is known about his background except that he is believed to have been a Roman soldier in the army of the Emperor Diocletian and was martyred for his faith around 303 AD/CE in the last great persecution of Christians before the reign of Constantine.

George's valour and saintliness made him a popular image in mediaeval iconography. Icons are used within some Christian traditions as a focus for worship. The Orthodox Church teaches that icons are holy because they are a means by which prayers are carried to God through the saint who is believed to be alive in heaven. Worshippers kiss the icon as a sign of their relationship with it and with the saint. At birth, children are often given an icon of the saint after whom they are named. This material extends pupils' appreciation of the importance of prayer while also helping them to understand the nature of legends and their symbolism.

Lesson 1

- * *Show pupils an icon of St George and invite them to talk about it.*

What can you see in the picture?

If you listen hard to the picture, what might you be able to hear?

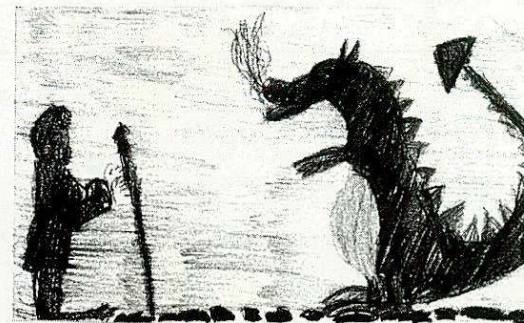
What do you think will happen next?

What do you think the man is thinking about?

Who is it?

This is St George. In the picture he is bravely galloping along on his horse to the place where the fierce dragon is roaring and snarling. He has heard the screams of the princess who is the next person to be sacrificed to the dragon. He has heard the cries of

the terrified people of the village. So many people have already been eaten by the monster because there were no sheep left to feed it. Listen to the hoof-beats and the dragon breathing fire. Just as the dragon is about to kill the princess, what do you think happens?



For discussion:

What sort of person do you think the story shows St George might have been?

What do you think about the dragon?

If George represents all that is good, what do you think the dragon represents?

What might the dragon represent in the world today?

What do you think about this story?

What kind of story is it?

This story is a legend because it has in it aspects that are historical and aspects which are made up. There is some evidence that St George actually existed. He is believed to have been a Roman soldier who served the Emperor Diocletian. He was a Christian at a time when it was dangerous to be a Christian. The Emperor hated Christians and persecuted them, but George refused to give up his faith and was killed. He became a martyr. He was always thought of as a soldier saint, fighting for Jesus. It was 600 years later that the story about the dragon became popular. George's popularity increased when he became patron saint of England. His day is celebrated on 23 April.

For discussion:

Why do you think people made up stories like this one?

Why do you think it was dangerous to be a Christian?

What is the purpose of having a patron saint?

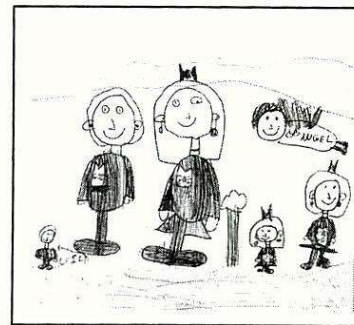
Lesson 2

**Begin by showing pupils the icon of St George again.*

We've already looked at this picture. What sort of picture is it?
Where do you think you might find it?
How do you think it might be used?

This is not just an ordinary picture; it's a sacred picture. It is called an icon.

This is the story of an old lady whose most precious possession was an icon like this. It was an icon of St George which had been in her family for longer than she could remember. She said it had been in her family for longer than her grandmother could remember. It had a place of its own in the living room of the house where it hung on the wall above a narrow shelf. Before it, on the shelf, stood a small candle. This was the place the old lady and her family came to pray. Every day they would come, kiss the icon and light the candle. They believed St George, who was their family saint, was alive in heaven and would take their prayers to Jesus himself. For them, the icon was a window on heaven. When they came to pray they felt themselves filled with the goodness and holiness of the icon.



One corner of the old lady's icon was damaged and that made it even more precious. The family believed that their lives had been saved by their icon of St George. One night when she was a little girl, a fire had broken out in the house. Everyone was asleep when flames began to creep and lick around the furniture. Suddenly in the house, as the old lady remembered it, there was the sound of horses' hooves. The sound became louder; it was as if someone was riding a horse through the bedrooms. The whole family woke up and immediately smelt the smoke. The fire was discovered just in time and everyone was safe.

For discussion:

Why do you think the icon was so precious to the old lady?

What do you think the family believed about the icon?

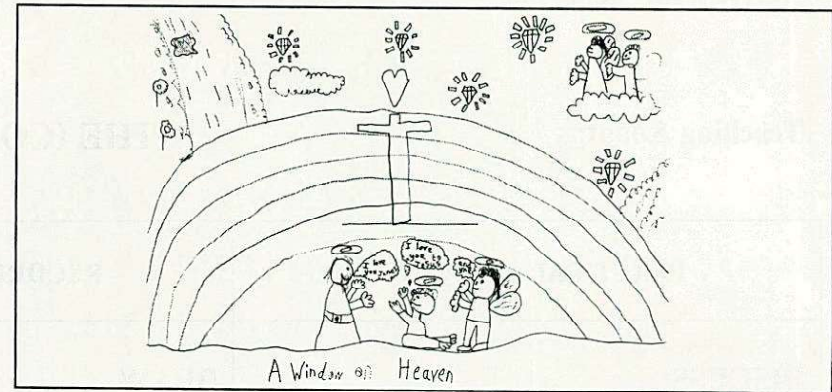
What do you think about what happened?

Whom do you believe watches over you?

Lesson 3

- * *Look again at the icon and invite pupils to talk about how they think it was made.*

Some icons like the old lady's were made many years ago but icons are still made today. The people who make them are called iconographers. They work in a particular style using certain colours, materials and techniques. Icons are made, or more correctly written, on wood using paints produced from natural materials.



For the iconographer, writing an icon is an act of worship. Prayer is an important part of the process. It is a way of showing the glory of God. The icon is not signed by the iconographer because it is believed to be holy, not just the work of one person's imagination. An icon is thought of as a window on heaven. People frequently have family icons of particular saints as well as icons of Jesus and Mary. Sometimes children are given an icon of the saint after whom they are named. Then they celebrate the Saint's Day like another birthday.

For discussion:

Whom would you like to be named after?

What pictures do you have on your wall at home?

What was the subject of your own favourite drawing or painting?

What do you think shows the glory of God?

Activity Suggestions:

Teaching About:

THE ICON OF ST GEORGE

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DISCUSS</p> <ul style="list-style-type: none">▷ important and memorable events in your life <p>INVITE</p> <ul style="list-style-type: none">▷ an elderly person to share his or her memories with you either at home or in school <p>READ</p> <ul style="list-style-type: none">▷ the words of the song <i>When a knight won his spurs</i>. Talk about what they say about today	<p>DRAW</p> <ul style="list-style-type: none">▷ your own picture of St George or a dragon▷ your own window on heaven	<p>FIND OUT</p> <ul style="list-style-type: none">▷ how St George became Patron Saint of England and how St George's Day is celebrated▷ more about how icons are made <p>COLLECT</p> <ul style="list-style-type: none">▷ pictures of icons (Christmas cards are a good resource)▷ newspaper accounts of modern day 'St Georges' (male and female)

Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SPIRITUAL DIMENSION	INTEGRITY	ENQUIRY	TOLERANCE
Some Christians believe icons: ▷ are a window to heaven ▷ protect and inspire	Religion can be ▷ expressed visually ▷ a protection	Some things are holier than others There is mystery	valuing: ▷ bravery ▷ something precious ▷ mystery	What is heaven like? Did the story really happen? How do legends start?	People have a right to worship in their own way
THE ICON OF ST GEORGE					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	
icon saint legend	icon legend	Who protects me? What do I need to fight in myself? How do I fight?	of: ▷ being protected ▷ being brave ▷ self realisation	bravery fear relief	

Resources:

For a picture of a family icon corner, see:
Christians Photopack The Westhill Project, No 7
 Mary Glasgow Publications Ltd
 For background information, see:
 Holden T. *Explaining Icons*. Stylite Publishing Ltd

An icon of St George can be borrowed from the RE Resources Corner at
 Chapel Fields Centre

Key Stage 2 : Year 4

Tefillin

Tefillin, or phylacteries as they are also known, are small, black boxes used by Jewish men when they pray. They are made of leather and are strapped to forehead and arm. Traditionally they are worn every weekday morning for Shaharit, Morning Worship. While not in use, they are usually kept in a cloth bag.

The boxes contain the four passages from the Torah in which the commandments to wear Tefillin is found. Each text, called parshah, is written in Hebrew on parchment by a scribe. The box worn on the arm has a single container so all texts are scribed on one sheet; the box worn on the forehead has four compartments, each containing a single text. The parchment is tightly rolled and tied with animal hairs before it is placed in the box. The four texts are: Exodus 12:9 and 13:16 and Deuteronomy 6:8 and 11:18.

Tefillin act as a reminder of the first commandment, the Shema, 'Love the Lord your God with all your heart, with all your soul and with all your strength'. The act of binding the straps around the head and arm and hand is a recognition that the Jew is bound spiritually as well as physically. It is also a reminder of the greatest event in Jewish history, the exodus from Egypt, when the Israelites were no longer bound to Pharaoh but to God.

This encounter helps children to understand the importance of sacred words and allows them to consider the words that are important to them.

Lesson 1

** Show pupils Tefillin and talk about what they might be, how they might be used and what they might contain.*

Show them a picture of Tefillin being worn and talk about why they might be used in this way.

If pupils have encountered the Tallit before (see The Handbook for Religious Education in Key Stage 1, page 98) they may recognise it in use and make connections with Judaism and prayer.

These leather boxes contain passages from the Torah, the sacred book of the Jews. The Torah is the Law; it tells the Jews who they are and how they should live. God's laws are the commandments. Jews believe they have to be obeyed.

The most important commandment of all for the Jews is the first which says 'Love the Lord your God with all your heart, with all your soul and with all your strength.' These words, Jews are told, must never be forgotten; they must be taught to their children,

repeated at home and at work, tied to their arms and foreheads and written on their door posts.

How would you tie words to your arm and forehead?

Jews carry out this instruction by writing on tiny pieces of parchment, rolling them very tightly into a scroll tied with animal hairs and putting them in little boxes. The boxes are then strapped to the arm and forehead using long leather straps. They are called Tefillin.

For discussion:

When do you think Tefillin might be worn?

What words would you carry with you if you could?

What words have you never forgotten?

What has/have your parent(s) taught you?

Lesson 2

** Begin by recalling the term 'Tefillin' and look again at the artefacts and/or the poster.*

Look carefully at the leather straps. What do they make you think of? How else might a long, thin piece of leather be used?

When the Israelites, who were ancestors of the Jewish people, were slaves, in Egypt, their taskmaster lashed them with leather whips. The leather straps which are wound around the head, the arm and hand are a reminder that God rescued the slaves from whipping and now the Jewish people are tied to God and to

God's service. There is a set way of winding the straps around the head and the arm; prayers are said as it is being done. The placing of the Tefillin on the arm is a sign that the person is showing his love for God with all his strength and all his heart. The box is usually strapped on the left arm which is the one closest to the heart. The box on the forehead is a symbol of the person's love for God with all his soul or mind.

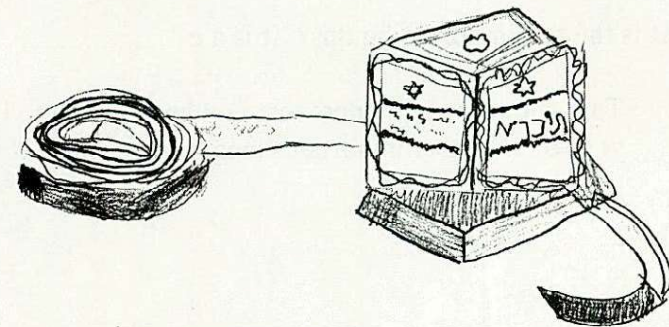
Tefillin are worn, along with the prayer shawl, for morning worship every day except Shabbat, the holy day. Traditionally they are worn by men and boys over the age of 13 who, according to Jewish belief, are now grown up and old enough to take on adult responsibilities.

For discussion:

How is growing up recognised?

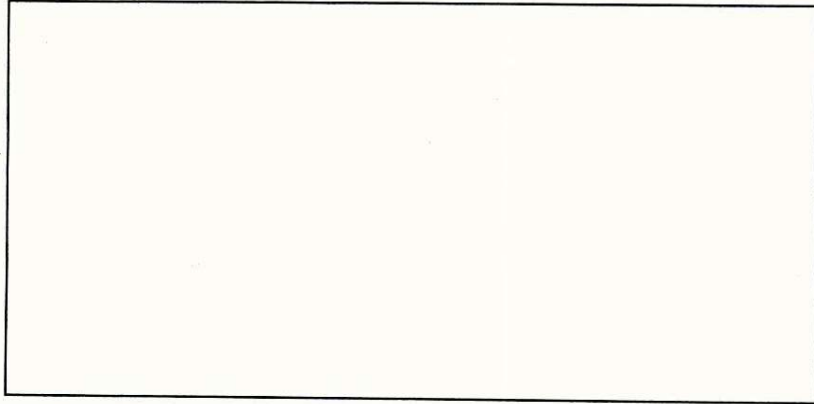
What do you wear to show who you are and what you believe?

