

Welcome to the Diocese of Southwell & Nottingham's

Church History & Open Churches Project



heritage learning welcome

This pack contains educational materials for Key Stages 1 and 2. The materials have been written by the Church History Project education steering group, which is made up of members of the Diocesan Education Department at Dunham House, the Time Travelling team and retired teachers. The materials have been **devised to help children to get the most out of visiting their local church building, and help church members to feel confident running such a visit.** All materials may be freely photocopied, and can be adapted to suit your needs. There are more ideas and alternatives on the website www.nottsopenchurches.org.uk/education. We'd like to add your successes and ideas too, so please let us know how you get on!

This pack contains:

- A brief overview of the Church History & Open Churches Project
- Topic and resource overview
- Topic links to the curriculum in RE and other subjects
- Topic sheets on the following subjects:

Introduction to the Church building for

- KS2 (Intro A)
- KS1 (Intro B)
- Pre-school/Foundation (Intro C)

1. Fonts and Baptism
2. At the Altar (Holy Communion)
3. The Bible in Church Art
4. Clues to the Past in a Graveyard
5. Worship Traditions (Music)
6. The Church in the Community at Easter, Harvest and Christmas
- 7a. Reading the Symbols in a Church
- 7b. Vestments and Colours in Church
8. Church Architecture
9. The Name of the Church
10. The Church and its People

An invitation letter for your local school, a booking form and an evaluation sheet are available on the website.

If you need further information, or have any comments, or ideas to share with us then please contact Maureen Collins, CHP Education Co-ordinator at CHPOpenchurchesEd@southwell.anglican.org

Do check out the website www.nottsopenchurches.org.uk/education and send us your ideas too!



The Church History & Open Churches Project

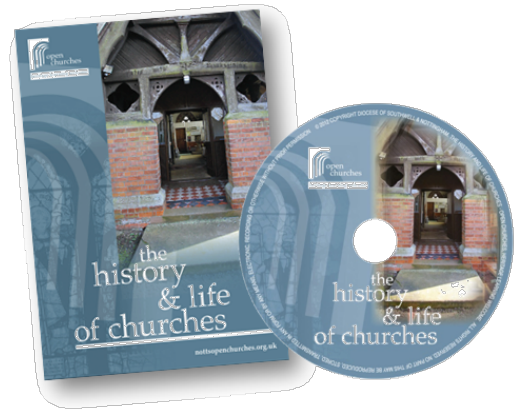
is c/o The Diocese of Southwell & Nottingham, Dunham House, 8 Westgate, Southwell, Nottingham, NG25 0JL

www.nottsopenchurches.org.uk

Also available are many linked resources, including our
DVD ‘The History & Life of Churches’

DVD MAIN CHAPTERS

1. Introduction
2. Churches in your community
3. A place to learn about God
4. Baptism
5. The Bible
6. The Cross
7. Holy Communion
8. The Offering
9. Prayer and Worship
10. Story of ‘the history and life of Churches’



INTERVIEWS

- What is ‘Church’ to you?
- Church through the week
- Why is Holy Communion important to you?
- Tell us what ‘Prayer’ is to you?

Each of these topics is covered with pictures, interviews and video of real people from Nottinghamshire Churches, and the accompanying booklet gives suggestions for lessons/group sessions and assemblies.

Also on the website www.nottsopenchurches.org.uk:

- Materials for use with school groups in Specific Churches with particular features
- A page of resources created by local people and churches, kindly shared to inspire you
- A developing resource section of Secondary materials for schools

Plus detailed **Research** on Nottinghamshire churches

Plus **Tourism** opportunities and ideas

We hope you find these resources useful. Feel free to adapt them to your own situation.
We’d love to hear your feedback, your experiences, and your ideas for developing resources.
Contact us on email CHPopenchurchesEd@southwell.anglican.org

Our thanks go to the Heritage Lottery Fund, The Diocese of Southwell & Nottingham, The University of Nottingham and those who have written and contributed to this pack: Nick Harding, Maureen Collins, Heather Sirrel, Jane Lewis, Kerry Palmer, Diana Ives, Emma Anderton, Anne Peyton and Sally Smith.

Church History & Open Churches Project



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The Church History Project (CHP) was set up as a partnership between the Diocesan Advisory Committee and the University of Nottingham in 1998. The intention is to provide an accurate, detailed history of each of the 314 active parish churches in the Diocese, as well as redundant, ruined or demolished churches. All the material is available free to view on the internet.

The project has since been awarded a substantial grant from the Heritage Lottery Fund (HLF) so that the work can continue, and at the same time be combined with related projects on church tourism and education under the 'Open Churches' heading.

The project has three strands: Research, Tourism and Education. Briefly put, the **Research** strand aims to record a detailed historical and archaeological account of every church in the diocese; the **Tourism** strand encourages and facilitates churches to be open, both through organised open weekends and the production of various high quality leaflets; the **Education** strand is developing material for churches to use with a wide variety of ages and groups, particularly schools and other education establishments.

Do explore the full range of resources on our website
www.nottsopenchurches.org.uk



CHP Open Churches Topic Overview

Sheet	Description	Accompanying activity sheets/ web resources
Introductory section		
A) KS2 'The Church – a look at the building and what it's used for'	A, B and C are for a first visit to church (they could be joined with another activity). Spotting the altar, lectern, font, pulpit (and finding out what they are for), and the shape of the church.	Worksheet: 'Intro to church' Information sheet: 'Inside a church' Worksheet: 'Have a go – match the sentences'
B) KS1 First visit to church – 'What's inside?'		Worksheet: 'KS1 visit to a church' On website: alternate worksheet to allow your own pictures
C) 'An introduction to the Church for pre-school/ foundation'	Needs preparation. First visit getting a feel of church listening to a Bible story.	
Topics		
1. Fonts and Baptism	Understand baptism as use of font and welcome into community. Re-enact an infant baptism.	Resources on website: PowerPoint on Baptism by full immersion and pictures of baptistry.
2. At the Altar – the Eucharist or Holy Communion	Understand story and meaning of Eucharist/Holy Communion and altar	
3. The Bible in Church Art – stained glass / lectern / art work / banners	Looking at items in church related to the Bible/Bible stories. Creative responses.	Worksheet: 'Lecterns' Additional resources on website: Stained glass worksheet Useful links on website: Stained glass patterns
4. Clues to the Past in a Graveyard	Examining the graveyard to reveal clues about the community in the past. Briefly includes: Memorials/ gravestones/social history	Useful links on website: interesting graveyard examples
5. Worship Traditions – Church music	Activities involve listening to the organ, dressing in choir robes, responding to church music (traditional and modern).	Worksheet: exploring responses to music Additional resources on website: Information sheet on traditional and modern church music Music suggestions

6. The Church in the Community a) Easter b) Harvest c) Christmas	Compare past and recent social history in three separate sessions, seeing that the Church was the focal point for community celebrations. Also looking at the Christian origins of the festivals and history of their celebrations.	Resources on website: Templates for Christmas cards, windows, etc. Harvest meal sheet
7. a) Reading the Symbols in a Church	Hunt for symbols in the church (cross, candles, etc.), and discuss their meanings.	Background information sheet: reading the symbols Resources on website: bookmark activity, secret fish symbol
7. b) Vestments and Colours in Church	Looking at robes and colours used in church during the seasons of the church year. Liturgical Calendar, vestments – links to roles in church	Background information sheet: vestments Background information sheet: liturgical colours Useful link on website: 'Seasons of the church' wheel Additional resources on website: Words for vestments activity (cut and stick) Additional worksheet: 'The Christian Year'
8. Church Architecture	Examining the main features of the church building (walls/windows/archaeology).	Resources on website: Further craft activities
9. The Name of the Church	Learn significance of names, and especially Saints names – the name of the church.	
10. The Church and its People	Suggestions of activities to do with famous or local people or people working elsewhere associated with the church (e.g. missionaries)	
Other web resources: Materials developed by particular churches, to get ideas from. External website links that may help develop ideas further.		

CHP Open Churches Topics – Links to the Curriculum

Sheet	Links to Notts and Nottingham Agreed Syllabus for RE	Attainment Targets in RE	Curricular links other than RE
1. Fonts and Baptism	FS – celebrating special times KS1 – celebrations in religion	At the appropriate level both attainment targets are covered by these topics	
2. At the Altar – the Eucharist or Holy Communion	KS1 – celebrations in religion		
3. The Bible in Church Art – stained glass / lectern / art work / banners	FS – exploring special places KS1 – symbols expressing religious meaning KS2 – teachings and authority		Design and Technology Art
4. Clues to the Past in a Graveyard	KS2 – worship, pilgrimage and sacred places Journey of life and death		History – social/local English – (epitaphs)
5. Worship Traditions (Church Music)	KS2 – worship, pilgrimage and sacred places		History Art Design and Technology Music
6. The Church in the Community a) Easter b) Harvest c) Christmas	KS1 – belonging KS2 – beliefs and questions (how belief impacts on peoples life) Religion, family and community		History – social/local Geography – local
7. a) Reading the Symbols in a Church b) Vestments and Colours in Church	KS1 – symbols expressing religious meaning		Art Design
8. Church Architecture	KS2 – worship, pilgrimage and sacred places		Art Design and Technology History
9. The Name of the Church	KS1 – leaders and teachers KS2 – Inspirational people		History English – creative writing
10. The Church and its People	KS1 – leaders and teachers KS2 – religion and the individual Beliefs in action in the world Beliefs and questions		History – local/use of primary sources Geography – world/economic

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The Church

(A look at the building and what it's used for)



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Aim: To introduce key features of a church building and show that church is the people.

Learning Outcome: Children will understand that the church is often a cross-shaped building and it contains certain unique fittings, e.g., font, lectern, pulpit, all of which have special purposes.

To learn that 'Church' refers to the people, as well as the building.

Activity: Introduction, looking around the church, either talking to people or filling in an activity sheet.

Resources: Worksheets, laminated labels, people from church

Time: approximately one hour

*Suitable for Key Stage 1 and 2
in groups of 6-7*

Information for Leader

The church is not just the building but the people – the body of Christ.

However, we want children to understand the main features of a church building – the shape of it (cross/cruciform), the altar, pulpit, lectern, font, pews, and what they are used for.

This session will be an introduction to your church, so needs to include interesting features of your building, whilst helping children to know that although churches are different, they often (not always) have some key features.

