

# The Church of St John the Evangelist, Mansfield

## Resource for School Visits



This pack is available free of charge thanks to our Heritage Lottery Funding.

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96 pages, 210 x 297mm, illustrated throughout.

Thanks: Nick Harding, Maureen Collins, Jane Lewis, Kerry Palmer, Diana Ives, Emma Anderton, Anne Peyton, Sally Smith, Geoff Godfrey, Ann Hartley, Heather Sirrel and the Heritage Lottery Fund.

# Welcome to the church of St John the Evangelist, Mansfield's Resource for School Visits

This pack contains educational materials primarily for Key Stages 1 and 2, devised to help children get the most out of visiting their local church building, and to help teachers or church members feel confident running such a visit. All materials may be freely photocopied, and can be adapted to suit your needs.

This pack contains sheets on the following subjects:

- Introduction to the Church building for various age groups
- Fonts and Baptism
- At the Altar (Holy Communion)
- The Bible in Church Art
- Worship Traditions (Music)
- The Church in the Community at Easter, Harvest and Christmas
- Reading the Symbols in a Church
- Vestments and Colours in Church
- Church Architecture
- The Name of the Church
- The Church and its People



The sheets for each subject include session plans, background info., worksheets and ready-made resources. They are colour-coded so you can see at a glance what's what. The best place to start is by reading through the blue session plans and focussing on things that suit your needs.

The key stages are identified in **pink – pre-school/reception**  
**light blue – KS1**  
**purple – KS2**  
**violet – KS3**

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contact us via <http://stjohnswithstmarys.org.uk>

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## 1. Introduction to the Church Building

Page 3-4: Session plan: Intro a) Sheet for KS1 and 2

# The Church

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

<p><b>Aim:</b> To introduce key features of the church building and show that church is the people.</p> <p><b>Learning outcome:</b> 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.</p> <p><b>Activity:</b> Introduction, looking around the church, either talking to people or filling in an activity sheet.</p> <p><b>Resources:</b> Worksheets, pencils, laminated labels, people from church (if possible).</p> <p><b>Preparation:</b> Photocopy enough copies of the supplied worksheet. Position/Blu Tack the laminated labels supplied in the appropriate places (e.g. font, lectern, pulpit, pew, organ, altar etc.).</p>	<p><b>Time:</b> Approximately one hour.</p> <p><b>Written for:</b> Key Stage 1 (ages 5-7) and Key Stage 2 (ages 7-11).</p> <p><b>In groups of:</b> 6-7.</p> <p>✓ <b>Links:</b> N.A.S.R.E. (Nottinghamshire Agreed Syllabus for Religious Education 2015-2020)  <b>KS1: A3, B1</b>  <b>KS2: A3, B1</b></p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc. Language and literacy 6.1 ...develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.</p>
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## Information for Leader

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

However we want children to understand the main features of a church building – the altar, pulpit, lectern, font, pews, and what they are used for.

This session will be an introduction to St John's church and some of its features, whilst also helping children to know that although all churches are different they often have similar key features.

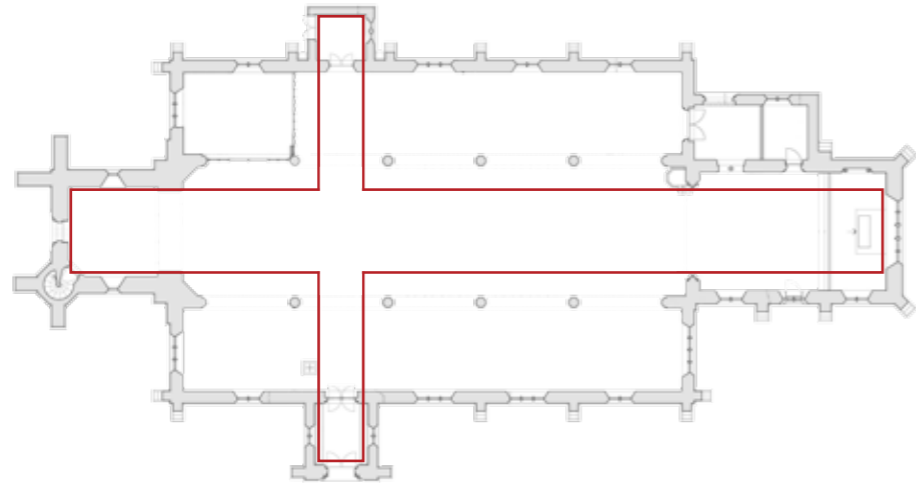
## Introduction (10 minutes)

- Welcome the children to the church, and get them to look around – from where they are sitting.
- Ask them what they can see – what things are familiar, like they have in other buildings, and what things are different?

*Examples: The doors, windows and seating. Contrast the heavy wooden door with how the doors in your school feel – are your school doors see-through? How does the shape of the windows differ from the windows in your house? How does the seating differ?*

- 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).