What do you think your 'soul' is?



Tefillin

Find the words of the first commandment in the book of the Bible called Deuteronomy. They are in Chapter 6, verse 5. Write them in the box and decorate them.

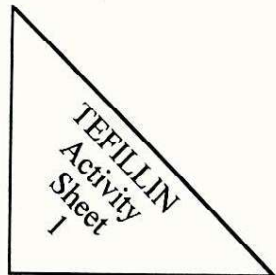
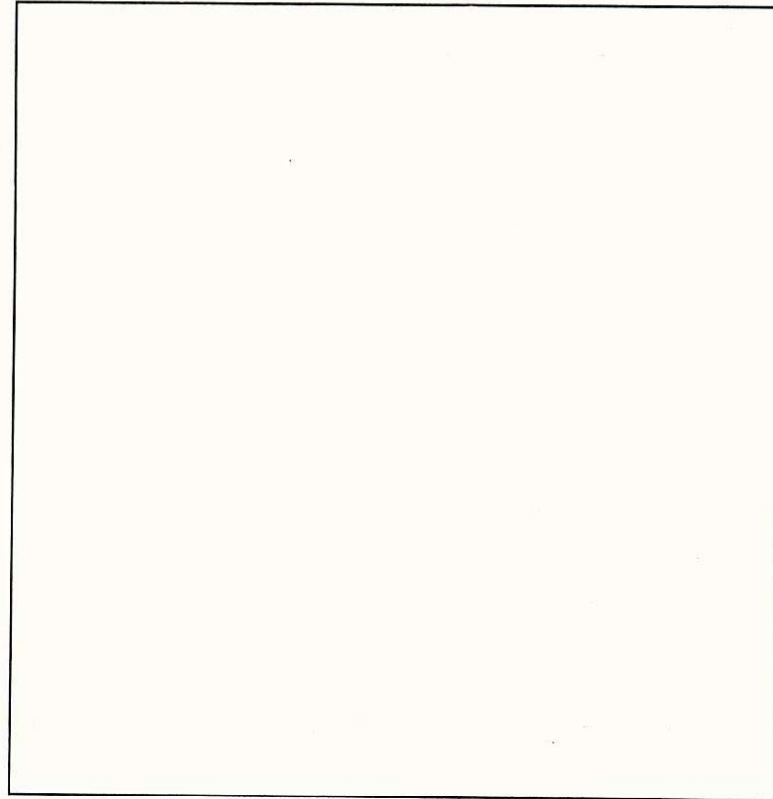


Find the instruction to 'Tie the words on your arms and wear them on your foreheads....'

What is the reason for doing this? It is a c.....

Talk about the reminders that you have or use to help you to remember important things in your life.

Find a way to show in the box below what it is that you love with all your heart, soul and strength. Think hard about what the words mean.



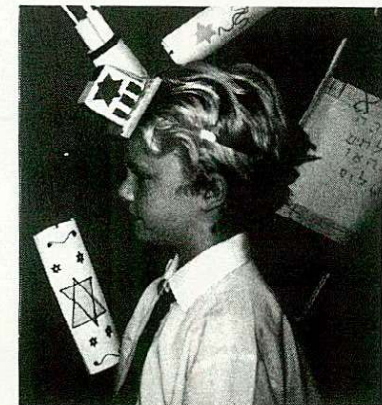
Activity Suggestions:

Teaching About:

TEFILLIN

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <ul style="list-style-type: none">▷ your own Tefillin and text to go inside	<p>WRITE</p> <ul style="list-style-type: none">▷ important words that will go inside your Tefillin	<p>MAKE</p> <ul style="list-style-type: none">▷ a list of adult responsibilities <p>COLLECT</p> <ul style="list-style-type: none">▷ important words and phrases that you remember

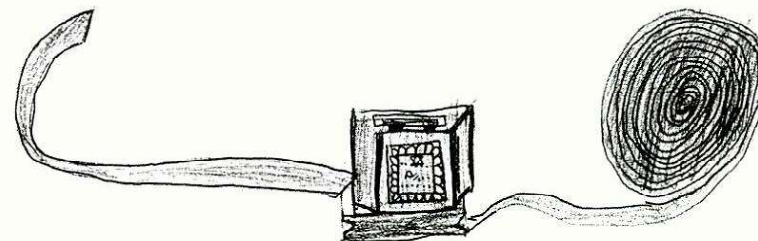


Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SYMBOLS	INTEGRITY	SENSITIVITY	TOLERANCE
Jews believe ▷ God gives laws which must be obeyed	Religion ▷ guides some people's daily lives ▷ is shown in actions	words straps of leather box on the forehead: actions	valuing: ▷ words ▷ actions ▷ symbolism ▷ tradition ▷ faithfulness	I have learned that objects can be used as an aid to prayer	People have a right to pray in their own way
TEFILLIN					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCES	
Tefillin phylacteries Torah commandment	Artefacts	What do I wear to show who I am? What words would I want to keep with me?	of: ▷ prayer ▷ holy objects ▷ sacred words ▷ tradition	It is natural for believers to pray	

Resources:

Tefillin can be borrowed from the RE Resources Corner at Chapel Fields Centre



Key Stage 2 : Year 5

The Lord's Prayer: 'Thy Kingdom Come'

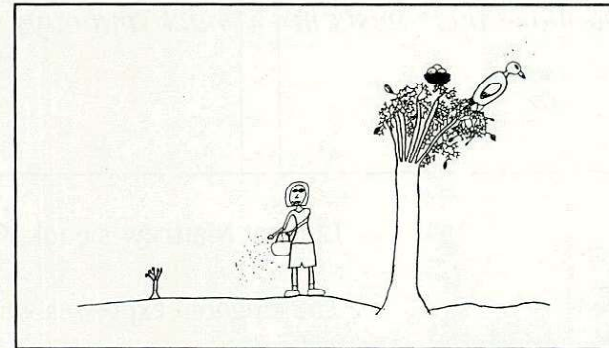
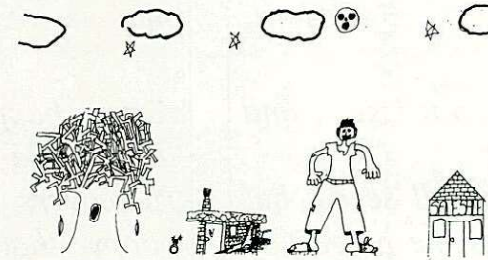
This lesson gives an opportunity for pupils to explore another single phrase from the Lord's Prayer to increase their understanding of it. The phrase refers to God's Kingdom, sometimes called the Kingdom of Heaven. It is a metaphor which describes the goal of Christian life.

Lesson 1

** Recall, with pupils' help, the words of the Lord's Prayer. Invite pupils to recall anything they can remember from previous learning about what the words mean.*

Use the activity sheet to explore the words 'Thy Kingdom Come'.

When pupils have completed their work, invite them to share their ideas of what the Kingdom of Heaven might be like and how people respond to it (the examples from Matthew suggest it might grow from very small beginnings , offer safety, be worth giving everything else up for and be prized above all other things).



'Thy Kingdom Come'

Whose kingdom does this phrase refer to?

Where do these words appear?

What might God's kingdom be like?

Here are three pictures that are found in the Bible to describe what God's Kingdom might be like and how people respond to it. Talk about each one and decide which is your favourite.

Draw a picture to illustrate the words.

The Kingdom of Heaven is like this:

A man takes a mustard seed and sows it in his fields.

It is the smallest of all seeds, but when it grows, it is the biggest of all plants. It becomes a tree so that birds come and make their nests in its branches.

The Kingdom of Heaven is like this:

A man happens to find a treasure hidden in a field.

He covers it up again and is so happy that he goes and sells everything he has and then goes back and buys that field.

The Kingdom of Heaven is like this:

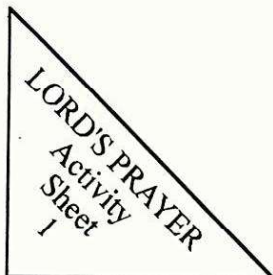
A man is looking for fine pearls and when he finds one that is unusually fine he goes and sells everything he has and buys that pearl.

Look at Matthew's book, Chapter 13, to find out who said all of this.

The kingdom expresses what an ideal world might be. What would your ideal world, your kingdom, be?

Write a poem called 'My Kingdom.'

Think how your 'kingdom' differs from God's.



Potential C.A.S.E. Developments

Knowledge: PRAYER				
Concepts			Attitudes	
BELIEFS	SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY
Christian believe: ▷ God's kingdom will come ▷ prayer is important	There is more to life than just the physical	words kingdom	valuing: ▷ promise ▷ hope ▷ words	What might God's kingdom be like? When will it come?
THE LORD'S PRAYER: THY KINGDOM COME				
Skills			Exploration of Human Experience	
USE OF LANGUAGE	USE OF LANGUAGE	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE
Kingdom of Heaven treasure	Exploring metaphor	What is my ideal world like? When have I found 'treasure'?	of: ▷ hope ▷ ideals of living ▷ finding treasure	It is natural to: ▷ hope ▷ want something better for world

Key Stage 2 : Year 5

Brother Roger and Taizé

Taizé in France is an ecumenical place of Christian pilgrimage especially popular with young people from all over the world. It was the inspiration of one man who wanted, after the Second World War, to spread peace and reconciliation between people of different nations. Today there are satellite communities all over the world made up of monks from all denominations and nationalities.

Lesson 1

**Invite children to close their eyes and to be very still.*

Imagine a tiny village on the top of a hill in the middle of the countryside. Surrounding this village are green fields and grazing animals. From the top of the hill you can see for miles and there is a stillness and a sense of quiet. There are no people to be seen but as you walk to the top of the hill you notice a large plain building with open, tentlike awnings coming from it. As you approach you notice there are hundreds of people sitting on the floor under the canvas in complete silence. The building too is full to overflowing yet there is not a movement anywhere. All heads are bowed and each person is quite still yet there are thousands gathered in this one place.

Then as if with one voice, the people begin to sing.

**Play the recording of the Taize chant 'Lord, Hear my Prayer.' Play this, in the context of the story, without explanation. Invite pupils to listen to it again before the discussion.*

For discussion:

What words can you hear in the singing? What do you notice about the words?

How does it make you feel when you listen to the music?

Why do you think these people are singing?

Every week thousands of young people from all over the world meet and stay in this tiny village of Taizé in France. They gather in the church three times a day to pray and sing and to sit in silence. All the songs are like the one you have just heard, a simple phrase repeated over and over again. The songs are often not in English but in Latin, Spanish, German, French and even Russian. Yet because the words are few the meanings can be remembered easily and those singing them don't have to worry about verses or the pronunciation of the words. This is a way of praying to God, a way in which people from many different countries, backgrounds and experiences can share together.

For discussion:

Why do you think it is so important for people from different parts of the world to meet and worship together?

How do you think the music might help them to do this?

When have you felt an atmosphere amongst a large group of people?

Lesson 2

The Taizé Community was founded by an ordinary Frenchman called Roger. He wanted to create a centre of peace and reconciliation in war-torn France. He was trying to buy a house. It was not to be any house but a house that would fulfil his hopes and his dreams. Roger knew he wanted to live in France, despite the suffering and killing caused by the enemy occupation. He looked at many houses but always something stopped him from buying; each one was never quite what he wanted. Eventually he found one on the side of a hill surrounded by high trees and with a wonderful view, but he looked around and he saw how rich and prosperous everything was and he decided that life here would be too easy and he must find somewhere poorer. He kept looking.

In one small village, whilst he continued his search, he saw a piece of paper fixed to a door: 'House for Sale in Taizé'. He knocked the door, asked about the house and was told that the village of Taizé was over the hill. The next day Roger set off, cycling along the valley until he found a rough cart track leading up to the half ruined village of Taizé. There was no proper road, no telephone and no running water in the village but Roger, undismayed, knocked on the door of the old woman's house who had the key. Together they looked at the house that was for sale. Roger was particularly struck, not by the building itself but by the

warm hearted friendliness of the old woman. Afterwards she invited Roger to come and eat with her because it was getting late and there was no shop or cafe nearby. During the simple meal of bread and cheese, Roger told the old woman of his dream house and of how he wanted it to be. Suddenly the old woman touched his arm.

"Stay with us," she begged. "Stay here. We are so poor and so lonely and the winters are long and times are bad." Roger looked into the old woman's eyes and knew he had arrived. The house in Taizé would be his dream house.

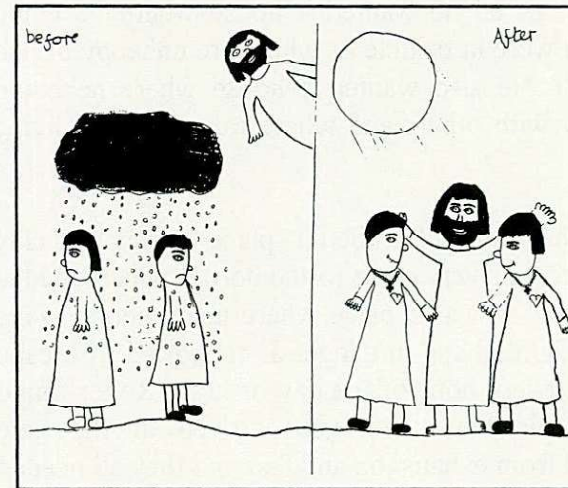
For discussion:

Why was Roger so touched by the old woman's words?