Introduction (10 minutes)

- Welcome the children to your church, and get them to look around – from where they are sitting.
- Ask them what they can see – things that are like what they have seen in other buildings, and things that are different.
- Praise them for spotting things and comment briefly on them – saying what they are used for and any special meaning (answer the questions on the worksheet if you are using it!)
- If your church is cruciform, draw attention to this. If not, explain that many churches are. Ask why.
- Ask them what they think a CHURCH is.
- Talk about their answers, bringing out the truth in them.
- Tell them (if they haven't said it) that the church is actually the 'people'. So a church could meet in someone's home or even a park. But the usual place is a building a bit like this – called a church because Christian People meet here to worship God.

Main Activity (30 minutes)

Possible activities:

- Worksheet (sheet here for KS2, following next activity for KS1) so pupils can go round church looking for things, and filling in what they are. You would need to produce labels – possibly laminated – for the key places in your church. You could replace the pictures in the worksheet with digital ones of your own church if you wished.
- Have a member of the congregation at each key place, who will give a brief explanation of each artefact or activity visually and interactively, lasting about three minutes. Children go round to each place in groups of about six, with a teacher/helper.

Plenary (10 minutes)

- Gather children and ask them what they enjoyed and what they found out.
- Go through worksheets and check answers together.
- Talk about what else happens in your church, especially any activities for children. If you have a church member there they could tell you what it means for them to be part of the church. You may want to tell the children they are welcome to come and see what a church service is like (maybe recommend the week you have all age service?)

Extension

- Find out about churches that may be shaped differently (e.g. Ravenshead St Peter, Nottingham St Ann with Emmanuel, Worksop Christ Church) from the Church History Project website <http://southwellchurches.nottingham.ac.uk>. Think about whether the shape makes a difference to how the church seems and feels to the children.
- Look at information about what the church does. Are there things that are interesting and attractive for all ages? Does the church seem like a lively and active community of people?

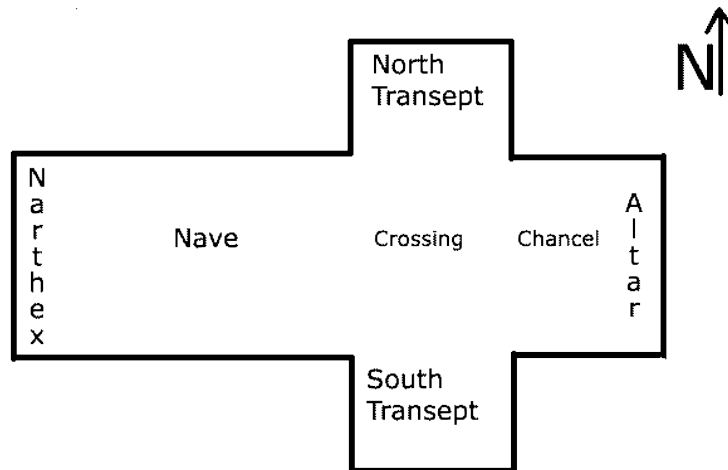
Introduction to Church



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A church is...

What do you think? Is it a building or is it the people?



The basic shape of the building is a _ _ _ _ _

This is sometimes called a 'cruciform' shape.

Why do you think a church might be built in this shape?

Can you find these things in the church building? (Draw a sketch of each one)

See if you can work out what they are used for?

Altar	Font
Lectern	Pulpit

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Inside a Church

A **Church** is a building where Christians meet together to worship God. Some churches are very old, stone buildings. Some Churches are very modern. Older Churches often have a tower, or a spire, and have a floor plan which is cross-shaped or rectangular. Some modern Churches have a round floor plan. A Church doesn't have to be built specially: in some places ordinary houses are used for Churches.



The Font is the place where babies and older people are baptised (christened). When someone is baptised they become a member of the Church. For this reason the font is often found at the back of the Church, near the door.

The Sanctuary is the most holy (special) part of a Church. It is the area around the altar. Often there is a rail around the sanctuary and visitors are not allowed to enter it.

The Nave is the main part of the Church, where all the people sit. The people (congregation) may sit on chairs, or special benches, which are called **pews**.

The Altar is a wooden or stone table. A Church may have more than one altar, but the main one is always at a central point in the Church. The altar is used for the service called the Eucharist or Holy Communion.



The Choir Stalls are the seats where the choir sits. They are usually in the chancel. In some churches the members of the choir wear special robes.

The Vestry is the place where the choir and the minister put on their special robes. Often there are two vestries in a church, one for the choir and one for the minister.

Most Churches have an **organ**, and sometimes other musical instruments. You will often find that the organ *console* (where the keyboard is) is a long way from the organ *pipes* (which make all the noise).

The Chancel is the part of the Church between the Sanctuary and the Nave. Often the choir stalls and the organ console are found here.

The Pulpit is the place where the minister preaches a sermon. Often it is a sort of box, raised up by a few steps. In some churches there is no pulpit, and the minister preaches from the lectern.

The Lectern is the place where the Bible is read out from during a service. Sometimes it is very simple. In some Churches it is made from brass and the book stand is in the shape of an eagle.

Some Churches have aisles at the side which are called **transepts**. This means that the floor plan of a church like this is in the shape of a cross.

Most churches have **candles**, which Christians believe are a symbol of Jesus, who is called 'The Light of the World'. You will usually see candles on the altar. Often there are also candles or oil lamps in the sanctuary. You sometimes see candles which people can light to say a prayer.

A Church is not just a building: it is a place where people do things and things happen. What sort of things do you think happen in a Church?



With thanks to Painsley College RE Department

Have a go!

Match the sentences!

1. Match up the sentences so that they make sense.

2. Copy the correct sentences into your books.

- a) A Church is a sort of table used for Holy Communion.
- b) The Font is a place where Christians meet together to worship God.
- c) The Altar is the place where people are christened.
- d) The most holy part of a Church is the Vestry.
- e) The Choir Stalls are a symbol of Jesus, who is called 'The Light of the World'.
- f) The choir put on their robes in the Lectern.
- g) The Nave is the place where the minister preaches a sermon.
- h) The Pulpit is the main part of the Church, where all the people sit.
- i) The Bible is read from the Sanctuary.
- j) Candles are usually in the chancel.

First visit to a church

'What's inside?'



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Aim: Short initial trip with young children, familiarity with objects

Curriculum Links: RE Visit a church
Art-sketching
History/Geography – church in local community

Resources: Prepared sheets, photocopied.

Labels made and in position in church.

Preparation needed: Medium

(Harder if make own photo sheet)

Time: 30 minutes

*Suitable for ages 5-7
(or older) in groups of up to 10*

Preparation

- Make sure you (or teacher) supply pencils for children to use
- You may use the supplied sheet (photocopied), or take digital photos of key items of church furniture in your church and using the template supplied, create your own sheet, with the digital photos of key items in your church.
- Make some big labels, possibly laminated, with names of key features (e.g., font, lectern, pulpit, pew, organ, keyboard, altar, etc.) and blu-tak in the appropriate places.

With the children

After welcoming them to this special place, and explaining that it is where Christians worship God, ask them if it looks like their house or school.

Explain that there are lots of things in this house that are different, some because they were made a long time ago (if appropriate to your church!), and some because they are used for special things.

Say that we're going to look at some of these things now.

Give out the photocopied sheet with pictures to show the items.

In groups, ask the children to look round and see if they can spot any of the things on their sheet.

When something is spotted, take the group over to it. Point out the name label, and say (very briefly in language that children can understand) what it's used for.

(You may move round the special places in an ordered way if you have several groups in the church at once, giving them about five minutes at each place.)

The children copy down the name on their sheet.

Continue spotting, explaining and naming the items on your sheet.

If there is time left, they could draw their favourite item on the back of the sheet.

Thank them for coming, and tell them that they'd be welcome to come with their family to see the church in action sometime – mention when your child friendly service is (e.g. "any first Sunday of the month at 10.30am")

This is a short initial trip with young children, offer the teacher further visits with more detailed focus.

KS1 Visit to a Church worksheet



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We saw the place where babies are baptised

the



The
is the place where the
.....



is read.



The
is where the vicar
talks about what it
means.



The
Sometimes the seats are made
of wood, with a shelf for
books.

The

This is where Christians eat bread
and wine to remember Jesus dying
on the cross.



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Intro c):

An Introduction to the church for Pre-school/Foundation



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Aim: To give a simple tour of the building through Foundation/pre-school themes

Learning Outcome: Children will know some of the features and uses of a church.

Activity: A short hunt for bags of different items relating to the church.

Resources: 6 or 7 bags containing items or pictures linked to your church building. A children's Bible story, drink and biscuit

Time: up to one hour

Suitable for ages 3-5 in groups of no more than 10

Information for Leader

The contents of your bags very much depend on your building. Choose six or seven interesting items in your church e.g. carvings, pictures, stained glass windows, altar frontals. For every item you are going to look at place a bag near that item, which contains something relevant to it, so, for example, a stained glass window with a sheep image could have a small toy sheep or picture of a sheep in the bag; a carving of a flower on a pew could be represented by a silk flower in the bag; an image of a rainbow, picture of a rainbow in the bag and so on. You might also like to choose a nursery rhyme or simple song relating to each item.

Remember that small children might not have been in the church before and could be overwhelmed – make them as welcome as possible before you begin the tour. They love mystery so build up an air of mystery as you prepare to look in the bags for clues.

Introduction (5 minutes)

- Welcome the children as a whole group to the nave of the building, asking if any of them have been here before. Do they know what the building is called? What do people do here?
- Explain that we are going to find out a little more about the building by exploring. We are going to look for some bags which have clues in to help us find things around the church. Ask the children if they are good explorers.
- Ask the teacher to divide the children into small groups of no more than 10. If you have more than one group going around at one time, make sure you have planned a starting point for everyone and move around the stations in a clockwise direction. You will have about six minutes at each station.

Main Activity (40 minutes)

Begin the tour and work your way around in a clockwise direction as agreed with the other group leaders doing the tour.

At each activity, find the bag and choose a child to get the object (eg sheep) out of the bag. Have a short discussion about what it is and ask if anyone can see that object (sheep) around them. If you have chosen some songs then finish by asking the children if anyone knows a song about the object (sheep) then sing it together. During the activities, ensure that all the children are included in the discussions and have an opportunity to participate if they wish to.

Plenary (15 minutes)

Give the children drink and biscuit (check with staff about any allergies) and read a short picture book Bible story.

1. Fonts and Baptism



Aim: To look at the font, to explore and re-enact the ceremony of infant baptism in the church.

Learning Outcome: To find out how the font is used, and understand that infant baptism is a ceremony that brings the community together to welcome a new member.