- Explain that many churches are ‘cruciform’ – shaped like a cross. Ask why they think this might be?



- 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’ (the people) 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 Christians meet here to worship God.

### Main Activity (30 minutes)

Possible activities:

- Use a worksheet (page 7 is for KS2; page 15 is for KS1) so pupils can go round church looking for things, and filling in what they are. Position the laminated labels in advance.
- If possible, have a volunteer (perhaps a member of the congregation) at each key place, who will give a brief explanation of each thing (artefact or activity) visually and interactively, lasting about 3 minutes. Children can go round to each place in groups of about 6, with a teacher/helper.

### Bring it Together (10 minutes)

- Gather the children back together and ask them what they enjoyed and what they found out.
- Go through worksheets and check answers together.
- Talk about what else happens in church, especially any activities for children. What does it mean to members to be part of the church? You may want to tell the children that they are welcome to come and see what a church service is like (maybe recommend any forthcoming all age services).

### Extension

- Find out about other local churches that may be shaped differently. 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?

## The Church

### A look at the building and what it’s used for

Photocopy these labels (you may wish to enlarge them), cut them out and position them by the objects. You may wish to laminate them before or after cutting them out, as you might end up using them more than once!

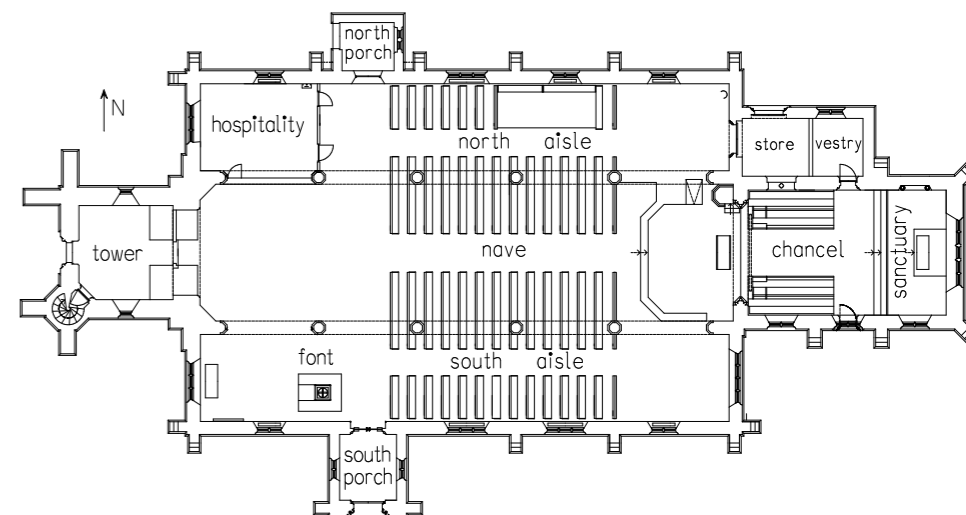
<b>font</b>	<b>lectern</b>
<b>pulpit</b>	<b>pew</b>
<b>piano</b>	<b>altar</b>
<b>nave</b>	<b>aisle</b>
<b>chapel</b>	
<b>chancel</b>	

# Introduction to Church

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

A church is .....

This plan of St John's church shows the shape of the building as if you were looking down on it from above. The different areas have special names.



Can you find these things in the church building? **altar font lectern pulpit**

Draw an arrow from the word above to where it is on the church plan.

Now in the boxes below draw a sketch of each one.

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

**Altar**

**Font**

**Lectern**

**Pulpit**

# 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, possibly with 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.

*Note: Some people distinguish between church – the building, and Church – the people, by using a lower-case c for the building and upper-case C for the people.*



Photo by Anne Shelley

< 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 **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 **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 to show that it is special.

> 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.



In St John's church there is also a second altar in the south-west corner. >



< The **choir stalls** are the seats where the choir sits. They are usually in the chancel.

> The **font** is the place where babies and older people are baptised (/christened, see overleaf). When someone is baptised they become a member of the Church. For this reason the font is often found at the back fairly near to the entrance of the church.





< 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 wood or brass and the book stand is in the shape of an eagle.



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. St John's organ was removed in 2017 and now they mainly use a piano / guitars. >



< 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 that people can light to say a prayer.

Note: 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 in a much more obvious way.

**Key point!:** A church is not just a building - it is a place where people do things and things happen!

\* *Background info:* Baptised or christened, what's the difference?  
 The Church of England's website says, "there is no difference between a Christening service and a Baptism service. Some churches will use the word 'baptism' and some the word 'christening'. Babies are baptised during a christening service just as couples are 'married' during a 'wedding' service." However, some people would say that 'baptism' is the ritual use of water for purification (of children or adults) as mentioned in the Bible, whereas 'christening', a 14th century word, is merely a naming ceremony.

## Match the Sentences!

Match up the parts of the sentences so that they make sense.

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 baptised.
d) The most holy (special) part of a church is called...	... 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?'