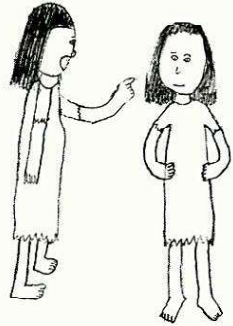
What do you think Roger's dream house is going to be like?

What would your dream house be like?

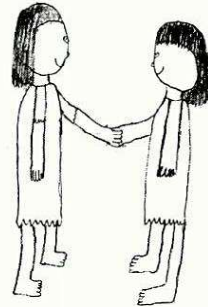
What would you like to be able to do if you had the space?



Before



After



Lesson 3

Roger knew exactly what he wanted of his new dream house. He did not want any unnecessary luxuries, no rich decoration or fancy garden. Most of all he wanted a house where he could welcome those who were in trouble or who were unhappy or had nowhere else to go. He also wanted a house where he could create a community with others and where true Christian living could be practised.

Roger could not have found a better place for he quickly discovered that Taizé was very close to the border which divided France from Germany. It was a place where many people were on the run, hungry, hunted and in danger as they tried to escape from the enemy. At every hour of the day or night Roger found people coming to his house; refugees arrived at the gate sometimes half dead from exhaustion and fear and they all needed his help.

He made them welcome without asking who they were or what their business was. He made them welcome whatever their background or religion. He cleared and cultivated the land to grow food and he kept a cow. He made a chapel in the house so that there was a place for prayer.

Many of the refugees were Jews and after resting at Taizé they went on towards Switzerland and safety. No one was ever turned away despite the danger that Roger put himself into by helping them. Sometimes there were a dozen people in the house at once, yet despite unexpected visits from the police, Roger continued to help the refugees.

However it could not continue. In November 1942, as Roger was returning from Switzerland where he had been to raise money for his work, he received the message that someone had betrayed him. The house was now occupied by the secret police and nobody knew what had become of the refugees they had found there. Roger himself escaped capture in Switzerland but could not return to Taizé until after the war. His vision continued however and he remained convinced that every person was sacred, especially those in greatest need.

When the war ended Roger returned to Taizé. He bore no resentment towards the enemy; he would even invite prisoners of war from the local camp into his house. They worshipped God together. Roger's hospitality for the enemy made him unpopular with the local people who did not understand his vision and his dream.

However there were people who shared his vision and gradually other men began to arrive to stay with him, sharing his belief in the preciousness of each human being regardless of race or background. Roger's idea of community was beginning to take shape. Their only rule was this:

‘Throughout your day let work and rest be quickened by the Word of God. Keep inner silence in all things and you will dwell in Christ. Be filled with the spirit of the Beatitudes: joy, simplicity, mercy.’

Year by year the members of the community renewed their promise to live together and every day they gathered in the chapel to pray together.

And so it is today. Roger still lives in Taizé and still welcomes people from all over the world whatever their colour, race or beliefs. His brothers in the community come from many different countries, from many different churches and cultures yet they are accepted and loved within the community. The thousands of young people who visit each week are given the opportunity to

talk to others from the opposite side of the world and to worship together. Barriers are broken down and people are reconciled with one another in all their differences.

For discussion:

What does the word ‘reconciled’ mean?

Why is it important for people from different countries to be reconciled today?

Why do you think so many people, especially young people, visit Taizé?

What places have you ever visited that have influenced you in any way?

Activity Suggestions:

Teaching About:

BROTHER ROGER AND TAIZÉ

Number of lessons:3

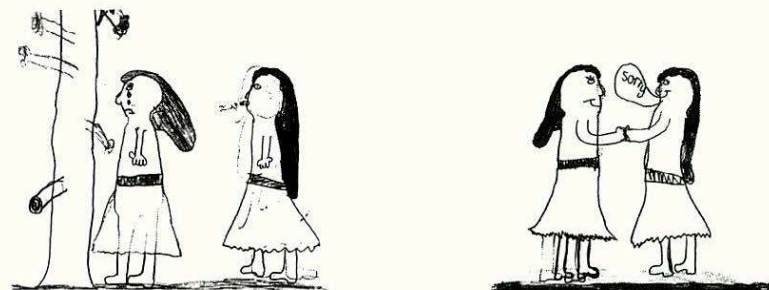
PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE UP</p> <p>▷ a simple phrase which has meaning for you. It may be about the world, peace or perhaps about God. Think about it carefully, compose a tune to put to your words and find a way of recording it.</p> <p>FIND</p> <p>▷ and read the words of the Beatitudes</p>	<p>DRAW</p> <p>▷ your dream house</p> <p>ILLUSTRATE</p> <p>▷ the word ‘reconciliation’</p>	<p>FIND OUT</p> <p>▷ about other places of pilgrimage</p>

Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts			Attitudes		
BELIEFS	COMMITMENT	MORALITY	RESPONSIBLE RELATIONSHIPS	INTEGRITY	SOCIAL RESPONSIBILITIES
Christians believe God: ▷ answers prayer ▷ provides ▷ has a plan	Brother Roger committed his life to God and to reconciliation between people	It is right to accept and try to understand others	are built on: ▷ mutual understanding ▷ reconciliation	valuing: ▷ others ▷ community	I can try to: ▷ understand others ▷ live in peace
BROTHER ROGER AND TAIZE					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	RESPONSIBLE RELATIONSHIPS	DAILY EXPERIENCE
reconciliation pilgrimage sacred	Taize chant	How can I break down barriers between people? What places and music affect me?	of: ▷ being quiet ▷ being with other people ▷ going away to a particular place	I can: ▷ be a member of a group ▷ listen to others	It is natural: ▷ to want to live in harmony

Resources:

Laudate Music of Taizé
Veritas Audio CC11 1984



Key Stage 2 : Year 5

Medjugorje

Medjugorje is a remote village near the coast in central Croatia. It became well known when in July 1981 it is believed the Virgin Mary began to appear to six young people and since then it has become a world famous centre of pilgrimage. Although the war in Bosnia Herzegovina has deterred visitors, who had previously come in their millions, the village retains its reputation as a place of peace and tranquillity.

These lessons give pupils the opportunity to encounter events which cannot be explained and also to consider what their view of peace might be.

Lesson 1

**Collect newspaper cuttings showing images of war. Explore with pupils what these images mean to them.*

This is the story about something that happened in a small village in a country which used to be called Yugoslavia. Years later the village was surrounded by fierce fighting in the civil war that engulfed Bosnia Herzegovina.

It was the feast of St John the Baptist in 1981 and two children called Ivanka and Marija (*Maria*) decided to go for a walk on the hill by their village. It was a beautiful evening and the sun was beginning to go down. All was quiet. Suddenly Ivanka looked up towards the tip of the hill. She stopped, unable to believe her eyes.

“Marija, Marija!” she cried, “Look, look! It’s Our Lady!”

Marija looked to where Ivanka was pointing and turned pale. There in front of them the girls could see the most beautiful lady

they had ever seen. She was dressed in grey with a long white veil; she had blue eyes and rosy cheeks. Behind her head it seemed as though there was a starry crown. She was standing high off the ground and it appeared as if she were floating on a cloud. The lady called to the girls but they took fright and ran away.

When they caught their breath they stopped and looked at each other.

“Can it really be her?” Ivanka asked.

“It was, it was!” replied Marija, “We’ve just seen Our Lady. I know it was her; she was so beautiful I could hardly bring myself to look!”

Excitedly, the girls told their close friends what had happened. They all listened to Ivanka and Marija in amazement.

"It's true, it is true!" said Marija. "Come and we'll show you where it all happened."

So the next day, at the same time, the two girls, with four of their friends, returned to the hillside. Again it was a peaceful evening. As the children stopped and cast their eyes up the hill they drew their breath as again they saw the beautiful lady.

"Children" said the Lady very quietly, "I am the Blessed Virgin Mary, Mother of Jesus. I have chosen to appear to you here for this is a place of many believers and of great faith and you yourselves are ordinary children. I do not need people who are important in the eyes of the world, but I need you just as you are today."

Then the lady disappeared and the children looked at each other in amazement and wonder. They knew that something very extraordinary had happened to them and they could never feel quite the same again. Seeing the Lady had changed them somehow inside.

For discussion:

How do you think the children were changed by the vision they had seen?

Why did the lady choose to speak to these children?

What did she mean when she said they were 'ordinary' children?

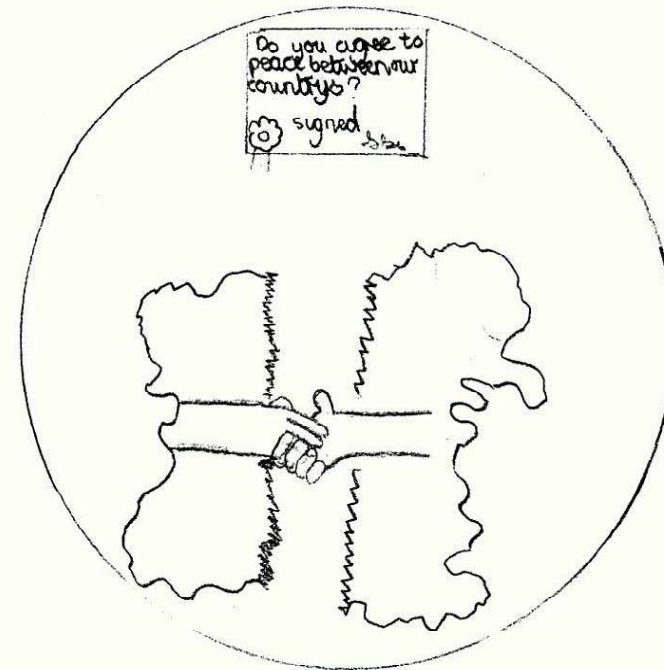
Why was that important?

How would you have felt if you had been one of the girls' friends?

What do you think is going to happen?

Lesson 2

The six children who had seen the vision of the Lady soon became famous. After they returned to their homes and told their story to their parents, the news spread quickly. It seemed as though the whole of Medjugorje seemed to know immediately and within a few days the news had spread throughout the country and thousands of people were flocking to that hillside. Every day at the same time in the evening the children gathered and the vision appeared to them. Many people watched in awe as the children sank to their knees and answered the Lady's call. No one else was able to see her but they were all able to share in the sense of peace and joy that radiated from the children.



As each day passed, more people came to the tiny village of Medjugorje, but with them came trouble. The authorities felt threatened by these large crowds of believers and feared some kind of plot to overthrow them. They decided that the meetings must be stopped at once. At all costs the crowds must be broken up and the children must be prevented from gathering on the hillside.

The next day all six children were taken and questioned fiercely, yet as young as they were, their stories were clear and the authorities could find nothing with which to accuse them. The children returned to find that their parish priest, Father Joso had returned to the village after a few days away. What a change he found in the village after only a few days! He had left a small and quiet place yet he returned to find thousands flocking there every evening. He didn't know what to think. Should he believe in the visions of the children? Should he support them against the authorities? He didn't know which way to turn. Father Joso decided to seek guidance from God. Every night he went to the church by himself and prayed.

"What shall I do, Lord?" he asked. "What should I think of these visions?" He felt confused and alone.

For discussion:

Why do you think the priest is so confused?

What should he do?

What do you think God will say to him?

When do people find things difficult to believe?

Where do you go for guidance?

Lesson 3

The tension mounted in the little village for a whole week. On July 1, 1981, the eighth day since the Lady had first appeared, as Father Joso was praying desperately in the church, the answer came to him. He did not realise that, at that very moment, the police had come again to take the children away. As he cried out to God, it seemed that suddenly a voice rang out in the quietness of the church. It was like a human voice and it seemed to ring throughout the priest's whole body.

"Go!" it said, "Protect the children. Then I will tell you what to do."

Father Joso rose from his knees, his confusion completely gone. He knew what to do. He walked towards the church door, just as loud frantic knocking could be heard.

"Help us, help us!" he heard. Father Joso flung the door open and pulled the six terrified children into the safety of the church.

"Come this way" he said without a second thought. "I know where you can hide. I will protect you."

He was only just in time, for, as the children scrambled into their hiding place, the police entered the church. Despite a thorough search they could not find the children. They left empty-handed. The children knew that it was not safe to return to their homes, nor to the hillside that evening. Yet, as they knelt in the small room in the church that evening, the Blessed Virgin Mary appeared to them again.

She was to appear to the children in that church for many years to come. Over the years she gave many messages, always about peace; she pleaded for prayer and fasting. The children reported that she always wanted to give them her peace, peace for the world and inner peace. She gave each of them ten secrets about the future of the world, which could only be revealed when the visions were complete.

But the world around Medjugorje has fallen apart. In 1992 a terrible war broke out in the country that used to be called Yugoslavia. Neighbours fought neighbours and thousands of people died. The fighting spread all over the country. But somehow the small village of Medjugorje remained a haven of peace.