Activity: To look at and find out about the font. To discuss what it means to belong and why baptism is an important ceremony in the church. To recreate a baptism ceremony with the children as participants.

Resources: Font, basket or box containing a candle, a cross, some water and a dove, a baby doll wrapped in white blanket, box of dressing up clothes and/or presents, a white stole.

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Time: 30-40 minutes

*Suitable for ages 5-11
in groups of 10-12*

Information for Leader

You will need to adjust this activity according to the age of the children. With younger children, focus on belonging during the short discussion at the beginning, with older age groups discuss the symbolism of belonging and celebrating together and how the church becomes the centre for this important event.

Introduction (10 mins)

- Greet the group, position them around you in a semi-circle, and tell them your name. Ask them theirs (they can all reply together!) Explain that names are important – it helps to give us our identity within our family and friends, and may tell us something about our family's past (e.g. who is named after a family member?) We probably share our last name with mum or dad, or brothers and sisters, but our parents have chosen our first names to give us our own unique identity.
- Tell them that you are going to learn about a welcoming ceremony we have in the church which is called Baptism (or Christening). This is a ceremony to show the child belongs to the church, and the Christian religion. The parents state the child's name during the ceremony.
- If your group is wearing uniform, make a point of saying that you can see they all belong to the same school because their uniform identifies them. Ask the children to tell you what they belong to – don't take detail, just ask as many as you can (likely answers: Brownies, family, Cubs, school).
- Ask - Did anyone have a ceremony to welcome them to their club – e.g. did anyone introduce them to the group or formally have a ceremony? (*Brownies and Cubs have enrolment ceremonies.*) Let some children tell you about it.
- Churches have always been centres of local communities, and at one time everyone would bring their babies here to be baptised by the priest and welcomed by the local community. People still do this now.

Activity 1: Discussion (5-10 mins)

- Start by looking at the font. *(NB this will be different in every church, so the following notes are suggestions as to how you might introduce your font. Children should not have to listen to a lecture about it, but should be encouraged to join in with the discussion through constant questioning.)*
- Ask if anyone knows what this piece of furniture is and ask if they can draw out the word font. Let's find out a bit more about it. Has anyone seen it being used? (If yes, then we know it holds water.)
- Ask - Does it have a date or any carvings on it? What is it made from? Can we guess its age by looking at it? What evidence is there that it is new/old? Is it near the door (old fonts are often near the door, so it is the first thing the baby meets on its first visit into the church.)

Activity 2: Re-enactment (15 mins)

- Ask if anyone knows what happens at a ceremony of baptism. Make sure they know it is sometimes called a Christening. Listen to the answers.
- Discuss the uniforms children wear with symbols on them to show they belong to school or other groups. Christians use symbols of Christianity too at the baptism ceremony. Ask for volunteers to come and choose a symbol – *these should be hidden in a box to add an air of mystery.*
- Line the children up with their symbols and make sure everyone sees what they are: water, a dove, a candle and a cross. *(Are there any of these symbols on or near the font, perhaps in a window, a candle or a sculpture. If so, this should be pointed out).* Place the symbols down by the font.
- Tell children that anyone can be baptised, but often it is a baby, so we need a mum and dad. Ask for volunteers, and send them off with the baby to name it secretly.
- Meanwhile, identify four 'Godparents' who have to promise to help look after the baby. Explain that in the past this would have been friends, family or neighbours who lived nearby.
- You will be the priest, so put on a white celebration stole if there is one available.
- The rest of the children will be guests from the local village, so all need either a dressing up item or a present for the baby. Two children can be chosen to be the church doors by making an arch to walk through. Prime everyone that this is a special day so they will be wearing their best clothes. Tell them to mime getting dressed in their best clothes and arriving across the other side of the nave.
- Ask the 'doors' to make a big arch to let everyone in. The priest goes in first, followed by mum and dad who stand at the font. Everyone else should sit in the "church".
- In role as the priest welcome your guests to your church, saying what a pleasure it is to have them all with you, especially baby...? (ask the parents its name now) and invite Godparents to join you by the font.
- Now you need to check that they really do want their baby to be a member of the church and Christian community. Tell them to reply "I do" *(this is a very simplified version of baptismal vows – the ideas not the words are important)*. Ask them: 1. "Do you turn to Jesus?" 2. "Do you plan to bring up baby X as a Christian?" 3. (Godparents and friends) "Do you promise to help mum and dad to care for baby X?"
- Now come the signs: 1. Make a cross on the baby's head with water with your finger or thumb. (It may be done with oil of chrism in an actual baptism) This is a sign of Jesus – Christians sometimes wear the cross like a badge, so that others know they belong to his family.



2. Wash the baby's head with water – we clean the baby, washing away its old life and representing the new life it has with Jesus. At this point pretend the baby is crying as it didn't like cold water, so pass it back to mum or dad.

3. Give the lit candle to one of the Godparents to hold and ask if anyone can remember why candles are significant. (Light of Christ, getting rid of darkness and evil.)

4. Give the dove picture to another child to remind us that when Jesus was baptised God sent a dove from heaven. This image isn't used in the service, but is often present in the form of decoration on or around a font.

- Now ask the family and friends to give the baby a clap and leave the church, replacing everything in the correct box.

Plenary (5mins)

- Bring the children back to where you started and give them a brief test on the symbols and the name of the font. With younger children see if they remember what they are, whilst the older ones should remember what they meant.

Extension

- Use the Church History Project website (<http://southwellchurches.nottingham.ac.uk>) to find photos of fonts from around the Diocese and discuss in what ways they are different. Three contrasting ones would be:

St Mary's, Lowdham: stone, intricately carved by stone Masons working on the Minster Chapter House: 1290

St Peter's, East Bridgford: stone, Tudor roses carvings: 1663

St Mary's, Plumtree: stone font, wooden lid: 1875

- Find out about adult baptism. Search for modern churches with Baptisteries or moveable fonts e.g. St Luke's, Gamston (website accessible via CHP website.) Use the PowerPoint of teenager's baptism service available at www.nottsopenchurches.org.uk/education-resourcesbychurches.html.

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2. At the Altar: (The Eucharist or Holy Communion)

Aim: To explore the importance of the Eucharist for Christians (use the language and style of your own church but mention that it is also called 'the Mass', 'Holy Communion' or 'Lord's Supper').

Learning Outcome: Children will understand that Eucharist is an important regular celebration for Christians and know the symbols relating to the celebration.

Activity: Talking to children, sharing bread, looking at artefacts, reflection.

Resources: Chalice and paten, grapes, wine, a few different breads, wafers, priest's stole if possible and altar frontals or hangings.

Information for Leader

Christians interpret the Eucharist in different ways – as a simple reminder, as a mystery in which Jesus is 'really present' in the bread and wine, or as transubstantiation where it actually becomes the body and blood (RC). You do not need to go into depth with children, but concentrate on it being a very special way of remembering Jesus, thanking him (Eucharist) and being linked with him (Communion) and others.

You will need:

- To sit children around/ in front of the altar
- Altar frontals or hangings
- Chalice and paten
- A few varieties of bread
- Some grapes and a means of crushing some of them
- Banners or other items in the church linked to Eucharist

Introduction (15 minutes)

- Ask children if they know the name of the area where they are sitting.
- Remind them that this is one of the most important parts of the building. Explain why.
- Ask if they know any of the special events that might happen here. Briefly tell them about marriage, a coffin might be placed close to here at a funeral, Eucharist.
- Talk about the history of the altar cloths for this church – did someone make them? Were they a gift? Why are they special to this church?
- Show the chalice and paten from the church. Again talk about the history of these artefacts in this church. Is there any history associated with the altar rail? Are there any special carvings in this area? Are there any banners or stained glass that link to the Eucharist?
- If there are special features of the altar in your church show them to the children and briefly talk about them. If you have altar cloths available then show them and talk about how they are changed at different times in the year. Don't spend too long on this aspect of the session as the main focus of the time needs to be on the Eucharist.



heritage learning welcome

Time: up to one hour

Suitable for ages 5-11 in groups of 10-12

This activity can be adapted for different age groups

With KS 1 children keep the explanations and descriptions as simple as possible.

It is unlikely that children below Y2 (6-7 years) will be learning about Eucharist.

Main Activity

Talk 1 (10 minutes)

- Show a bottle of wine. Ask how wine is made.
- Show some grapes. (If you want to, use a rolling pin to crush some grapes to show the juice that could be used to make wine.)
- Show a few different types of bread. Which would children like to eat?

Where does bread come from?

- Show children the chalice and paten.

Ask why the church might use these special things at this celebration. Talk about sometimes at home getting out the best crockery for a special dinner, or if you have special guests for dinner. Remind children what the chalice and paten are used for.

- Show the children the wafers that some churches use for Holy Communion. Explain what happens in this service.

Activity (5 minutes approx)

Use either the bread or wafers and allow children to eat them

N.B. Check for any allergies first!

Talk 2 (15 minutes)

Ask the children if they know why Christians do what they have just done. Retell the story of the Last Supper:

- Jesus knew that he was soon going to die; he was very sad.
- He wanted his friends to have a way in which they could remember him.
- He helped them to prepare a meal and at that meal they had bread and wine.
- Jesus took the bread and said that this bread was like his body and that when they ate it in this way they should remember him.
- Then he took a cup of wine and said the wine was like his blood and that when they drank the wine in this way they should remember him.
- He told them that he was going to die soon and that this would be their last meal all together.

When you come to Jesus' actions with bread and wine re-enact those actions. Break one of the examples of bread shown earlier. When Christians today have the Eucharist they remember the last meal Jesus had with his friends but it also reminds them of something else. Point to the cross and ask children why that is there. Tell the children that the cross reminds Christians that Jesus died because he loved people so much and so when Christians share the Eucharist they remember this as well. All Christians will drink the wine from the same chalice; this helps them to remember that they are united, joined together in God's love.

Plenary (5 minutes)

'A time for reflection'

- Place the chalice and paten, the wine and the bread so all children can see them.
- Play some quiet music or if possible have the organ played quietly.
- Allow the children a few moments to be still and to look at the artefacts and think about what they have heard today.

3. The Bible in Church Art (Stained glass/lectern/art work/banners)



heritage learning welcome

Aim: To see some of the creative ways the Bible is honoured and explained in your church.

Learning Outcome: To recognise that the Bible is very important to Christians. It is considered to be God's word, and contains *Good News* that they want to share with everyone.

Activity: Looking round the church to discover and discuss creative Bible stories, their history and significance. Using the lectern sheet and craft. A creative activity based on your church and resources if possible.

Resources: To think about your church history, lectern, windows, etc., to find out any interesting stories. Variety of activity sheets in pack. Various craft materials.

Time: 45 minutes to one hour

Suitable for Key Stage 1 and 2

This activity can be adapted for different age groups

Information for Leader

We are looking at the Bible and how it is seen in windows, lectern, art work and banners.

Children should understand how important the Bible is for Christians, being called the Word of God, because God speaks through it. Also mention the Good News (gospel).

Many items in church show the importance of the Bible, some very old, showing it has always been important. Your church Bible itself may have interesting history. Christians often use creative ways to explain the 'good news' of the Bible. (You will have to adapt the ideas below to use items in your own church building.)

Introduction (10-15 minutes)

Ask if they can see a big book (if you have one on the lectern). Otherwise hold up a normal Bible. Do they know what it is called? Why it is special?

Talk about the Bible being important to Christians and that it is called the Word of God because it contains messages from God to people. Many things around the church remind people of the Bible and the stories in it. In the past not so many people could read, so pictures on windows, carvings and banners were important too.

- If you have an eagle lectern, talk about the Word of God being carried all round the world so that everyone knows about Jesus. Explain that the Bible is translated into many countries' languages, so everyone can understand it. Missionaries have gone to different countries to take the 'gospel' which means 'good news'. Christians believe that Jesus' love for us is so great that they want everyone to know that he loves them too.
- Ask '*Can you see any pictures that might tell a Bible story?*' This could include stained glass windows, banners or other art work, including kneelers, wood carvings, etc. Acknowledge them all, then pick one which has a very clear picture story and take group to look at it. Discuss the picture; what it's made of, how old it is and briefly tell the story in it.

- If there are banners or art work of a more modern nature, discuss them and their artists. (If it is a local person, why not get them to briefly tell the children why they made this.)
- In most churches there will be old and new things. Explain that Christianity has been in existence for over 2000 years, and some of our churches are very old. How old is yours? In each generation, Christians try to let the people around them know about the good news that Jesus loves them!

Main Activity (20 minutes)

- Look at the lectern activity sheet – compare modern and ancient lecterns. Talk about which they like and why.
- Explain the history of your church's lectern – even if it is modern, it will have a history. You could refer to photos of lecterns available on the Church History Project website (<http://southwellchurches.nottingham.ac.uk>). Let the children answer the questions on the sheet, and sketch the lectern.
- If stained glass windows are a main feature of your church, you might like to get children to make a stained glass window. Have a choice of templates available, coloured tissue paper and glue or sticky tape and an adequate number of helpers. This is ideal for KS2 and could be used with more able KS1.
- Use a Bible verse or angel design (see examples on www.nottsopenchurches.org.uk/education-resources) or your own design to print out for children to colour. (This requires sheets and crayons and is suitable for KS1.)
- Design a banner or stained glass window. You will need paper, crayons, Bible verses, copy of Bible story you told earlier. This could be to finish for homework – prize for the best ones, to be displayed in church. This is more suitable for KS2.

Plenary (5 minutes)

Revisit main points, explaining again how much of the church is connected with the Bible through visuals and artwork.

Extension

- Find out more about stained glass windows by looking at a range of churches on the CHP website and discovering different Bible stories told in windows.
- Ask whether the church banner-makers may be willing to talk to a group of children about the banners they make, how they design them, and so on.
- Look at a range of Bibles of different translations, and allow the children to decide which ones they prefer and find most accessible.
- Other ideas for Bible based activities available on <http://www.southwell.anglican.org/400yrsbible.html>

3. Lecterns worksheet



A lectern may be the shape of an _____ made of wood or _____.

It stands on a _____ which represents the world.

The Bible is placed on the eagle's outstretched wings, showing that God's Word is going out over the whole world.



A lectern may also be a simple stand for the _____, at the front of the church.

It will usually have a Christian symbol, such as this _____.

Name of Church:

Do you like the simple or ornate lectern better?
Try to explain why.

Draw a sketch of the lectern in this Church

How might God's Word (in the Bible) fly out over the whole world?

What can you find out about this lectern?

How old is it?

Who made it?

When and why was it given to this church?

[blank]



4. Clues to the Past in a Graveyard

Aim: To look closely at gravestones and features which are windows to the past.

Learning Outcome: Children will discover something of the social context of the community to which this church has been central for centuries.

Activity: Investigate the range of information that can be gleaned from memorials .

Practical investigation, collection of information and analysis.

Consideration of the church's importance in the community over centuries.

Resources: Clip boards, paper, pens. Possibly survey sheets, rubbing paper, masking tape and rubbing wax or large wax crayons.



heritage learning welcome

Time: up to one hour

Suitable for Key Stage 2

This activity can be adapted for different age groups

Information for Leader

- This activity plan assumes a group of around 30 children and sufficient briefed helpers to split into activity groups for part of the session. (Ask the teacher to group the children before they arrive.) However, it can easily be adapted to a variety of situations.
- Most churches will have a churchyard and/or a variety of memorial plaques. However, the focus of a particular visit will reflect the particular building and need local contextual information.
- Attention should be paid to risk assessments and safety briefing of helpers and children for any outdoors activity. (Schools will have to do a risk assessment of the visit anyway.)
- The detail of discussion and practical activity should be adjusted to suit the age of the children.
- Useful resource: www.caringforgodsacre.org.uk

Introduction (15 minutes)

- Welcome the children. Sit on the grass somewhere central to the churchyard and introduce your team (name badges for helpers are a good idea). Begin with some initial 'warm up' questions: *What's this place called? Anyone been here before? How does it make you feel?* etc.
- *Do you know – you are in the 'dead centre of...!' Scary! But not really. Yes, the church and churchyard have been at the centre of... for centuries, but you couldn't be safer sat here, because this is God's acre.*
- *People chose to be buried close to church because they believed it brought them close to God. Look at all the graves from where you're sitting. Do you notice anything in common? Talk round a few responses concluding with, they all point in the same direction. Lead into: So does the church! Why? Explain that the*

Holy Land, where Jesus was born and lived, is in the east (with older children – the pre-Christian sun rises there too! and possibly link to prayers to Mecca).

- *Let's go and look at a few gravestones more closely.* (Chose the most relevant 2/3 foci to your location and children.)
- Investigate some inscriptions/work out ages/family graves/shapes/decorative styles.
- Compare weathering on igneous slate to sedimentary limestone gravestones.
- Most people wanted to be buried on the east or south – only criminals and strangers were buried on the dark shadowy north!
- Older churchyards often have mounds where poor people were buried on top of each other.
- Lots of older graves have ledgers – rectangular stone slabs on top of them – to deter body snatchers! (Nice story-telling opportunities as well as historical facts!)
- Many table/altar/chest tombs are in disrepair – but don't panic! They never contained bodies; the bodies were buried beneath.
- If you were really rich you wanted the world to remember after you were dead.

Main Activity (35 minutes)

- *You've listened really well. Let's get active! – We are going to split into the working groups your teacher arranged, to find out more.* (Ensure that the practicalities have been worked out in advance and everyone knows what's happening. Remind the children of safety rules: stay in your group and only go where you are told to go, be careful around these old gravestones, etc.)
- Introduce a survey 'What we are going to find out' – that fits best with the location and teacher's priorities.
- Section by section, working groups could survey male/female Christian names or age at death or size of families or style of gravestone or occupations. Older children could devise sub-sets 1700-1750-1800-1850 etc.
- Younger children might make rubbings of sample gravestones or different decorative designs.

Plenary (10 minutes)

- Collect the group together to compare and verbally collate results and discuss outcomes. (These could be investigated further back at school.)
- Try to draw out that the churchyard has lots of clues to the story of our community.
- *Before we go let's remember that we are in God's acre. Let's be quiet and still to think for a minute of the thousands of people from our town who have come here over the years, for funerals and to remember those they have loved.*
- *Let's think of all the people who have made it a special place, a peaceful place, a place to please God – today.*
- *It's been lovely to welcome you here today. We hope you've had a good time and we look forward to seeing you again soon. Now listen carefully to your teacher...*

5. Worship Traditions (Church Music)

Aim: To look at items in the church and find out how they are/were used for worship with a focus on traditional church music. Make sure children are aware that there are different kinds of church music.

Learning Outcome: Children will know the names and function of items of furniture used in worship, and experience church music.

- Activity:**
1. Welcome and introduction
 2. To look at how a church organ works
 3. To sit in the choir stalls, dress up and sing as a choir
 4. To listen to and respond to church music

Resources: An organist if possible, or musician. Possibly a set of choir robes, cross and candles to process with the choir. Psalm sheet and music response sheet available. For activity 3 you might like to prepare your own CD or MP3 file to play.

Information for Leader

These activities consider some of the key features of music used in worship. You may choose only to use some of the three main activities. This can be adapted to suit the style of your church. If you have a modern music group, you could possibly get some of them to come in with their instruments, and do an activity with the children to replace either organ or choir activity.

Introduction (10 minutes)

- Gather the children at the front of the church, sitting in seats or pews so they can see you.
- Ask them to have a look around, and see what they can see. Have any of them visited the church before? Is it an old or new building? How old? Tell them they are going to learn something about music often used in Christian worship.

Main Activities (15-20 minutes per station)

1. The Organ

- Gather children around the organ, ideally so that they can see the pipes, keys, stops and pedals. Give a demonstration of how sounds are made and blended, how volume is controlled, where the sound comes from, etc.
- Play a familiar tune such as, 'Baa baa black sheep' using different sounds, or just the pedals. Allow one or two children to pull out a stop, play a tune (for those who have piano lessons), and so on.



heritage learning welcome

Time: one hour

Suitable for lower Key Stage 2 in groups of 10-15

There are three main activities – you can choose to do all or two of them, and maybe swap groups – if you have enough helpers.

- Get children to try singing along, to high and especially the low notes! Play loud and soft – have fun.
- Children should understand that people sing along with the organ during services on Sundays and at other times during the week. It is a traditional church instrument. (Talk about the history of your church organ if it is known.) This can be adapted for churches without organs by demonstrating instruments that are used.

2. The Choir Stalls

If your choir wears robes during services, you may consider letting children dress in these. You can do this activity whether or not your church has a traditional Sunday choir – the principle is to see how music heritage plays an important part in church history in the UK, and how it has influenced British culture over the centuries.