Activity Suggestions:

Teaching About:

MEDJUGORJE

Number of lessons: 3

For discussion:

I wonder why Medjugorje remained a haven of peace?

Before the war, people came to Medjugorje in their millions. Why do you think they came?

What do you think it would have been like to visit there?

What does it mean to have 'inner peace'?

Why isn't there peace in the world?

Where in your life do you need to find peace?

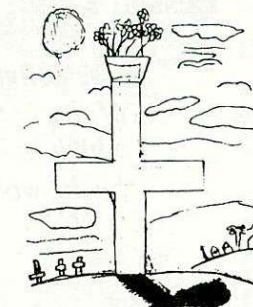
PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>COLLECT</p> <ul style="list-style-type: none"> ▷ newspaper cuttings showing images of war ▷ a variety of symbols of peace <p>DESIGN & MAKE</p> <ul style="list-style-type: none"> ▷ your own symbol of peace 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ a letter to one of the children asking whatever you would like to know about the experience ▷ a dialogue between the local Police Officer and the children when they were questioned ▷ a poem about peace ▷ about how it feels to keep a most important secret 	<p>FIND OUT</p> <ul style="list-style-type: none"> ▷ about the war in former Yugoslavia <p>WRITE</p> <ul style="list-style-type: none"> ▷ about what you think the secrets the children were given might have been

Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SPIRITUAL DIMENSION	INTEGRITY	ENQUIRY	TOLERANCE
Christians believe God: ▷ answers prayers ▷ communicates with ordinary people	Religion can ▷ change people ▷ bring a message of peace ▷ be revealed in mysterious ways	There is more to life than can be known or understood	valuing: ▷ what cannot be explained ▷ a haven of peace ▷ someone else's experiences	Why is there war? Why can there not be peace? What is a vision?	People have a right to have their experiences respected.
MEDJUGORJE					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
vision sanctuary haven symbol	with those who: ▷ are surprised ▷ are afraid ▷ are not believed ▷ are chosen ▷ have to keep a secret	Whom do I go to for guidance? Where do I find peace? What has ever amazed me?	of: ▷ mystery ▷ a peaceful place ▷ keeping a secret	surprise fear joy	It is natural to: ▷ question ▷ want to tell others about one's experience

Resources:

A pack of material to support these lessons is available on loan from the RE Resources Corner, Chapel Fields Centre.



Key Stage 2 : Year 6

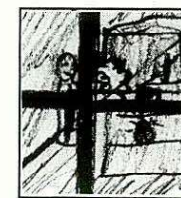
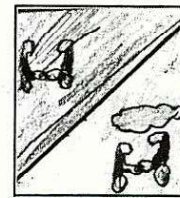
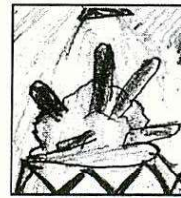
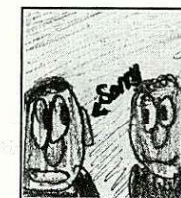
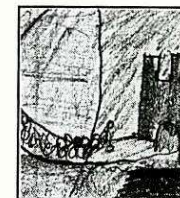
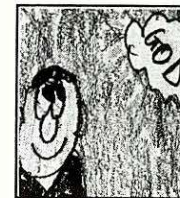
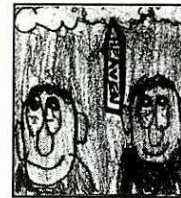
The Lord's Prayer: 'Deliver us from Evil'

These lessons on the Lord's Prayer give pupils an opportunity to explore another particular phrase for themselves in the light of their experience. The words 'Deliver us from evil' invite reflection on ultimate issues and illustrate something of Christians' belief about their relationship with God.

The Lord's Prayer is a model prayer incorporating many different aspects. Activity sheets 3/4 highlight these approaches and give pupils an opportunity to identify them within the prayer.

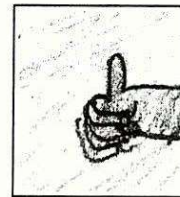
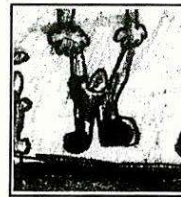
Lesson 1

- * *Either invite pupils, in small groups or together as a class, to brainstorm a list of synonyms for the word 'evil' or give them activity sheet 1 with a selection of such words included. The task of ordering the words is to emphasise the absolute nature of evil; it is an all embracing term which cannot be extended or qualified. If pupils do not identify the word 'evil' as the extreme adjective, over-arching the other words, it will be necessary to explain the point, perhaps by inviting them to collect a variety of definitions of all the words.*



Lesson 2

- * *Use activity sheet 2 to put the word 'evil' into the context of the Lord's Prayer and to set it alongside its opposite which is absolute goodness, expressed in religious terms by the words 'God' or 'Love'.*



bad

evil

wicked

naughty

cruel

vicious

destructive

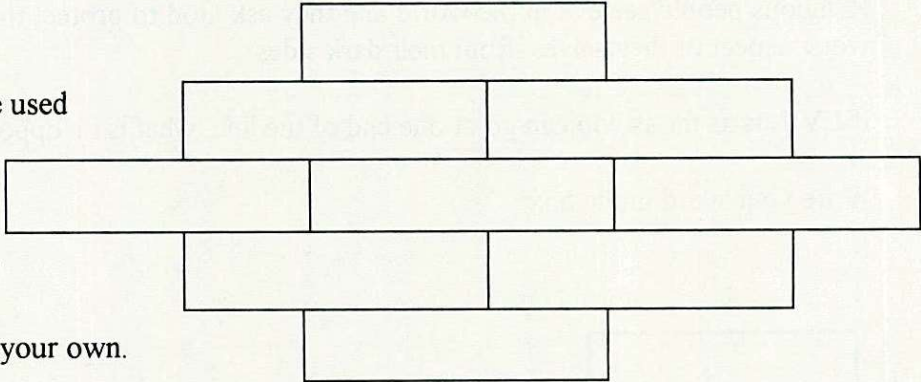
hateful

These words above are all adjectives which can be used to describe some people.

Talk about what each one means.

Cut out the boxes and arrange the words in order, putting the worst one, the most extreme, first.

You can use either of the patterns here, or one of your own.



Compare your list with someone else and explain your reasons for the order of your words. As a class, report back, sharing just the first word on each list.

Which word appears first most and why?



'Deliver Us from Evil'

These are some of the words Jesus used when he was teaching the disciples how to pray. They are used regularly by millions of Christians all over the world.

What do you think people mean by these words?

Talk together in your group about what you understand them to mean.

The word EVIL is one of these words which comes at the end of the line; you can't go beyond it. It's an absolute:

EVIL

Religious people see evil in the world and they ask God to protect them from it. But the prayer also asks God to 'deliver' people from the worst aspect of themselves, from their dark sides.

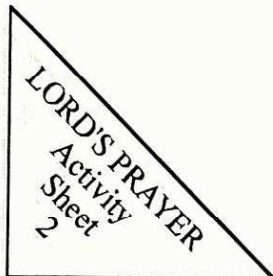
If EVIL is as far as you can go at one end of the line, what is its opposite at the other end?

Write your word in the box:

EVIL

Write a poem about EVIL.

Talk about ways in which you can fight evil.



This activity sheet gives you the chance to think about all that you have learned about the Lord's Prayer.

Here are the phrases from the Lord's Prayer. Cut out the boxes and arrange them in the correct order. Then think about each phrase in turn and talk about what it is saying. Identify the ones that are most important to you and say why.

Forgive us our trespasses, as we forgive
those who trespass against us

Amen

For ever and ever

Who art in heaven

For thine is the Kingdom, the
power and the glory

Thy Kingdom come

Thy will be done on earth as it is in
heaven

Our Father

But deliver us from evil

Hallowed be thy
name

Lead us not into temptation

Give us this day our daily bread

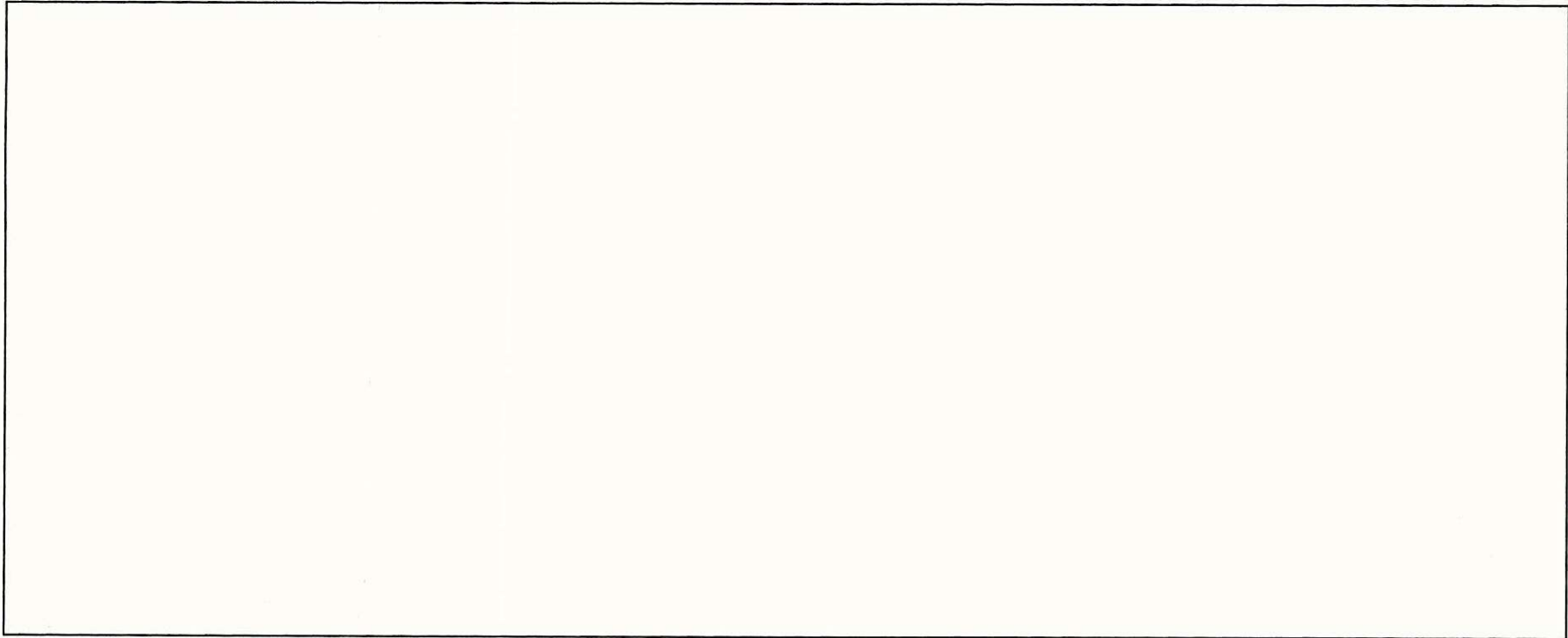
LORD'S PRAYER
Activity
Sheet
3

'Lord's Prayer'

This activity sheet gives you the opportunity to think about all you know about the Lord's Prayer.

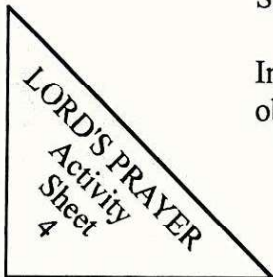
Jesus showed the disciples how to pray when he taught them the words of the Lord's Prayer.

In the box below, write out the whole of the prayer, phrase by phrase and talk with others in your group about what each phrase is saying.



Some phrases praise God, other ask for God's help.

In your group, find some way to represent visually what each phrase means. You can use drawings or symbols or real objects to help you to show other people what the words mean to you.



Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	MORALITY	INTEGRITY	ENQUIRY	SENSITIVITY
Christians believe God: ▷ delivers them from evil ▷ is to be praised ▷ forgives	Religion: ▷ protects ▷ draws people together ▷ gives people words to learn	It is right to: ▷ recognise the effects of evil	valuing: ▷ shared words ▷ hope against evil	What is evil? Why is there evil? Why do people pray?	I have learned how important certain words can be to some people
THE LORD'S PRAYER: DELIVER US FROM EVIL					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
evil	How can I combat evil? Where is there hope?	When do I need to be saved from: ▷ evil? ▷ myself?	of: ▷ self awareness ▷ shared, familiar words ▷ hope	It is natural to: ▷ encounter evil ▷ want to be safe	

Key Stage 2 : Year 6

Corrie Ten Boom

Corrie Ten Boom's story is one of faith and hope in the face of extreme adversity. Arrested and taken from her home in Holland in 1944 by the Gestapo, she was eventually imprisoned with her sister in the concentration camp at Ravensbruck. She and her family had worked to protect Jews from persecution, without thought for their own safety.

Whilst living in appalling conditions in prison, Corrie and her sister were strengthened by their faith, especially by prayer. Their lives and their faith touched many fellow prisoners and occasionally, even the guards.

These lessons help pupils to begin to understand the importance of faith and the power of prayer in some people's lives and to consider its effect on individuals in extreme circumstances.

Lesson 1

Imagine what it would be like if you went into a room that was infested with fleas. What would you do if you were put in there and the door was locked? The last thing you would do is give thanks, but this is exactly what the two women in this story did.