- With the children in the choir stalls, ask them what they think these seats are for. Explain briefly that the choir lead the congregation in singing.
- If your choir pews have any interesting features (carvings etc.) then show the children now.
- Practice processing into the choir stalls, standing and sitting together as you direct them.
- Take the children through a series of singing exercises, and use your hands to indicate volume, pitch, length, as a conductor would do – (use la, ah, oo, ee sounds).
- Ask the children to sing you a familiar song while you conduct. If you can arrange it, ask the organist or a musician to play along.

You might find it easier to do this with all the children together at the end when both groups have visited the organ activity:

- Dress children in choir robes, and gather them around you. Explain that over the centuries, choirs have played a large part in church history and music in many churches is an integral part of the worship that goes on there.
- Ask them to get into pairs, and make a straight line. Choose someone to carry the cross and the candles to go at the head of the procession.
- Either using your musician, or using a CD of organ music, do the procession for 'real'. Indicate that the children should sit.

3. Respond to church music

This will ideally take place in an enclosed space, so that children can focus on the music.

- Use a CD with a reasonable amount of volume, containing religious music from five different eras – extracts lasting around 30 seconds. (For example: Gregorian chant, Bach, John Rutter, Taize, organ music, choral, Graham Kendrick, Matt Redman, Iona, etc.)
- Tell the children you'd like them to use their ears, so dim the lights if possible. Explain they are going to listen to the five tracks one after the other, and you want them just to listen to all five and to think about which ones they like or dislike, how modern they think it is, and what feelings are being expressed through it. You might like to have them lying on the floor with their eyes closed, just to encourage them to enjoy and concentrate on the music.



- Spend a few moments talking with the children about what they have heard, exploring with them what emotions, feelings or beliefs are being expressed by the music they have heard.
- Now hand out the response activity sheets and ask them to listen again, this time you will stop the CD for two minutes after each extract to allow them time to respond.
- Give a copy of the CD to the teacher to take back to school to follow up if they like.

Plenary (10 minutes)

Gather the children back where they were for the welcome at the start of the day.

Ask if anyone would like to tell you what they have enjoyed the most today. Discuss with them what they have found interesting and why.

You may like to do a quiz with them about what they have learned. Thank them for coming, and invite them to come back another time.

Extension

- Ask a church musician to visit the church/school to talk about different styles of music used in churches.
- Use the internet to research choir music – try cathedral websites.
- Find out more about church organs from the CHP website.
- Choose a popular tune and work on new 'worship' words for the song that could be used in church or school worship.
- Suggest one or two Psalms that the children could re-write or add percussion to back at school. (Psalm sheet available at www.nottsopenchurches.org.uk/education-ppresources.html.)

5a. Music responses worksheet

Listen carefully to the 5 pieces of music and think about:

What feelings are being expressed?

How does the music add to the atmosphere in the church?

If this music was a colour or shape, what would it be?

What effect does it have on you? How do you feel?

Track 1	Track 2
Track 3	Track 4
Track 5	

6a. The Church in the Community (Easter)



heritage learning welcome

Aim: To compare past and recent social history, include festivals, e.g., Christmas, Harvest, **Easter**, etc.

Learning Outcome: Know that the church is a focal point for celebrating this festival and that it has its origins in Christianity.

Activity: Introduction to the building as a place for celebration of Easter.

Time: one hour

Suitable for KS1 and KS2

Information for Leader

The central aim of this activity is to link the secular aspects of festivals to their Christian origins and to see the church as a place to meet and celebrate festivals.

It is likely that this activity will take place in the spring term and during Lent so you will need to take into account your church traditions during this season (are crosses covered, etc.).

There may be events which are specific to your community that you wish to mention.

Introduction (20 minutes)

- Welcome the children to the church and introduce yourself, telling them that you belong to this church. Ask who has been here before.
- The church is a place to remember the stories of God and to **celebrate as a community**.
- Sometimes the church will remember sad or difficult times too. There are different times in the church year and churches often use colours to help people think about the different times.

Main Activity (20 minutes)

- What colour can you see on the altar table at the moment? (purple) (You might also like to have a selection of purple vestments with different images on to draw attention to the purple.)
- Think about purple for a moment. What sort of colour is it? What does it make you think of?
- Collect some ideas from the children then explain that it can be a sad colour but also a royal colour. In the church it represents a time of waiting and of getting ready.
- Use lots of questions and answers to look at and talk about some of the images on the vestments where appropriate, explaining that people have used their skills and talents to create these lovely fabrics and images and they need to be looked after carefully so they can be used over and over again.

- Ask the children what season we are in now and what happens in spring time, collecting suggestions (flowers begin to grow, lambs are born, weather gets warmer, etc.) Do they know what festival the church celebrates in the spring time? (Easter)
- Easter is a time when we think about new life. Simply re-tell the Easter story, using a picture book.
- Move on to look at Easter vestments and altar cloth if possible, explaining that white is a colour of celebration in the church.
- Crosses: the cross is the most powerful symbol of Christianity as it reminds Christians of how much God loves us. Have photographs of a range of crosses in your church for the children to look at or count. Talk about any special crosses you might have.
- Make an Easter card using Christian images of new life: eggs, flowers, chicks and bunnies. The internet is a good source for Easter craft ideas, try: www.dltk-holidays.com/easter/crafts. Or search Easter egg colouring for a simple printout to colour.

Plenary (10 minutes)

- Have a range of Easter symbols and images you have talked about on a table. Use the vestments too.
- Through question and answers with the children recap the significance of the meanings of these symbols.
- Finish with the cross as our most powerful symbol – a sign of love and friendship with Jesus.

Extension

- Research crosses using the CHP and other websites.
- Visit www.topmarks.co.uk/Easter to find out more about Easter.

6b. The Church in the Community (Harvest)



heritage learning welcome

Aim: To compare past and recent social history, include festivals, e.g. Christmas, **Harvest**, Easter, etc.

Learning outcome: Know that the church is a focal point for celebrating this festival and that it has its origins in Christianity

Activity: An introduction to the church as a place for the celebration of harvest. To make a celebration picture for a festival.

Resources: Music, songs, card, collage materials, fruit templates, harvest display or fruit and vegetables, bag of party items.

Time: one hour

*Suitable for Key Stage 1
and lower Key Stage 2*

Information for Leader

The central aim of this activity is to link the secular aspects of festivals to their Christian origins and to see the church as a place to meet and celebrate festivals.

There may be events which are specific to your community that you wish to mention, especially if you live in a rural community.

Introduction (20 minutes)

- Welcome the children to the church and introduce yourself, telling them that you belong to this church. Ask who has been here before.
- Ask whether anyone has been to a baptism or wedding here. These are occasions to *celebrate as a community*.
- Ask *Do you enjoy celebrations? I do and I have some things here to help us think about celebrating.* (Have a bag with some 'party' items in: balloons, streamers, cake box, candles, plastic wine glass, CDs, etc. Choose some children to pick an item out of the bag and say what they are.) What things do we celebrate? With the person next to you, see if you can think of three things you celebrate in your family or school. (birthdays, weddings, Christmas, etc.)
- If your church is decorated for harvest at this time point out the different types of decoration: flowers, fruit, corn, bread, etc. explaining that at this time of year we celebrate and thank God for the harvesting of crops. (Otherwise bring some fruit and vegetables in to church.) Tell the children where the food will go if it will be given away.
- Explain that in the past, children would have helped with the harvest in the summer so the summer holiday would have been a busy time for them. Why don't we use children now to help with the harvest? (it's dangerous and we are more careful about safety, we use machinery – combine harvesters, etc.)
- Song: *Thank you Lord for all our food... right where we are.* (Children to suggest alternative words, e.g., bread and jam, beans on toast – you might have to juggle the words to make them fit!)

Main Activity (20 minutes)

- Use bright collage pieces (paper, tissue, etc.) to create food, especially fruit pictures.
- For older/more able children ask them to draw a plate of their favourite meal and then to consider where each item of food comes from, e.g. meat, vegetables, pasta, eggs, rice, fish, etc. They could research this further back at school. (Worksheet available on website www.nottsopenchurches.org.uk/education-resources.html)

Plenary (10 minutes)

- Make a collection of all the fruit pictures and have a quiet moment to look at the display and think about all the food we have every day.
- Sing the song again.

Extension

- Investigate how Harvest has been celebrated in the school community in the past, asking older people and 'long-standing' families in the area.
- Find out the significance of Harvest in the nearest rural community. Ask a farmer to visit and talk about this.
- Consider ways Harvest could again become a focal point for the community around the church and school.
- Design and make 'Harvest Cards' to give to friends at Harvest time.

6c. The Church in the Community (Christmas)



heritage learning welcome

Aim: To compare past and recent social history, include festivals, e.g., **Christmas**, Harvest, Easter, etc.

Learning Outcome: Children will know that the church is a focal point for celebrating this festival and that it has its origins in Christianity.

Activity: Introduction to the building as a focal point for the celebration of Christmas for Christians.

Make a Christian themed Christmas card to give to a member of the family.

Resources: Children's version of the Christmas story with any props you would like to use, or a nativity set. A4 card for each child, old Christmas cards showing a nativity scene, templates or wrapping paper, glue, scissors, crayons, bright cloth, a present, a candle and a star.

Time: one hour

Suitable for Key Stage 2

Information for Leader

The central aim of this activity is to link the secular aspects of Christian festivals to their Christian origins and to see the church as a place to meet and celebrate festivals. There may be Christmas services or traditions which are specific to your community that you wish to mention.

Introduction (20 minutes)

- Welcome the children to the church and introduce yourself, telling them that you belong to this church. Ask who has been here before.
- Ask the children how old they are. Then ask how many Christmas mornings have been celebrated in this church.
- Explain that very soon, most people will be celebrating the festival of Christmas and that this is a very special time for the church. What does the church celebrate at Christmas? (birth of Jesus) Sometimes we think of Christmas as Jesus' birthday.
- Ask the children to talk to a partner about what they do at Christmas in their family. Take some feedback from the group (presents, visiting family, special meals and parties, going to church, Christmas trees and lights, Christmas carols and cards). In the church we remember Jesus' birth by hearing the Christmas story, singing carols which tell the story and lighting the church with candles. (Add any *specific* events that your church has here but avoid listing all your Christmas services!)
- Tell the Christmas story. You could use a children's version, simple props (cloaks, baby, sheep, crowns, etc.) and choose children to be the characters or nativity set figures, placing them on a table as they appear in the story to create a scene.
- Point out any specific Christmas artefacts in your church: windows/carvings/paintings with nativity scenes.

- With the teacher, pre-arrange a Christmas song that the children know to sing (they might be learning songs for their nativity if they do one). Keep it simple!

Main Activity (20 minutes)

Make a Christian themed Christmas card to give to a member of their family. Have an A4 or A5 card for each child. Use either old Christmas cards or Christmas wrapping paper and simple templates of stars, angels and gifts for the children to create a Christmas card. (Some are available on website <http://www.nottsopenchurches.org.uk/education-resources.html>) Alternatively, design a stained glass window showing a scene from the nativity.

Plenary (10 minutes)

Have a table ready displaying, on a bright cloth: a present, a candle and a star.

Draw the children together again and sum up using the display.

- At Christmas Christians celebrate Jesus – God's gift to the world.
- Jesus brought light into Mary's life and brings light into the world (light the candle).
- The star reminds us to keep following Jesus just as the wise men did long ago.

7a. Reading the Symbols in a Church



heritage learning welcome

Aim: To introduce children to some common symbols found in churches.

Learning Outcome: To understand what the symbols mean and something of their origins.

- Activity:**
1. Look at and discuss pictures of symbols.
 2. Find examples in church.
 3. Design bookmarks

Resources: Pictures of symbols, maybe prepare a sheet with names of symbols to look for and space to draw them, Bookmark blanks (with name of church), laminator if you want to laminate bookmarks.

Time: up to one hour

Suitable for Key Stage 2

Information for Leader

You will need to use the separate sheet on history and meaning of symbols, Cross, Chi-Rho, fish, grapes and loaves, etc. This activity needs to be carefully prepared to link with the symbols seen around your church. Check on the symbols in the church first, and make sure that they are easily visible for children. It would help with the introduction to have a copy of the Highway Code available or download some of the signs from the internet, and bookmark blanks need to be prepared in advance. These will have name of church and could also have appropriate symbols, but this would have to be kept small to allow for child's work.

Introduction (5 minutes)

- Introduce idea of symbols, reminding children that they will have seen many symbols on road signs, etc. Talk a little about symbols that we see on roads and other symbols that children may recognize.
- Display pictures of symbols that are found in your church, such as crosses, fish, doves, grapes, lamb, etc. Remind the children that as well as being attractive shapes or patterns these all have meanings.
- Ask if anyone knows what each of them means. Discuss and explain the meaning of each one, allowing the children to guess and contribute ideas as you go along.

Main Activity 1 (20-25 minutes)

- Allow the children to explore the church in small groups, with adults keeping an eye on them. Their task is to find as many symbols in the church as possible.
- They should then draw the symbol on a sheet of paper or your prepared sheet (clipboards are useful, and the school may bring them if asked), and if possible (for older children) write briefly about where the symbol is to be found, and what Christian belief it reminds us about.

Main Activity 2 (20-25 minutes)

- Invite the children to draw some of the symbols they have found onto the bookmark blanks that have been prepared earlier.
- If there is time, and space on the bookmarks, ask the children to create a symbol that would look good in a church.
- The finished bookmarks can be laminated if you have time and personnel available!

Plenary (5 minutes)

- Start by discussing where the children found the symbols, and remind them of the meanings as you go.
- Look at some of the examples of drawings and bookmarks that the children have produced, congratulating them for their hard work.
- Ask some of the children what their favourite symbol of all those they have seen is, and why.

Extension

- Work in small groups to design a symbol which represents their school.
- Write a short explanation for their symbol.
- Use collage or art materials to reproduce the symbol.
- Follow up the secret fish symbol in more detail with older children – information sheet available at www.nottsopenchurches.org.uk/education-ppresources.html.

7a. Reading the Symbols in a Church (Background information)



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Symbols are to be found in many places in Churches, both inside and outside the building, on carvings, stonework, statues, stained glass windows, banners, tombstones and in many other places. There are many other symbols to be found in and around Churches; this list highlights some of the most common ones.

The Cross

This is of course the best known of the Christian symbols and refers to Christ's sacrificial death. The Latin cross is the most common form. Another often seen is the Celtic cross.



The Chi Rho

This is formed from the first two letters of the Greek word for Christ.

$\chi = \text{CH}$ $\rho = \text{R}$

The Fish

ἰχθύς = Ichthus

This is an ancient Christian symbol from very early days. It was a secret sign of persecuted Christians and was used because in Greek, the initial letters of the phrase, 'Jesus Christ, God's Son, Saviour' spell out the word fish.



The Dove

The dove signifies the Holy Spirit, and is important in the story of Jesus being baptised by John the Baptist

The Olive Branch

Olive trees provide shelter and a place to rest, and olive oil is used in soothing ointment, so this is a symbol of peace. It is mentioned in the story of Noah and the flood, as a sign of dry land and rest.



The Lamb standing with the Banner

This stands for the success of Christ's sacrifice on the cross. Jesus is often described in the Bible as a 'lamb', linking with the Jewish tradition of sacrifice.

Three intertwined circles or arcs

The Holy Trinity, father God, Jesus the Son, and the Holy Spirit.



The Bunch of Grapes

This stands for the sacrament of Holy Communion, where people take wine as a reminder of Jesus' blood from his wounds while on the cross.

The Evangelists

Matthew is shown as a man (in the Bible, Revelation 4:7). This is said to be because his genealogy, at the beginning of his Gospel, emphasises Christ's humanity.

Mark is symbolised by a lion. This is because his Gospel begins with "The voice of one crying in the wilderness," and this suggests the roar of a lion.

Luke is symbolised by an ox, the animal of sacrifice, since his Gospel stresses Christ's sacrifice.

John is shown as an Eagle because of the soaring nature of his writing about the mind of Christ.

A Pot of Lilies

This often represents the Virgin Mary and stands for Virginit and purity.



The Saints

There are symbols for many Saints, e.g.

- St Catherine – a wheel, as she was martyred by being broken on a wheel, (thus the Catherine wheel)
- St Cecilia – a harp, she is the patron saint of music
- St Anne – a book, she is traditionally the mother of Mary, and a symbol of her careful instruction of the Blessed Virgin
- St George and St Andrew – crosses, both have specific designs
- All Saints – hand of God, which signifies God's divine care

7b. Vestments and Colours in Church



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Aim: To introduce children to different types of vestments and to liturgical colours.

Learning Outcome: Some understanding of the history of the subject and of when different vestments are worn.

Activity: 1. Match names and outline shapes.
2. Design stole for chosen service or season.
(Link to symbols activity.)

Resources: Video or stills of different vestments worn at different services. Templates (of vestments) and names to match.

Time: 45 minutes

Suitable for KS2

Information for Leader

You will need the separate sheets on the historical background and origins of different vestments and on when different liturgical colours are used. You will also need a range of vestments and robes to look at. Have an altar frontal available as well, if possible.

Introduction (10 minutes)

- Ask children about people who wear special clothes: nurses, police, firemen, etc. Be open to suggestions. Remind them (if appropriate) that they wear a school uniform too.
- If possible use costumes to help the children understand the theme. They could dress up, pretend to be the person they are dressed as, do some informal role play, etc.
- Remind children that vicars/priests/clergy also wear special clothes. Some wear them for all services, and most wear their 'dog collar' much of the time to identify them and their role.

Main Activity (30 minutes)

- There are a number of different activities here – for Vestments and Liturgical Colours. You need to decide in advance which subjects to concentrate on, and which activities you will choose to do.
- Look at the vestments and robes available. Ask if any of these have particular colours. Remind the children that often the colour of the robes and vestments will match the altar frontal. Have an altar frontal available if possible.
- Talk about the robes, describing what each item is called (you may refer to the teacher's information sheet) and how it is worn. You may allow a child (or teacher!) to be dressed up in the robes. Laminated large print labels for the items would be helpful.
- Talk about the special seasons when different colours are used (from the sheet).

- Use the sheets 'The liturgical colours – background information', and 'The Christian Year' to find out what the colours may mean, getting the children to work it out for themselves or in small groups, and fill in the sheet.
- Use a large prepared outline (or the worksheets included in the pack) to design a stole for a special service or season. Invite the children to be as creative as possible, and maybe include some of the symbols looked at previously (if the symbols activity has been done).

Plenary (5 minutes)

- Ask a small selection of the children to show the designs they have come up with, and thank them for their hard work.
- Remind the children of the key learning points from this session.

7b. Vestments

Background Information for Teachers



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(This is background information, and does not need to be communicated in detail to children, but will help teachers and helpers to be able to answer questions more fully.)

ALB

The Alb is a long white garment. (Albus is Latin for white) It has its origins in long tunics worn by the Greeks and Romans and has been worn since early Christian times.

STOLE

This is a long strip of material like a scarf. It was possibly first used as a scarf or a handkerchief. It is first mentioned as being used in church in the 4th century AD (in the Eastern Church). It is often embroidered and decorated and can be in any of the liturgical colours. It is worn round the neck by the priest when taking services. A deacon wears it like a sash over the left shoulder, fastened together at the right side.

CHASUBLE

This is worn by a priest when celebrating the Eucharist (Holy Communion). It can be plain or decorated and is in the appropriate liturgical colours. In its shape it is rather like a large tabard. It is worn over an Alb, with a stole, and has its origins in the 'paenula' or 'planeta', which was an outdoor cloak worn by both men and women in the later Graeco-Roman world.

COPE

This is shaped like a semi-circular cloak. It is often very decorative. Its origins are similar to the chasuble, but it is open at the front. It is often worn on special festivals and on occasions such as weddings. Copes made for the coronation and funeral of Charles II are still in use at Westminster Abbey. The Ridding Cope, still in use at Southwell Minster was first used by the first Bishop of Southwell in the early 20th century, at the Coronation of Edward VII.

MITRE

This is a special hat worn by a bishop. It is shield shaped and has two heavy ribbons at the back. The shape of it is thought to represent a flame, reminding people of the flames of fire that settled on people's heads when the Holy Spirit came upon them at Pentecost. Its use dates from the 11th century.

CASSOCK

Not a vestment, but a long black coat-like garment worn by the clergy. The 'vestis talaris' was a long garment worn by clergy and laity alike until the 6th century, when shorter garments (tunics) became more usual among the laity.