The women, Betsy and Corrie, who were sisters, found themselves in such a place. The guards had pushed them into a room with hundreds of other prisoners. They were tired and frightened after their journey. It was Corrie who first discovered the fleas when she went to lie down on a straw covered platform that was to be her bed. The straw was crawling with fleas and very soon, so was she.

"Fleas, Betsy!" she wailed to her sister, "the place is swarming with fleas! How can we live in such a place? How will we survive?"

Betsy looked at her sister.

"Show us, show us how."

It took Corrie a moment or two to realise that her sister was praying. Corrie watched her sister's face light up.

"Corrie!" she said excitedly "God has given us the answer like he always does. Remember the passage that we read from the Bible this morning? Where was it? Read that part again."

Corrie glanced around her to make sure that no guards were watching them and she opened the Bible where the marker was. She was still confused but she read aloud:

“Rejoice always. Pray constantly. Give thanks in all circumstances.”

“That’s it, Corrie!” explained Betsy. “Give thanks in all circumstances. That’s what we can do! We can start right now. We must thank God for everything, everything in this new prison... even the fleas!”

Corrie could thank God for the Bible that they had, for the overcrowding which meant that more people might hear when they read it, for this new opportunity to spread the word of God... but the fleas, that was too much!

“There’s no way that even God can make me thankful for a flea!”

“Corrie,” Betsy said, “It says give thanks in all circumstances, not just when things are good. That means fleas as well!”

So together the two sisters gave thanks for the fleas, but Corrie was sure that this time, Betsy was wrong.

That night when all the women returned from their work, room had to be made for Corrie and Betsy to sleep. There was a lot of grumbling. The room was desperately overcrowded and more people kept on arriving. Through the night quarrels could be heard in a variety of languages. There was a row because the women sleeping near the windows slammed them shut to keep out the cold while others insisted on having them open. It seemed as though there would be a fight. In the dark, Betsy’s hand clasped Corrie’s.

“Lord Jesus,” she said aloud, “Send your peace into this room. There has not been enough praying here.”

As Betsy prayed, Corrie felt the atmosphere change. One by one the angry voices dimmed as the women began to compromise and

there was even the sound of laughter. Corrie laid back on the foul straw and realised that she had something else for which she could give thanks. Betsy had come to Barracks 28!

For discussion:

The sisters don't agree about the fleas. Who do you think was right? Why?

What do you think Corrie and Betsy had done to be in this prison?

What difference do you think Betsy will make to Barracks 28?

Why do you think Corrie made sure that the guards weren't looking when she opened the Bible?

If you were in Corrie's place, what one thing would you like to have with you?

What do you give thanks for?

Lesson 2

**Invite pupils to share their findings about Corrie Ten Boom.*

Find the Bible reference: 1 Thessalonians 5:16.

Talk about what it meant to Corrie to 'give thanks in all circumstances'.

Explore with pupils what it might mean to them.

Corrie was reminded some time later about Betsy’s prayer when she returned one day from gathering wood to find her sister looking pleased with herself.

“You know we’ve always wondered why we had so much freedom in the barracks. Well, now I know! We had some confusion today in the knitting group about sock sizes and we

asked the supervisor to come in and settle it and she refused. And do you know why she wouldn't come in?"

Corrie shook her head.

"It was because of the fleas!" Betsy cried triumphantly. "She wouldn't come in because she said that the place was crawling with fleas."

The guards' reluctance to come into the room because of the fleas had given the sisters the opportunity to share the Bible and their prayers with all the women in the barracks.

Activity Suggestions:

For discussion:

What do you think about what happened to the sisters?

Who do you think was right now, Betsy or Corrie?

How does it feel to be proved right?

When have you known something good come from something that seems bad?

Teaching About:

CORRIE TEN BOOM

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>FIND OUT</p> <ul style="list-style-type: none"> ▷ all you can about Corrie Ten Boom and her war time activities ▷ about conditions in the concentration camps <p>DRAMATISE</p> <ul style="list-style-type: none"> ▷ part of the story and write a script for it 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ a prisoners' charter ▷ about the arrival of the Ten Boom sisters as though you were a fellow prisoner ▷ the diary of a prisoner 	<p>FIND OUT</p> <ul style="list-style-type: none"> ▷ how people's lives were changed by the Second World War <p>EXPLORE</p> <ul style="list-style-type: none"> ▷ other stories in which good comes from evil <p>WRITE</p> <ul style="list-style-type: none"> ▷ your own story about good and evil

Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts			Attitudes		
IMPORTANCE OF RELIGION	COMMITMENT	MORALITY	INTEGRITY	ENQUIRY	SOCIAL RESPONSIBILITIES
Religion ▷ sustains ▷ strengthens ▷ brings salvation through prayer	Corrie Ten Boom: ▷ gave her life to God ▷ trusted God ▷ was resolute	It is right to: ▷ trust ▷ have faithfulness ▷ have courage	valuing: ▷ trust ▷ faithfulness ▷ courage	Where does personal strength come from? Why do some people have to suffer?	I can: ▷ encourage others ▷ be strong ▷ offer hope ▷ believe in myself
CORRIE TEN BOOM					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
rejoice pray	with those who: ▷ suffer injustice ▷ live in fear or discomfort ▷ have to be brave	What objects are precious to me? Where do I put my faith and trust? When am I strong?	of: ▷ personal discomfort ▷ conviction ▷ hope	fear desolation despair hope joy	It is natural to: ▷ question others' conviction ▷ experience extremes of emotions

Resources:

Corrie Ten Boom (1971) *The Hiding Place* Hodder & Stoughton

Key Stage 2 : Year 6

Puja

The word 'Puja' means to show honour and reverence to God. A Puja ceremony is the traditional way a Hindu worships God. This form of worship usually takes place in the home before a shrine which might occupy a whole room, a corner of a room or a shelf, depending upon the space available.

The articles used in worship include a bell, a water container, a spoon, a diva lamp, an incense holder and a container for kumkum powder, used to make the red mark on the forehead of the worshipper and of the deity. These objects stand on a tray in front of the deity. The shrine will contain images of the deity (or deities) to be worshipped, either in three dimensional form or as pictures or both. Food from the cooking pot or an offering of fruit will also be made during worship both as a thanksgiving and a blessing.

Lesson 1

- * *Show pupils a Puja tray with its contents and talk about how each item is used. Show pupils a photograph of Puja taking place.*

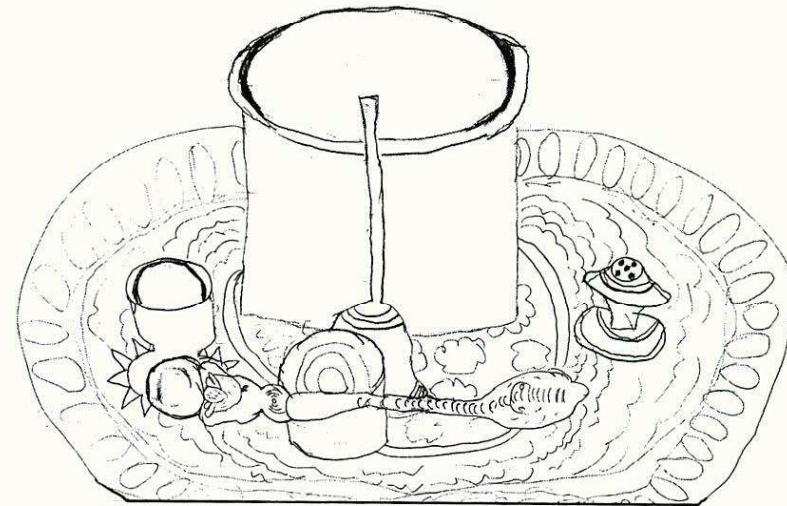
What do these pictures tell you about Hindu ideas of God?

What can you learn about what Hindus believe from the ceremony of Puja?

What are your ideas of God?

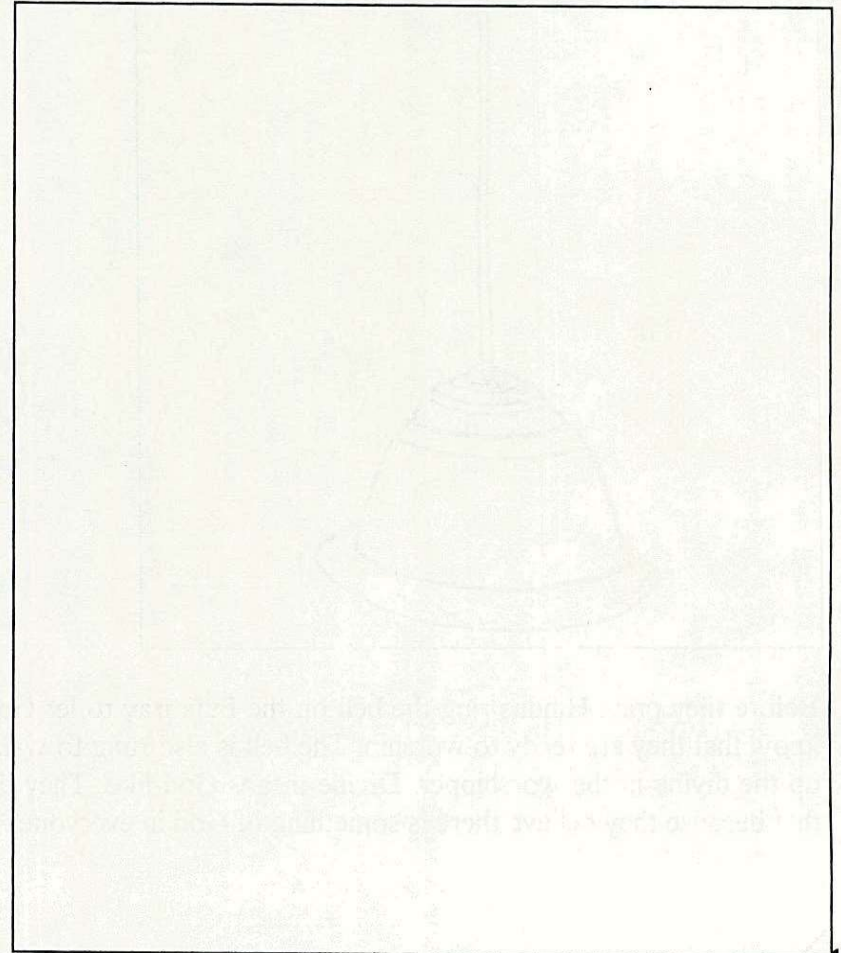
If you worship God, what do you use to help you focus your mind?

- * *Choose the most appropriate activity sheet to meet individual pupils' needs and abilities and extend their learning about Puja.*

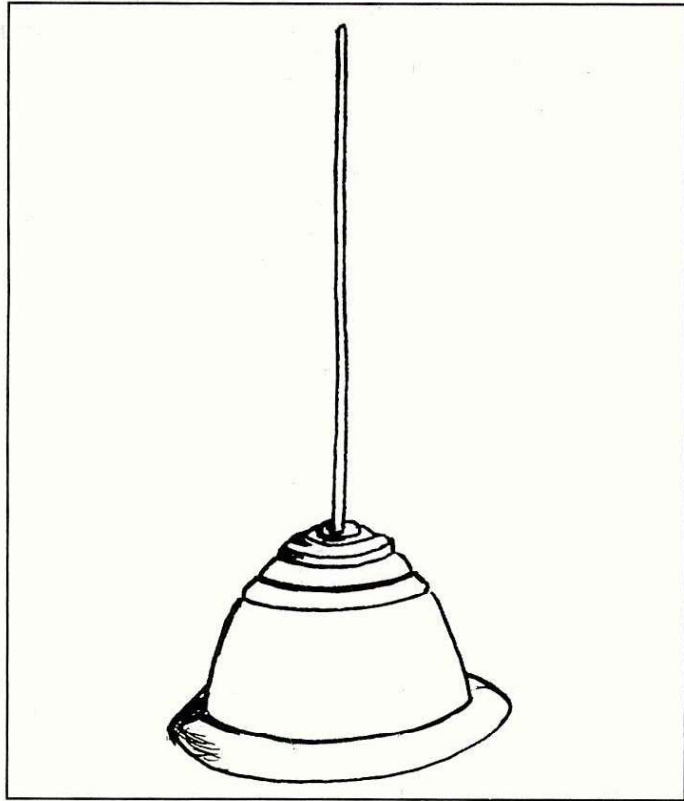


Draw the objects on the Puja tray and label them. Show which objects in particular reflect the worshipper's devotion to God.

In your group, talk about any objects that are special in your homes and draw one that is important to you.



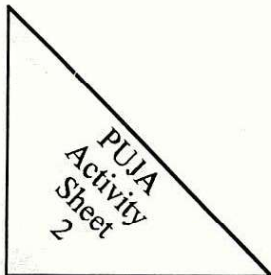
PUJA
Activity
Sheet
1



Make a list of the other objects on the Puja tray. Use two of them to explain something else about what Hindus believe.

Before they pray, Hindus ring the bell on the Puja tray to let God know that they are ready to worship. The bell is also rung to wake up the divine in the worshipper. Divine means God-like. They do that because they believe there is something of God in everyone.

Talk about what aspects of people you think might be described as 'divine'.



This is a translation of one of the prayers which is said during Puja. It is called the Gayatri Mantra:

O God! You are the giver of life, The healer of pains and sorrows,
The giver of happiness.

O Creator of the Universe,
Send us your purifying light
And lead our thoughts in your ways.

What does this prayer tell you about what Hindus believe about God?

How does this conflict with the idea that Hindus worship many gods?

Look at other Hindu prayers and make a list of all the ideas about God that you find in them.

Potential C.A.S.E. Developments

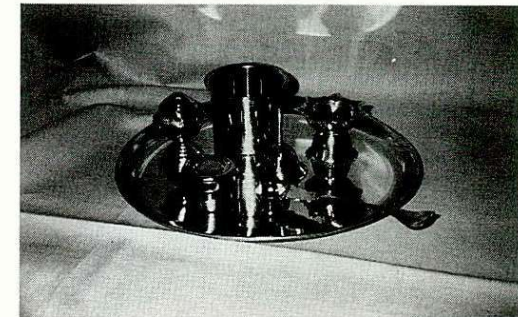
Knowledge: PRAYER					
Concepts			Attitudes		
BELIEFS	COMMITMENT	SYMBOLS	INTEGRITY	ENQUIRY	TOLERANCE
Hindus believe God ▷ is in everyone ▷ is to be worshipped ▷ is to be offered food ▷ is the creator ▷ gives happiness	Hindus show their commitment by worshipping at a shrine in their home every day	items in the Puja tray food water light	valuing: ▷ belief ▷ commitment ▷ ritual ▷ repeated actions ▷ differences	Who or what is God? Is God one or many? Why do people have different beliefs about God?	People have the right to worship God in their own ways.
PUJA					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
Puja prayer devotion	information artefacts posters	What are my ideas of God? Which part of me might be described as divine?	of: ▷ difference ▷ understanding	For some people it is natural to: ▷ worship God every day ▷ put God first in their lives	

Resources:

For a description of Puja see:
Grimmitt et al (1991) *A Gift to the Child: Religious Education in the Primary School*.
Simon and Schuster (now carried by Stanley Thornes).

For a poster of Puja see:
The Westhill Project Poster Pack, Hinduism No. 7

For Hindu prayers see:
Praying Their Faith CEM 1992



Places of Worship

AIMS:

- to introduce pupils to some of the places in which people worship
- to help pupils to begin to understand what makes a building or a place sacred
- to promote the spiritual development of pupils
- to extend pupils' appreciation of what worship means to a believer

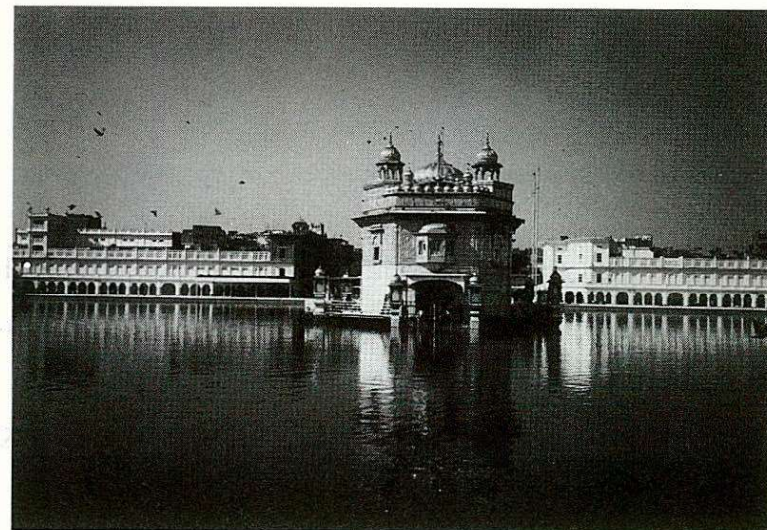
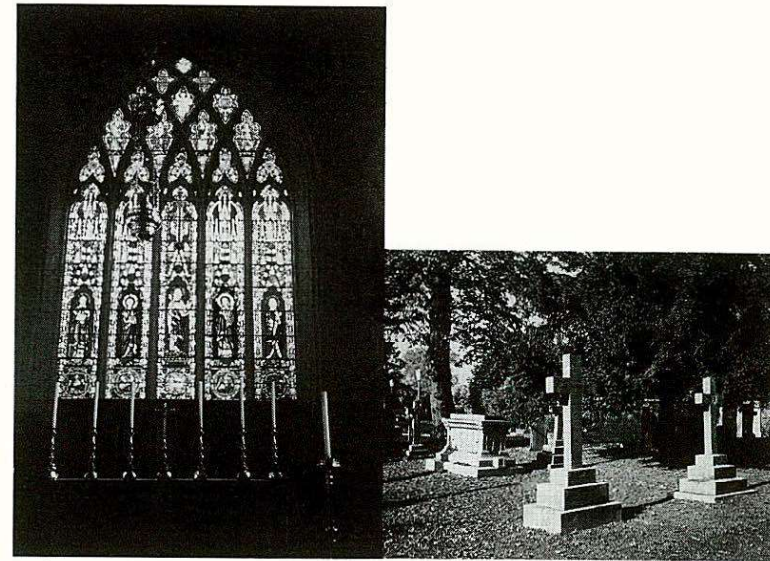
What are Places of Worship?

An important expression of a sense of belonging to a religious tradition is corporate worship. The building where this activity takes place frequently provides a focus for the community as well as a meeting place for the fellowship and a centre for worship. The buildings themselves are recognisable by particular features as the symbolism of the faith is expressed in both exterior and interior design features and furniture and artefacts. Christians worship in a variety of churches, Muslims in a mosque, (sometimes distinguishable by its dome and minaret but more often by Arabic calligraphy and a crescent moon and star), Jews in a synagogue (usually identified by the Star of David), Sikhs in a gurdwara (recognisable by the saffron - coloured triangular flag bearing the Khanda, the symbol of the faith) and Hindus in a mandir.

Rather than serving a local community, some places of worship provide a focal point for a world community of believers. These are sites of pilgrimage; sacred places, hallowed by generations of pilgrims.

Why teach about Places of Worship?

Sacred buildings provide a focus for pupils' learning which is concrete and immediate. Visits to places of worship give children first hand experiences of religion and help them to appreciate something of what it means to believers. In the wider context, learning about sacred places extends pupils' perspectives of religion, both historically and geographically, and gives them some insight into the spiritual significance of places in the beliefs of religious people. It also seeks to develop their own sense of awe and wonder.



Key Stage 2 : Year 3

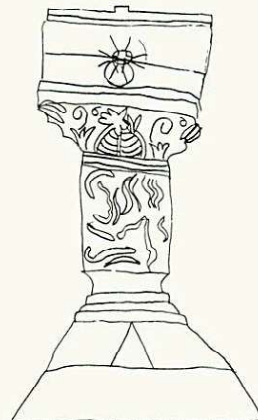
Church Visit: The Font

Local churches are a resource which can be used in a variety of ways according to the age and experience of pupils. These lessons in key stage 2 draw on and extend pupils' previous learning in key stage 1. As in the plans for key stage 1, there is a specific focus for each year's visit.

Baptism is a sacrament of the Church practised by many denominations. Its significance as an acknowledgement of the individual's new commitment to the faith is symbolised by the traditional placing of the font, the container for water, by the entrance to the church. It is by the symbolism of baptism with water and the Spirit that the individual, infant or adult, is accepted into the family of that church and into the fellowship of the wider Church. Sometimes the ceremony includes the lighting of a baptismal candle.

Lesson

- * *Give pupils an opportunity to examine the font and baptismal candle and to discuss their function and symbolism. If possible, encourage clergy participation and give pupils some practical experience of baptism, perhaps a re-enactment of an infant baptism that has recently taken place.*



For discussion:

- What is the purpose of the font besides just holding water?*
- Why does it stand here all the time?*
- How do you think it might act as a reminder to people as they come past it?*
- What reminds you of promises you have made?*
- Where do you belong?*

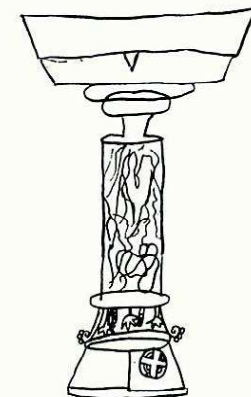
Activity Suggestions:

Teaching About:

CHURCH VISIT: THE FONT

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LOOK AT</p> <p>▷ the baptismal roll of the church and talk about why it is kept.</p> <p>DESIGN</p> <p>▷ a font for a new church</p>	<p>MAKE</p> <p>▷ an observational drawing of the font.</p>	



Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SYMBOLS	INTEGRITY	ENQUIRY	SENSITIVITY
Through baptism a person ▷ is accepted into the church ▷ shows a commitment ▷ is blessed	Religion ▷ tells some people who they are ▷ brings people together	water candle light the font	valuing: ▷ symbolic words ▷ actions ▷ objects ▷ belonging	What difference does baptism make?	I have learned how important the font is to many Christians
CHURCH VISIT: THE FONT					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
font baptism ceremony fellowship	With those who do not feel they belong anywhere	Where do I belong? What promises have I made? What reminds me of my promises?	of: ▷ being welcomed ▷ belonging	It is natural ▷ to need to belong ▷ for some people to want to be baptised	

Key Stage 2 : Year 3

Canterbury Cathedral

The Cathedral Church of Christ, Canterbury is built on a site which has been a centre of Christian Worship for 1400 years. Canterbury is the principal cathedral in Great Britain because it has the throne of the Archbishop who is Primate of All England, currently the 103rd in line. The first Archbishop was St Augustine who came from Rome in 597 AD/CE. The most famous Archbishop was undoubtedly St Thomas Becket whose martyrdom in the Cathedral led to its popularity as the centre of pilgrimage in the Middle Ages. Chaucer, in his *Canterbury Tales* gives us an insight into the huge mediaeval industry that pilgrimage to the martyr's tomb had become.

This material is designed to give pupils an insight into the importance of history and tradition to contemporary faith. With two such significant examples of strong-minded commitment, pupils are invited to consider their own growing strength of character.

Lesson 1

* *Use activity sheet 1 with small groups to engage pupils.*

These steps are more than 800 years old. They are called the Pilgrim Steps. They are in the oldest and most important of all English Cathedrals, in Canterbury. There has been a cathedral in Canterbury for 1400 years, since St Augustine came to England from Rome in the year 597. He became the first Archbishop of Canterbury. Since then there have been more than 100 archbishops of Canterbury, some of them very famous.

It was because of one archbishop who was murdered in the cathedral that Canterbury became such a popular place for pilgrims to visit. It was the 29 December 1170 that Thomas Becket was killed by four of the king's knights.

King Henry II and Archbishop Becket were good friends until they quarrelled over the authority of the Church. The four knights decided to get rid of the archbishop to help the king. They thought it was what the king wanted. They attacked Becket with their swords, cutting off the top of his head and spilling his brains out onto the cathedral floor. After the murderers had rushed out, the monks crept in and carried the archbishop's body to a place in front of the High Altar. Cloths were used to soak up his blood.

All over the country, people were horrified when they heard the news of the archbishop being murdered in his own cathedral. When the cathedral was opened again, almost a year after his death, the place in the crypt where Becket was buried became an important place to visit and people began to come from all over the country to pray there. Amazing stories were spreading far and wide about the sick being cured after a visit to the shrine.

The monks knew how precious the martyr's bones were to them so the coffin was protected by a stone wall which surrounded it but there were two open windows in the wall so that pilgrims could put their heads through and kiss the marble coffin.

In 1173 the archbishop was declared a saint. A new shrine was built later after a fire had destroyed part of the cathedral and that's when the pilgrim steps were built. For 300 years thousands of pilgrims came from all over Europe to the holy shrine of St Thomas Becket. Some of them walked barefoot to the cathedral and some pilgrims even climbed these steps on their knees to show how sacred the place was to them.

For discussion:

What does the word 'martyr' mean?

Why do you think the martyr's bones were precious to the monks?

Why was the great flood of pilgrims good for Canterbury?

What other saints do you know about?

What makes someone a saint?

Lesson 2

Imagine you were a pilgrim visiting the shrine of St Thomas the Martyr, Archbishop of Canterbury in, let's say, the year 1500.

What do you think you would see?

By now the 'pilgrim' industry was well established in Canterbury. People flocked to the cathedral, to visit the place of the martyrdom and the site of the first tomb in the crypt before climbing the Pilgrim's Steps, some on their knees, to touch the

golden tomb in Trinity Chapel. Little bells hanging above the wooden cover sounded when it was being winched up to reveal the decorated shrine below. Then the pilgrims surrounded it, some gathering inside the arches underneath the shrine to get closer to the holy place itself.

This is how one visitor from Italy described the tomb when he visited it that year:

'But the magnificence of the tomb of St Thomas the Martyr, Archbishop of Canterbury, is that which surpasses all belief. This, notwithstanding its great size, is entirely covered over with plates of pure gold, but the gold is scarcely visible for the variety of precious stones with which it is studded, such as sapphires, diamonds, rubies, emeralds; on every side that the eye turns something more beautiful than the other appears. And these beauties of nature are enhanced by human skill, for the gold is carved and engraved in beautiful designs.....'