SURPLICE

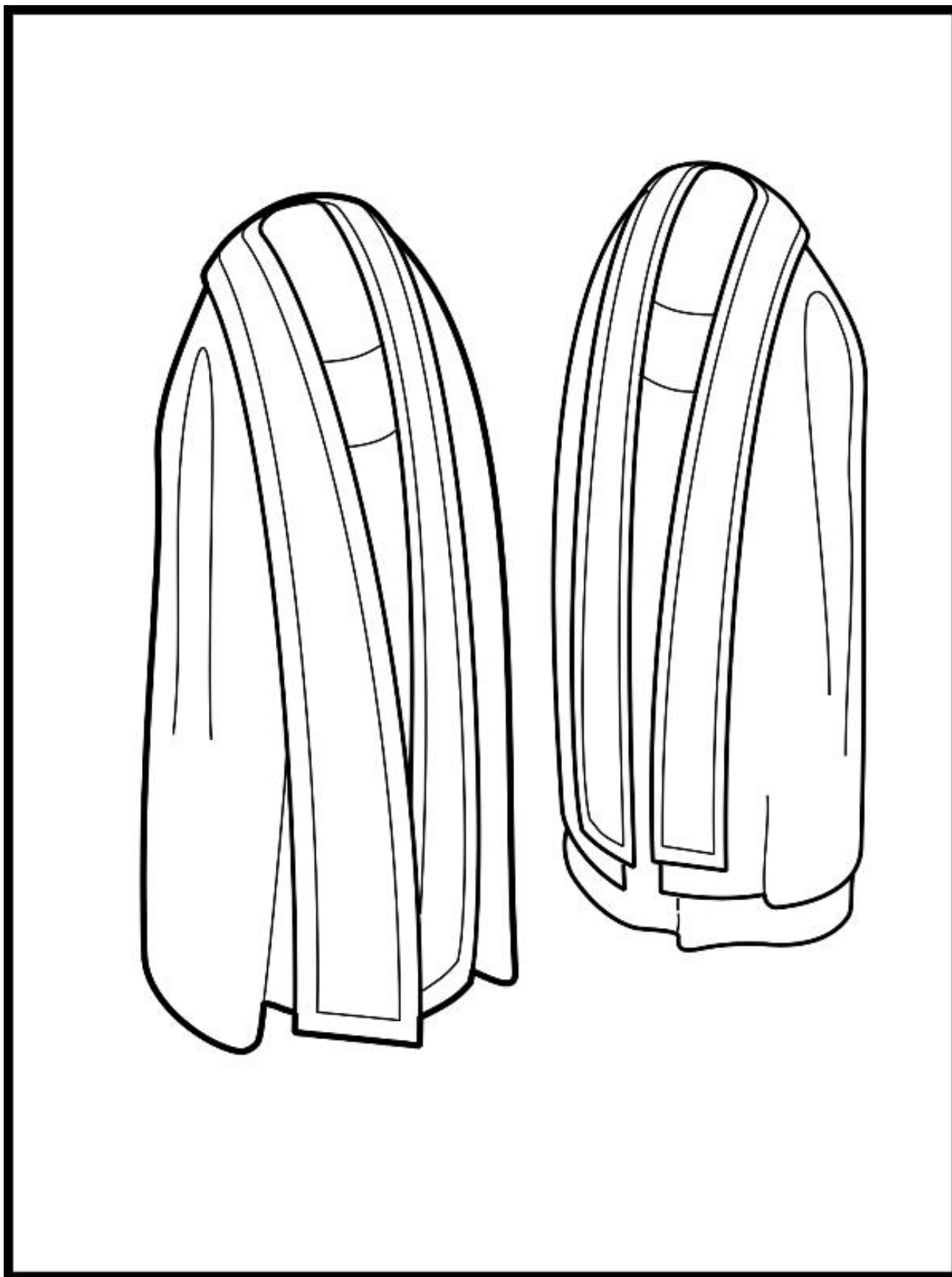
A white, wide sleeved garment, usually worn over a cassock by clergy, altar servers, choir members, etc. Its name comes from the Latin 'superpelliceum' which means 'over a fur garment' It originally came into use in churches in northern countries (where fur robes were often worn), because its wide sleeves (as opposed to the narrow sleeves of an alb) fitted more easily over the bulky robes. Used since at least 12th century.

'DOG COLLAR'

The white collar worn by clergy with their clerical shirt was made popular among Anglicans in 19th century by the Oxford movement. It easily identifies clergy, and may also remind them that as a collar controls a dog, they should be controlled by God!

7b. Vestments worksheet

For children to label or colour, or design their own stole.



7b. Liturgical Colours

Background information



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The cloth hanging at the front of the altar, and other cloths such as on the lectern, are of a certain colour. Priestly vestments may be made to match all of these.

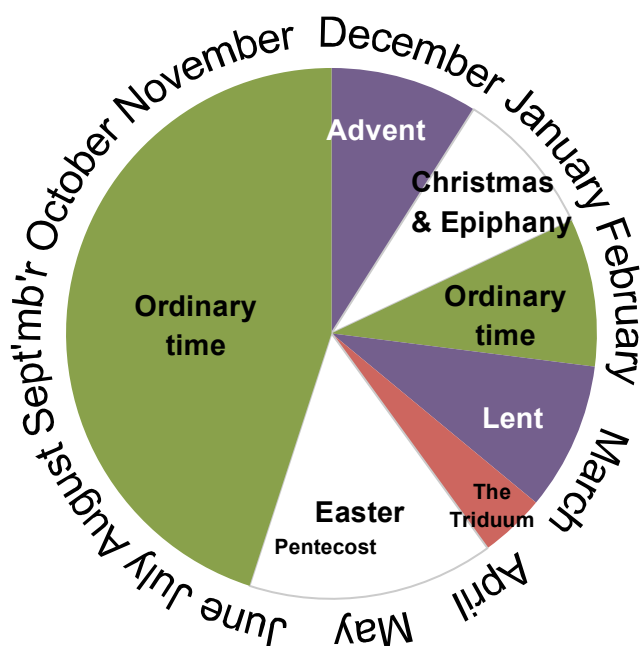
In the days before congregations could read or even understand the words of the service (they may have been in Latin), the changing colours were a means of reminding them what was taking place. Just as the pictures in the stained glass windows, wooden carvings, etc. reminded them of Bible stories.

They remain as a focus of brightness, variety, and, it is hoped, beauty in the church.

Liturgical colours have been used since the beginning of the 12th century. Practice has varied over the years, and still does in different churches.

In large churches and Cathedrals, e.g. Southwell Minster there are often several changes a week. Church lectionaries and diaries give the colours on a daily basis.

The liturgical seasons, and their colours, are:



Advent (Advent is the beginning of the Church year, getting ready for Christ's coming – as a baby, and a second time in glory.)

Purple is used in Advent, meaning 'royal'

Christmas and Epiphany (Christmas Eve until the Presentation of Christ in the temple – Candlemas, Feb 2nd)
White or Gold

Lent (Forty days from Ash Wednesday until the eve of Palm Sunday) **Purple**

Holy week – **Red**, Maunday Thursday – **White**. Good Friday and Holy Saturday – **no colours**

Easter (50 days until Pentecost) **White or Gold**

Pentecost Red

Trinity Sunday White or Gold

Ordinary Time (also known as Feria which used to mean a feast day, but now means the opposite!). This is the Sundays before Lent and Sundays after Trinity. (There may be about two weeks between Christmas and Lent, and about six months after Easter and before Advent) **Green**

There may also be changed for **Saints days:**

Saints who are not martyrs – **white**

Saints who are martyrs (meaning killed for their faith) – **red**

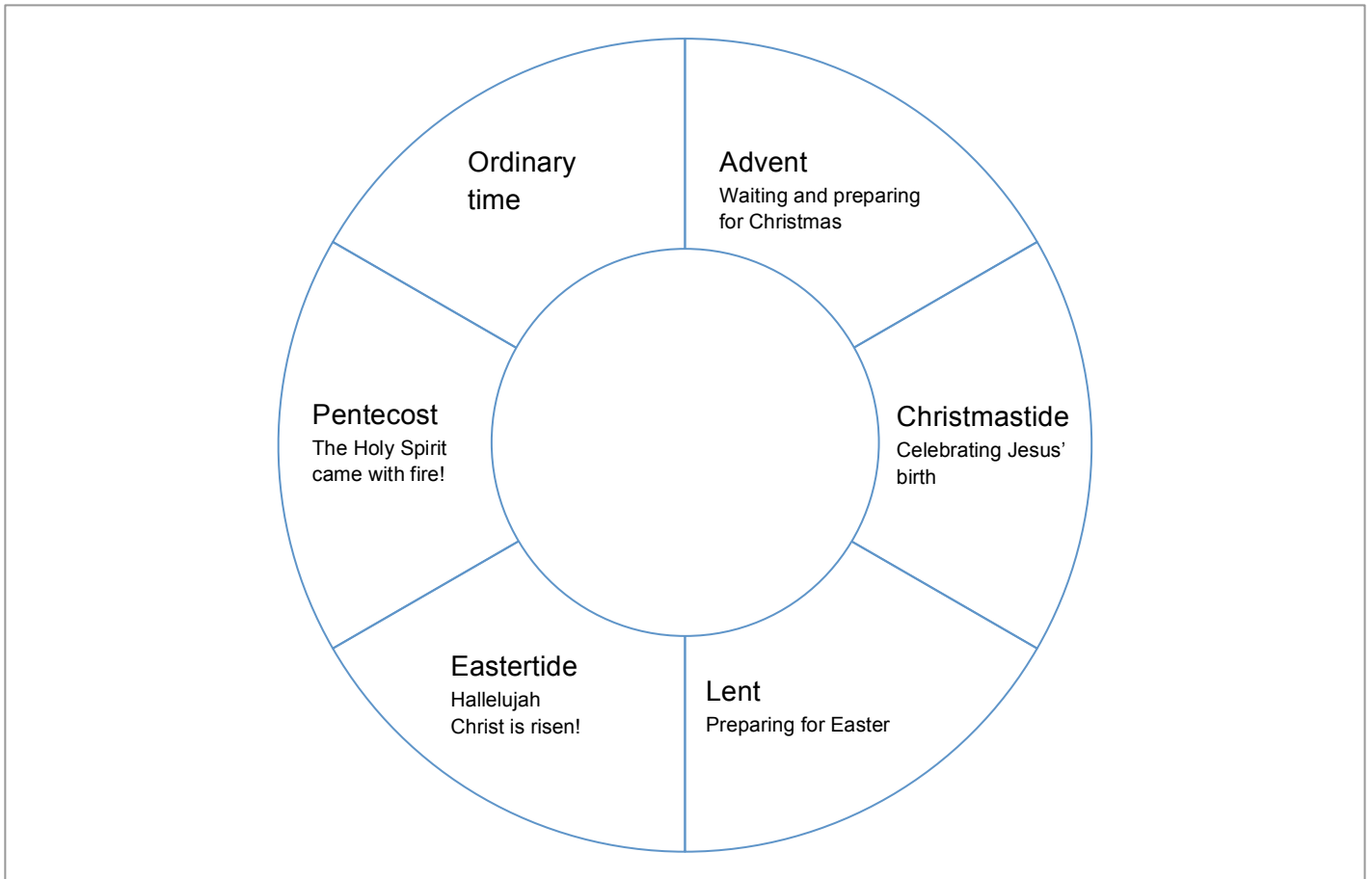
The Symbolism of the Colours

- Purple signifies the solemn seasons of Advent and Lent and is also a royal or kingly colour.
- Gold is the colour of majesty, glory and festivity.
- Red stands for blood (Christ's blood shed for us, martyrs, or remembrance) and for fire (Pentecost).
- Green is the colour of 'Ordinary Time', when there is no special commemoration in the church year, but the world God made is represented by green.