After this visit to the shrine itself that visitor might well have joined the throngs of people outside the cathedral to buy a souvenir of his visit, a small metal badge showing the saint or a little container, called an ampulla, said to contain a tiny drop of the martyr's blood. The visitor would probably have stayed in a bustling, crowded inn in the city, listening to story tellers or musicians or playing draughts.

In the 350 years between Becket's death and the destruction of the shrine under the orders of another English king, Canterbury became a very rich city. One of the most famous books ever written tells the story of a group of pilgrims on their way to Canterbury. It was written by a man called Geoffrey Chaucer in about 1387, a time when pilgrimage to the shrine was at its most popular.

For discussion:

Why do you think people went on pilgrimages?

How do you think it would feel to be setting off on a pilgrimage?

Where are the most popular places to visit today and why are they popular?

What do you like to bring back from a visit?

Lesson 3

Archbishop Becket was not the only Archbishop of Canterbury to die for his faith. Much earlier, another archbishop was martyred. He was St Alphege. He was archbishop about 50 years before the Normans came to Britain in 1066. Canterbury was an important city in Saxon times and recent discoveries suggest the cathedral that stood on the site at that time was just as massive as the present one.

Archbishop Alphege was an important churchman before he came to Canterbury. He was sent to Norway to convert King Olaf to Christianity. The king promised not to invade England in return. But those were dangerous times and the Danes had made no such promise.

When the Danish army invaded England, they first attacked the south east coast, the coast of Kent. They took the City of Canterbury and killed many of its people. The monks together with the Archbishop barricaded themselves into the cathedral. Alphege came out to defend the people but the Danes pushed him back and set fire to the cathedral. The monks had to surrender when the molten lead from the roof began to drip on them. All but four of them were killed.

Alphege was taken hostage and dragged around the country with the Danish army. All the time his enemies were trying to get him to give them ransom money from the Church, but he refused to give in. Instead the archbishop preached to them about Jesus Christ. He was strong and defiant until the end.

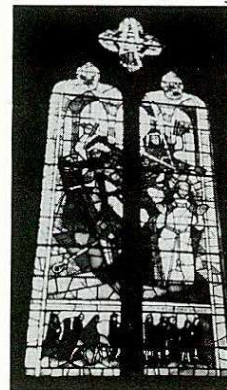
He was eventually killed when the Danish soldiers used him as a target in a drunken game after a great feast. They pelted him with ox bones, shouting and laughing and making fun of him. His body was carried to London for burial in St Paul's Cathedral and ten years later was moved to the new Canterbury Cathedral restored by Danish king, Canute. St Alphege became well known for his strong faith and some churches are dedicated to him. The parish church of Solihull is one of them. The stained glass windows in the church tell the story of St Alphege and his martyrdom.

For discussion:

Why do you think St Alphege refused to give in to his enemies?

When have you had to be really strong?

How does it feel to be laughed at?



This activity sheet will take you into an old building and set you off on a learning trail.



Look at the steps in these two photographs.

What are the steps made of?

What makes you think they are very old?

Talk about what kind of building this might be.

Why do you think the steps are so worn?

If you could touch these steps with your fingertips, what do you think you would feel?

If these steps could talk, what might they tell you?

CANTERBURY
Activity
Sheet
1

Imagine you are a firm of 14th Century travel agents offering organised 'package tours' for pilgrims to Canterbury.



In your group, design and make a poster advertising your service.

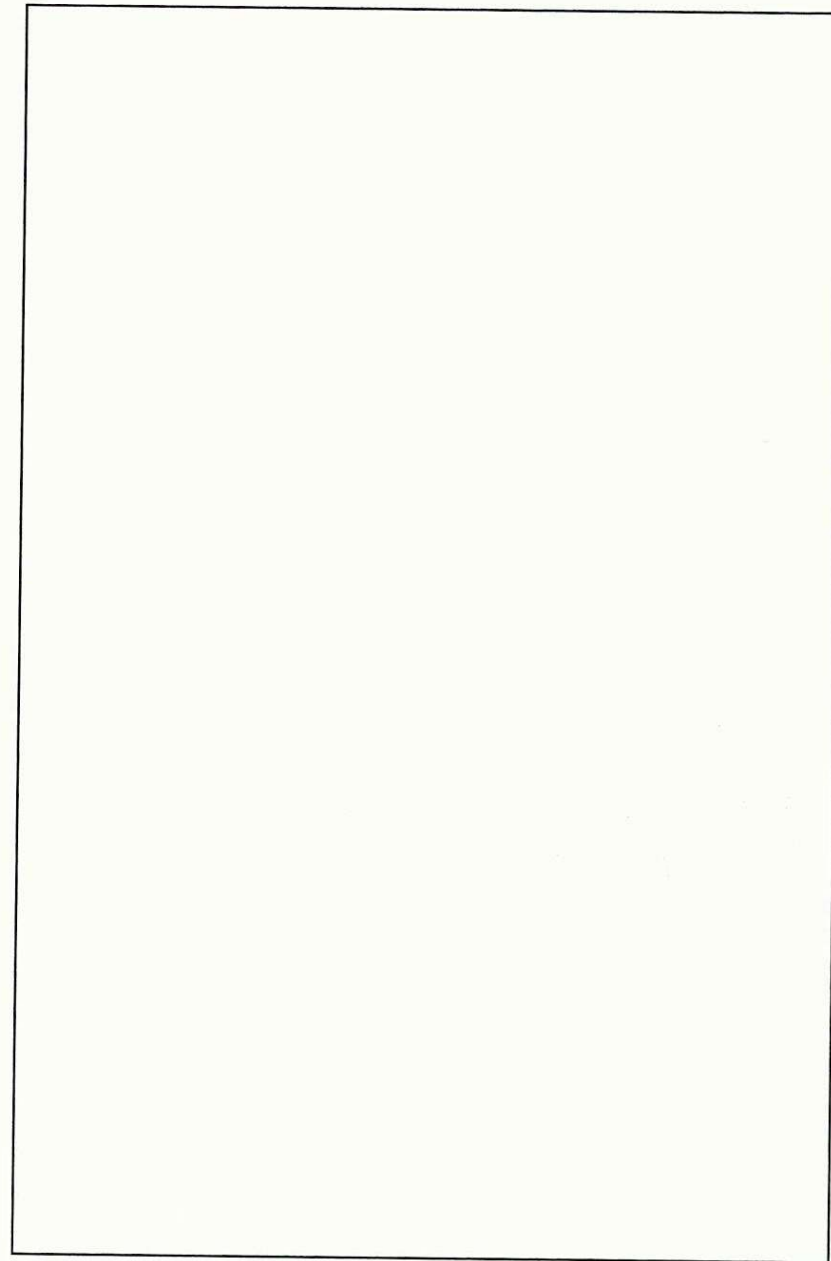
You will need to think about how people travelled, where they would stay and what they would want to do in Canterbury.

Make a list of other places of religious pilgrimage. Choose one and find out all about it.

Find Canterbury on a map of the British Isles. Find out about the city today. You might like to write to the Tourist Information Centre in Canterbury for a guidebook or some postcards.

Find out about the book written by Geoffrey Chaucer called *The Canterbury Tales*.

CANTERBURY
Activity
Sheet
2



Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
IMPORTANCE OF RELIGION	COMMITMENT	SYMBOLS	INTEGRITY	ENQUIRY	SOCIAL RESPONSIBILITY
Religion ▷ is ancient and rooted in the past ▷ is worth dying for	St Thomas Becket and St Alphege gave their lives for their faith	a building steps words souvenirs/reminders	valuing: ▷ rootedness in a tradition ▷ history ▷ courage ▷ faith ▷ sacred places ▷ heritage	Why did/do people need reminders of their faith? Why are some places hallowed?	Ancient places deserve to be ▷ respected ▷ preserved ▷ visited
CANTERBURY CATHEDRAL					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCE	EMOTIONS	DAILY EXPERIENCE
martyr sacred saint tomb pilgrimage	with those who ▷ are persecuted ▷ are afraid ▷ need to remember ▷ have no sense of history ▷ commit themselves to a pilgrimage	What does the story mean to me? Where would I like to visit? What would I bring back with me? When do I have to be strong?	of: ▷ ancient, holy places ▷ traditions ▷ stories ▷ remembering the past	fear horror suffering awe	It is natural to ▷ want to be reminded ▷ need to be rooted in a tradition

Resources:

For information about Canterbury Cathedral: The Cathedral Shop, 3 The Precincts, Canterbury, Kent CT1 2EE. Tel: 0227 462 292 or The Tourist Information Office, 34 St Margarets Street, Canterbury, Kent CT1 2TG.

It may be possible to visit St Alphege Church in Solihull. For information, contact: Oliver Bird Hall, Church Hill Road, Solihull B91 3RQ. Tel: 0121 705 5350.

Key Stage 2 : Year 3

The Synagogue

The word 'synagogue' comes from the Greek word meaning 'place of assembly or meeting'. In the synagogue Jews gather to pray, study their sacred writing and worship God. Synagogues vary in size and design but are always rich in symbolism, both inside and outside. The interior layout of the synagogue is determined by the nature of the community it serves, whether Orthodox or Reformed. Much can be learned about Jewish belief and practice from a visit to a synagogue. Above all, if the visit can include an opportunity to talk to believers, such an experience will bring Judaism alive for pupils.

Lesson 1

** Show pupils a picture of the Ark, drawing their attention to the doors.*

What do you think this might be?

What might be kept in it?

Where might you find doors like this?

Who do you think might open them?

Doors like this can be found in a Jewish place of worship called a synagogue. They will be at the front of the synagogue and people face them when they come to worship God. This means they face in the direction of Jerusalem. The cupboard behind the doors is called the Holy Ark and is usually beautifully decorated, often with Jewish symbols.

A long time ago, before the Jews built temples or synagogues, they used to have a special tent for the Holy Ark. When the Jewish people moved to a new place, the Ark would be carried carefully to the new resting place. The Ark is sometimes covered by an embroidered curtain and either on the curtain or on the

doors or above the Ark are two tablets with Hebrew letters on them. The letters are part of the words of the Ten Commandments which are the laws believed to have been given to Moses by God.

The Ark is a sacred place where the most important of all Jewish writing is kept.

** Draw on pupils' earlier learning about the Torah (see the Handbook for Religious Education in Key Stage 1).*



Torah scrolls are always written by hand which makes them expensive. Each scroll is protected by an embroidered cover and is 'dressed' with a crown and a silver breast plate. The scroll is always dressed before it is replaced in the Ark. Before it is read, it is carried around the synagogue. The congregation watches the procession, turning around with respect so that they never have their backs to the Torah.

For discussion:

What is there in your life that you have great respect for?

Why do you think the Torah is crowned?

What does it say about the way Jews regard it?

What can you remember about the laws God gave to Moses?

Lesson 2

**Recall the first lesson and remind pupils of the vocabulary: the Ark, Torah scrolls and Ten Commandments.*

Whatever the time of day or night, there is always a light shining in the synagogue. Why do you think this happens?

Hanging just before the Ark is a little lamp, which is always burning. In Hebrew the lamp is called Ner Tamid. The light is never put out. The Ner Tamid is a reminder that the synagogue is God's house and that God's presence is there at all times; it is an everlasting light. Beside or above the Ark is another form of light. It is a seven branched candle stick called the Menorah which is an ancient symbol of Judaism. The Menorah, together with the eternal light, reminds the congregation of the lamp and candle which burned day and night in the Temple of Jerusalem.

For discussion:

What does the word 'everlasting' mean to you?

What is it about the Ner Tamid that reminds Jewish people about God?

What reminds you of someone who is important to you?

Lesson 3

** If possible, take pupils to visit a synagogue or show a video of the inside of a synagogue.*

Draw their attention to the Bimah which is the place where the person stands who is conducting the service or reading the Torah.

For discussion:

What do you think it might be like to read in the synagogue?

What do you think might make a reader feel important?

When have you been asked to do something which made you feel important?

What would you like to be asked to do?

Activity Suggestions:

Teaching About:

THE SYNAGOGUE

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN</p> <ul style="list-style-type: none"> ▷ a mantle for a Torah scroll ▷ a seven branched candlestick <p>MAKE</p> <ul style="list-style-type: none"> ▷ a scroll and write a favourite Old Testament Bible story inside it ▷ a menorah 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ about one or more of these: <ul style="list-style-type: none"> • the Holy Ark • the Ner Tamid • the Menorah • the Bimah • the Yad <p>DRAW</p> <ul style="list-style-type: none"> ▷ any of the above 	<p>FIND OUT</p> <ul style="list-style-type: none"> ▷ where the nearest Synagogue is <p>WRITE</p> <ul style="list-style-type: none"> ▷ a letter to the Rabbi showing some of the pictures or designs you have worked on <p>INVITE</p> <ul style="list-style-type: none"> ▷ a Rabbi or other Jewish person to visit your class and tell you more about his or her beliefs and religion.

Resources:

Charing D. (1984) *Visiting a Synagogue*. Lutterworth
 Bennet O. *Exploring Religion - Buildings*. Bell and Hyman Ltd
 Webb J. *Multi Faith Topics in the Primary School*. Cassell Pub. Ltd
 Charing D. *The Jewish World* McDonald.