For more information see 'Common Worship' pp532 – 533

Church House publishing (2000)

7b. The Christian Year worksheet



- Colour each segment the right colour.
- Try to find out the dates for this year and put them in.
- Can you draw a picture of this church (or take a photograph) to put in the middle?
- Which time of the year do you like best?

- Which time of the year do you think is most important for Christians remembering about Jesus?

Maybe you could add a symbol for each season.

[blank]



8. Church Architecture: (A look at a church's distinctive features)



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Aim: To explore distinctive features of a church building and what is important to the people who use it.

Learning Outcome: Children will appreciate something of what makes a church building special.

Activity: To explore the main features of a church's layout and recreate one in a craft activity. To reflect on its importance to Christians.

Resources: Craft materials for stained glass windows, sketching or modelling.

Time: up to one hour

*Adaptable for
Key Stage 1 (ages 5-7)
or Key Stage 2 (ages 7-11)*

Information for Leader

- This activity plan assumes a group of around 30 children and sufficient briefed helpers to split into three activity groups for part of the session. However, it can easily be adapted to a variety of situations.
- Most of the key features mentioned will be evident in most churches. The focus of a particular visit will reflect the particular building.
- Most churches have some stained glass windows. Modelling or sketching are offered as an alternative if this is not the case.
- The detail of discussion and craft activity should be adjusted to suit the age of the children.

Introduction (10 minutes)

- Welcome the children and sit comfortably somewhere central and make introductions (name badges for helpers are a good idea). Initial 'warm up' questions – Where are we? Has anyone been here before? What for? Etc.
- Ask – How old do you think this church is? What did you notice as you arrived? Invite the children to have a good look all around.
- Ask – How old do you think I am by looking at the clues? Point out the sort of clues – style of clothes, wrinkly skin, white hair! Accept a few guesses in good humour!
- Tell them to look around you again and look for clues! Accept a few 'guestimates' and explanations.
 - Say – *If I asked how old your house was you might be able find out – but who's had a conservatory or extension built on – a patio area or pond?* (take a few responses) It has changed over the years.
- Explain that Christians sometimes call their church the house of God. For hundreds of years Christians here in... have been worshipping God here; just like lots of your houses, over the years it has been modernised, extended and made more beautiful

Main Activity (10 + 30 minutes)

- Explain – If friendly aliens from the planet Og landed here tomorrow and visited your school, they'd see whiteboards, books, teachers and say, 'Ah, I know what happens here!' If they popped into a hospital and

saw medicine, bandages and doctors, they'd soon guess what happens there – but what if they walked in here...?

- Ask these questions to develop with the children: What would catch their eye? What seems important? It may be appropriate to walk around the building to look more closely at some of the main features.
- The extent to which the discussion develops will depend on the age of the children. The key points to try and establish are: The cross as the Christian badge, Christians follow Jesus by teaching (pulpit), reading the Bible (lectern), The house of God is very special so Christians want it to be beautiful with carvings, banners, stonework and hopefully windows!
- Say something like – *You've given some brilliant answers and listened ever so well. Now its time to get active. Your teacher has split you into three groups.* Ensure that the practicalities have been worked out in advance and everyone knows what's happening.
- Each group leader introduces the activity:
 1. Look at a window then create their own individual/pair/group window with black paper frames and tissue paper or felt pen and oiled greaseproof paper.
 2. Look at a particular 'beautiful feature' in detail and sketch or model it (individual/pair/group version).
 3. See website www.nottsopenchurches.org.uk for more details of craft possibilities, making sure that you have the materials required to hand.

Plenary (10 minutes)

- Bring the group together and share some of their beautiful craftwork.
- If time allows, you might elaborate on the original purpose of stained glass windows, but emphasis that this ancient tradition still continues and new windows are still being created; similar points can be made about other church features.
- It would be good to point out a recent example of something in your church: a new banner, the PowerPoint equipment is just the latest way of teaching more effectively or the coffee bar encourages friendship.
- Say – *Before we go let's think for a minute of the thousands of people from our town who have come here over the years; for Christenings, weddings, funerals and to worship God. Let's think of all the people who have made it a special place, a beautiful place, a place to please God – today.*
- Say – *It's been lovely to welcome you here today and hope you've had a good time – we look forward to seeing you again soon.*

Extension

- Consider the different styles of church buildings in the school community. Look at photographs or visit others that are different.
- Design and build a model of 'the perfect church' from a child's perspective. What things would be important to have in a church? What would it look like? What could make it comfortable?
- Look at the CHP website for many different pictures of churches that are ancient and modern, and to a range of designs and styles. Look out for towers, spires, flat roofs, etc. <http://southwellchurches.nottingham.ac.uk>

9. The Name of the Church

Aim: To learn about the name of the church and the reasons for it.

Learning Outcome: To learn the importance and significance of church names.

Activity: 1. Consider the meaning of their own names

2. Find out the name of the church

3. Investigate more about the saint

Resources: Baby names books and/or internet access to baby names sites. Information on the saint(s) that the church is named after.



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Time: 30 minutes

Suitable for small groups or a whole class

Information for Leader

Most churches are named after saints, and many celebrate their patronal festival when their saint's day occurs each year.

Some common names may apply to different people. For instance a 'St John's' may be St John the Evangelist or St John the Apostle!

For this activity you will need some baby names books, or instant access to the internet sites such as www.BabyNamer.com Also use information books about saints (some are available in the Diocese Resources Room) and access to the website www.catholic-saints.info could help.

Introduction (10 minutes)

- Welcome the group and introduce yourself. Tell them your name, and a little about what it means. Explain that parents often choose the names of their children really carefully, and some will know what their names mean and stand for.
- Using the baby names books (and website if possible) find out the meanings of some of the children's names, and people (often Biblical saints) who had that name.

Main Activity (15 minutes)

- Briefly talk about some of the most common names for churches in the area that the children may have heard of (such as St John, St Paul, All Saints, St Mary).
- Introduce the children to the name of this church, and give a **short** explanation of what he or she did and why the church may have been named after him or her. Use a story book if you can find one.
- The rest of the time will need to be tailored to suit what you know about the Saint.

- It could include: drawing him/her, creating a picture or piece of drama of a moment from their life, finding out more through photocopied information and/or website, designing a shield or logo that illustrates something about him/her, and so on.

Plenary (5 minutes)

- Repeat that most churches have names, and those names have meanings, just as many children's names have meanings too. If there's time find out the meanings of more of the children's names or allow the children to feedback on some of the work they have done in the last session.

Extension

- Find out more about why the church was given the name. Is there any historical link with the village or community?
- Does the church remember the saint it is named after each year on the saint's special day? Do they celebrate the 'Patronal Festival'?
- Create a drama based on the life of the saint your church is named after.
- Use the Church History Project website (<http://southwellchurches.nottingham.ac.uk>) to find other churches of the same name.

10. The Church and its People

Aim: To investigate people connected with the church.

Learning Outcome: To discover more about people connected with a specific church through researching documents and information.

Activity: To use the church notice boards, church members, records and the internet to research people associated with a specific church: missionaries, famous people, special events, weddings, etc.

Resources: Information in a variety of formats, church records, photographs and documents.



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Time: up to one hour

Suitable for Key Stage 2 and 3

Information for Leader

This will require some work and research from the local church as it is impossible to produce a specific outline for every church. The suggestions here are generic.

Suggestions for Main Activities

Missionaries

Explain what a missionary is – somebody sent out by a church to another country to talk about Christianity and to perhaps teach people or work in hospitals or helping people on farms.

- Find out if the church has any members who have been sent out as missionaries.
- Where have they gone to?
- Are their pictures in the church?
- What work are they doing as missionaries?
- Does the church or diocese have a link with that place? What is it?
- How does the church continue to support the missionaries?
- Show a map of the country where the missionaries are working.
- What do children know about that country?
- Talk about how the church sent the people out. How do they keep in touch with them?
- As far as possible have lots of visuals for children to look at – maps, photographs, etc.

Famous people

The link with a famous person will need to be researched. It may be that a famous person came from the community or village where the church is and therefore lots might be known about them. Look around the church for memorials, records, etc. linked to the person.

- What are they famous for?
- What link did they have with the church?
- How are they remembered now? Maybe memorial stones or they gave something to the church.
- Reflection focus could be 'how would you like to be remembered in a few hundred years time?'
- What would you want to leave so that people would remember you?

Ordinary people

If possible have available the records from your church for Baptisms, Weddings and Funerals. Show them to the children and explain the legal and historical importance of them. Ask the children if they know anyone (perhaps a family member, or someone famous in the local community) who has been married or baptized in this church. (Be sensitive to pastoral issues such as bereavement and remarriage.) See if you can find some of the records for people the children know. It would be useful to maybe ask the teacher about this in advance. Have a back up plan using someone known to one of your team, in case you can't find a school link.

The church is not just about famous or especially religious people, but about ordinary people who come here every week, or at least to mark special times in their lives. Stress that the church is here for it's community. 'It is *YOUR* Parish church' – you are welcome here.

Records

Teachers may want to bring children to look at records as part of a history topic, especially in the following areas:

1. Use of primary sources
2. As part of a local history project

You will need to have the records available for children to look at so there may be issues of how to handle old documents and things that are really important. Close consultation will need to be made with the class teacher as to what specifically they want the children to achieve from their visit. It may be possible to tie in looking at records with other aspects of a local history project around the church such as the part the church has played historically in the local community, maybe linking in with some of the areas above. Tasks children do related to this will probably need to be led by the teacher.