A photograph of the doors of the Ark in a synagogue is available on loan from the RE Resources Corner, Chapel Fields Centre.

For information about the synagogue in Monastery Drive contact:
 Rabbi Pink, Synagogue & Community Centre, Monastery Drive, Solihull.
 0121 707 5199 or The President, Dr P Wine. 0121 706 3807.

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	INTEGRITY	SENSITIVITY	TOLERANCE
<p>Jews believe:</p> <ul style="list-style-type: none"> ▷ God is always present in the synagogue ▷ the Holy Ark and its scrolls are sacred ▷ God is to be worshipped 	<p>Religion:</p> <ul style="list-style-type: none"> ▷ gives people a sense of identity ▷ is important for Jews to meet together to pray, study and worship ▷ gives rules ▷ determines how some people behave 	<p>Jews:</p> <ul style="list-style-type: none"> ▷ recognise the authority of the laws and commandments contained in the Torah and try to live by them ▷ keep a light burning day and night in the synagogue ▷ follow ancient traditions 	<p>valuing:</p> <ul style="list-style-type: none"> ▷ commitment ▷ tradition ▷ ritual 	<p>I have learned that:</p> <ul style="list-style-type: none"> ▷ for Jews a synagogue is God's house ▷ God gave Jews rules to live by ▷ Jews try to obey these rules 	<p>People have a right to:</p> <ul style="list-style-type: none"> ▷ their beliefs about God ▷ their ways of worshipping God
THE SYNAGOGUE					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
<p>Synagogue Holy Ark Torah Scrolls Ten Commandments Ner Tamid Menorah Bimah Yad</p>	<p>with those who:</p> <ul style="list-style-type: none"> ▷ meet together ▷ have a set of rules to follow ▷ want to belong ▷ feel comforted by a light in the dark ▷ have someone or something to respect 	<p>What do I keep because it has a special meaning to me? What do I have great respect for? What rules do I live by? What does a light mean to me?</p>	<p>of:</p> <ul style="list-style-type: none"> ▷ visiting a holy place ▷ encountering something beautiful ▷ appreciating light in darkness ▷ finding comfort 	<p>curiosity surprise</p>	<p>It is natural to:</p> <ul style="list-style-type: none"> ▷ want to meet with people who share your own beliefs and ideas ▷ be surprised at what some people believe and do ▷ want to please those you love and respect

Key Stage 2 : Year 3

The River Ganges

The River Ganges is the sacred river which has a significant place in the faith of Hindus. Pilgrims travel to the river in order to bathe in the sacred water as a sign of purification. To do so cleanses them from 'pap' or wrong doing and ensures good merit in the law of Karma. Rivers, and the Ganges in particular, are also seen as images or symbols of the flowing link between this world and the divine. If a person's ashes are scattered on the River Ganges, the soul is believed to be released from the cycle of rebirth and becomes united with God. Because of this, many Hindus make their pilgrimage to the Ganges when they are old in order to die near the river. After a funeral relatives often bring the ashes of a loved one to be scattered on the water. There are many sites along the River Ganges where cremations take place. A particularly holy place is the City of Benares, one of the oldest cities in the world and an important place of pilgrimage for Hindus. Many Hindus will try to visit Benares at least once in their lifetime. There are over 2,000 temples in Benares but the main focus of a pilgrimage is the river itself.

Lesson 1

- * *Show pupils a sealed container of Ganges water and talk about what it might be and what might be inside it.*

What might this container hold?

How does it open?

Why would anyone want to have a container of liquid which they cannot open?

Where do you think it might have come from?

- * *If such a jar is not available, begin with a jar of clear tap water and talk about its uses. Explore the notion that the only reason for drawing it from the tap would be to use it in some way. Invite pupils to imagine a container of water which is sealed and therefore cannot be opened and the water cannot be used. Go on to explore the questions above.*

Why would anyone have a pot of water which they could not open and therefore could not use? It's because the water has come from an important place, a river in India. It is a holy river to religious people called Hindus. It is called the River Ganges. Some Hindus who are lucky enough to live near this river wash in it as often as they can, but there are many Hindus living all over the world. They try to make a special journey to visit the Ganges, at least once in their lifetime. This particular kind of journey is called a pilgrimage.

- * *Show pupils a photograph of Hindu pilgrims bathing in the River Ganges.*

What do you see the people doing?

Why do you think they are collecting water?

Why do you think they are washing?

How do you think they are feeling?

Hindus bathe in the River Ganges because they believe it is holy. They do so to make themselves pure. They believe that when they wash themselves in the river water they are actually washing away all the things they have done wrong.

They will often take home pots of Ganges water in sealed containers to put in their shrine at home. It will remind them of their pilgrimage and of the sin they have washed away. The container is sealed because the water is precious and the pilgrim wants to keep it.

Along the banks of the River Ganges, and especially in the holy city of Benares, there are many sites for funerals. Hindus believe that the best thing that they can do for a loved one who has died is to have the funeral by the river if possible or if that is not possible, to scatter the person's ashes on the river after the funeral. This is because they believe that the river is a link between earth and heaven.



Ganges
Ganges is important to Hindus
And when you die you travel to heaven
Now you must visit the river
Ganges is a holy river
Each person washes there
Still people go...

For discussion:

Pilgrims often bring water back from a pilgrimage.

*(*Lourdes, Walsingham, Mecca) Why do you think that is?*

What place is important for you to visit? Why?

If you could wash something out of your life, what would it be?

Lesson 2

This is one of the stories told to explain why the River Ganges is a holy river. It begins with a King called Sagara. He had many sons who were wild and disobedient and King Sagara didn't know what to do with them. The gods frequently complained about them to the holy man, Kapioa, and to the great god, Vishnu.

Sagara knew that his sons angered the gods, so to try and please them he decided to make a special sacrifice. The animal that Sagara decided to use as a sacrifice, however, had other ideas. It wasn't having any of this and charged off. Unfortunately the animal ran into Kapioa, the holy man. He saw the sons coming and immediately recognised them as Sagara's unruly boys.

The young men were so carried away with the chase that they didn't stop, but lurched at Kapioa with their weapons at the ready. Kapioa was furious with them and used his gift of a sacred flame to reduce the boys to ashes.

When Sagara heard what had happened he was heart broken. He knew that his sons had caused trouble, but he still loved them. He was also very upset that they had died without prayers or holy water and he knew that this would mean his sons would not go to heaven.

A friend of Sagara saw how upset he was and tried to think of a way to help. He went himself to see Kapioa and told him how sad Sagara was that the souls of his sons would not go to heaven. Finally, Kapioa relented. He would allow the young men to go to heaven when the Ganga came to earth. Ganga was the river goddess who must bring her waters to earth to cleanse the ashes of the boys. The great god Vishnu agreed and pushed Ganga with his toe towards the earth. Ganga was angry at being treated this way and headed for earth in a great furious wave of water.

The god Shiva was watching and feared that the earth would be destroyed by Ganga, so Shiva caught the river in his hand. As Ganga's fury died down, Shiva allowed her to flow gently

through the Himalayan mountains into India. Eventually the river washed over the ashes of Sagara's sons and cleansed them so that their souls could finally go to heaven.

Hindus believe that the Ganga or Ganges is the link between earth and heaven and that its sacred water can wash away sin and lead the soul to heaven.

For discussion:

Why do you think many Hindus want to come to the river to die?

When have you ever been so angry that you could burst out of yourself?

When have you ever felt really sorrowful?

What do you think happens to people when they die?

Activity Suggestions:

Teaching About:

THE GANGES

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LOCATE</p> <ul style="list-style-type: none"> ▷ the River Ganges on a map of India 	<p>SEQUENCE</p> <ul style="list-style-type: none"> ▷ the events of story and find a way to illustrate it <p>WRITE</p> <ul style="list-style-type: none"> ▷ a poem about the River Ganges 	<p>FIND OUT</p> <ul style="list-style-type: none"> ▷ about other holy places ▷ where else water is important symbolically

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
BELIEFS	SPIRITUAL DIMENSION	COMMITMENT	SOCIAL RESPONSIBILITIES	TOLERANCE	SENSITIVITY
<p>The River Ganges:</p> <ul style="list-style-type: none"> ▷ is sacred to the Hindus ▷ is believed to flow between this world and the next 	<p>Hindus believe the waters of the Ganges can cleanse and is a link between earth and heaven</p>	<p>Hindus:</p> <ul style="list-style-type: none"> ▷ try to make a pilgrimage to the Ganges once in their lifetime ▷ want their loved ones to be cremated by the river of their ashes scattered on its water 	<p>I can have a significant place of my own. I can respect</p> <ul style="list-style-type: none"> ▷ sacred places ▷ people's beliefs about death 	<p>People have a right to make pilgrimages to holy places</p>	<p>I have learned that some places have a sacred importance to religious people.</p>
THE RIVER GANGES					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
<p>sacred pilgrimage</p>	<p>Why do some people believe the Ganges water is so special? Why doesn't it harm them with its high level of pollution?</p>	<p>Is there an important place I wish to visit? What significance does water have for me?</p>	<p>of:</p> <ul style="list-style-type: none"> ▷ being cleansed ▷ holy places ▷ water 	<p>It is natural:</p> <ul style="list-style-type: none"> ▷ to want to do the best one can for dead loved ones ▷ to have a place that is special 	

Resources:

For a photograph of Hindu pilgrims at Benares, see:
Hindus Photopack Westhill Project.
Available from the RE Resources Centre, Westhill College, Selly Oak,
Birmingham Tel 0121 472 7248.

Key Stage 2 : Year 4

Church Visit: Stained Glass

Many churches, traditional and modern, have stained glass windows. Figurative stained glass may be more interesting for pupils of this age and will help them to understand the original function of the windows which was to teach at a time when the majority of people could not read or write and services were in Latin. The ancient art of stained glass can be best be appreciated by close examination of one or two particular windows, discussion about the stories they tell and some investigation into the history and processes of making them. Depending on its character, the local church may be a rich resource for this work or it may be necessary to visit further afield if possible.

Lesson 1

- * *Invite pupils to observe a particular window, looking closely for anything they recognise or any clues which would explain what the window is about. Talk about what may be happening in the window, who the figures may be and why certain colours have been used.*

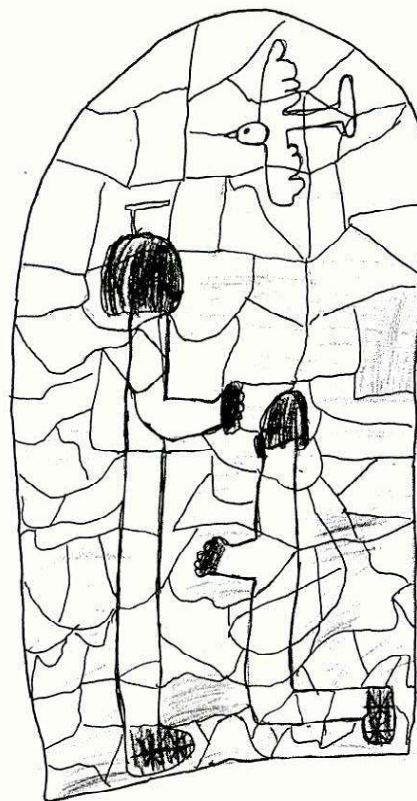
For discussion:

How do you feel when you look at a beautiful window?

What does it teach you?

If you could represent a story in a permanent way, which story would you choose and why?

What's the most beautiful thing you've ever made?



Activity Suggestions:

Teaching About:

CHURCH VISIT: STAINED GLASS

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN</p> <p>▷ your own stained glass window</p>	<p>CHOOSE</p> <p>▷ a window and write a detailed description of it.</p>	<p>FIND OUT</p> <p>▷ how stained glass is made</p> <p>LOOK AT</p> <p>▷ a famous stained glass window such as the Baptistry window in Coventry Cathedral, and write about the colours and how it makes you feel.</p>

Potential C.A.S.E. Developments

Knowledge: PLACES OF WORSHIP					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SPIRITUAL DIMENSION	INTEGRITY	ENQUIRY	SOCIAL AWARENESS
God: ▷ can be glorified through art ▷ can be learnt about through stained glass windows	Religion: ▷ needs to be communicated to everyone ▷ can be expressed through beautiful things	Images in glass can glorify God and represent a person's greatest effort	valuing: ▷ beautiful images ▷ tradition ▷ great effort ▷ skill ▷ learning	Why are these stories and people so important that they are depicted in these windows?	People still give of their time and effort to glorify God in this way
CHURCH VISIT: STAINED GLASS					
Skills			Exploration of Human Experience		
USE OF SOURCES	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
church windows	Why were stained glass windows important? What did people learn from the windows?	How do I learn? What is the most beautiful thing I've ever made? What story would I like to represent in a permanent way?	of: ▷ learning ▷ beauty ▷ the sun pouring through a stained glass window	awe wonder	For some people it is natural to want to make the place where they worship God as beautiful as possible.

Resources:

For a brief but well illustrated history of stained glass see:
Stained Glass Archer Pitkin Pictorials (1991)

A poster of the Baptistry window in Coventry Cathedral can be borrowed from the RE Resources Corner, Chapel Fields Centre.