<p><b>Aim:</b> Short initial trip with young children, familiarity with objects.</p> <p><b>Learning outcome:</b> This is a short initial trip with young children, to give a foundation to further visits with more detailed focus.</p> <p><b>Activity:</b> Introduction, looking around the church, either talking to people or filling in an activity sheet.</p> <p><b>Resources:</b> Worksheet (page 15), labels (page 5), pencils, people from church (if possible).</p> <p><b>Preparation:</b> Photocopy enough copies of the supplied worksheet. Position / Blu Tack the laminated labels supplied in the appropriate places (e.g. font, lectern, pulpit, pew, altar etc.).</p>	<p><b>Time:</b> Approximately 30 minutes.</p> <p><b>Written for:</b> Key Stage 1 (5-7) (or older).</p> <p><b>In groups of:</b> up to 10.</p> <p>✓ <b>Links:</b> N.A.S.R.E. KS1: A1, A3, B1</p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc.</p>
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### Introduction

- After welcoming the children 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 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.

### Activity

- 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 5 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.

### Bring it Together

- Thank them for coming and tell them that they would be welcome to come with their family to see the church in action sometime – mention when the child-friendly service is.

# Visit to a Church



1. We saw the place where babies are baptised, the .....



2. The ..... is the place where the ..... is read.



3. The ..... is where the vicar talks about what it means.

4. The seats are called .....

They are made of wood with a shelf for books.



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



# Word Search!

There are 13 words relating to St John's church hidden in this grid. Can you find them all?

- |         |         |       |
|---------|---------|-------|
| altar   | chancel | Bible |
| font    | vestry  | cross |
| lectern | aisle   | John  |
| pulpit  | tower   |       |
| nave    | pew     |       |

R	W	N	N	E	L	G	P	J	D	F	F	K	V	X	W	R	P	T	L
H	Y	F	M	X	M	C	P	V	V	R	N	O	O	M	Q	M	I	E	Z
U	C	S	P	W	V	L	K	R	P	O	Q	N	T	D	S	A	I	S	W
U	Q	V	D	O	Z	Y	W	F	N	U	R	E	R	A	Z	J	F	V	N
D	C	K	B	I	B	L	E	K	N	U	L	I	B	O	K	N	Z	E	H
V	G	A	W	Y	D	A	G	H	O	A	T	P	M	K	C	K	L	K	J
L	T	E	E	E	L	R	O	J	U	Y	V	J	I	N	D	R	R	B	W
V	B	M	N	N	H	S	D	F	T	W	I	E	O	T	H	R	O	A	A
Y	I	D	W	K	A	H	B	G	T	Q	Y	R	Z	B	Y	A	P	S	Q
N	A	B	Y	K	M	I	X	B	L	O	D	A	V	B	R	Y	G	H	S
I	R	U	E	A	A	I	S	V	D	S	W	Q	G	Q	J	G	J	N	V
S	M	E	V	L	S	D	O	L	L	A	N	E	B	X	G	L	F	Q	Y
D	J	N	T	K	Q	Z	H	N	E	D	F	O	R	T	E	P	J	L	M
N	Z	A	J	C	I	K	T	U	Q	C	C	T	I	Y	V	W	L	J	A
I	R	W	P	V	E	S	T	R	Y	S	E	Z	F	E	N	H	H	Z	K
P	B	K	U	K	V	L	E	C	N	A	H	C	U	T	T	N	C	W	L
A	L	T	B	G	E	Q	P	V	Q	U	D	C	C	F	X	F	H	F	S
G	E	N	Q	H	V	H	G	M	K	U	S	N	I	M	R	A	M	O	J
C	U	O	S	E	W	N	O	P	U	Y	B	E	T	E	A	Y	L	H	J
Y	E	F	I	U	B	B	C	K	Q	H	Y	W	L	P	B	C	J	X	Z

# An Introduction to the Church for Pre-School/Foundation/Reception

<p><b>Aim:</b> To give a simple tour of the building through foundation/pre-school themes.</p> <p><b>Learning outcome:</b> Children will know some of the features and uses of a church.</p> <p><b>Activity:</b> A short hunt for animals around the church.</p> <p><b>Resources:</b> Pictures of animals (or soft toys) that can be found in the church building, A children's Bible story. A drink and a biscuit each.</p> <p><b>Preparation:</b> Print the pictures, laminate if desired. Locate soft toy animals and a suitable bag if you want to use those.</p>	<p><b>Time:</b> Approximately half an hour to 45 minutes.</p> <p><b>Written for:</b> ages 3-5.</p> <p><b>In groups of:</b> no more than 15.</p> <p>✓ <b>Links:</b> N.A.S.R.E.</p> <p><b>RE in the Early Years Foundation Stage:</b> Pupils should encounter religions and world views through special people, books, times, places and objects and by visiting places of worship...</p>
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## Information for Leader

There are various animals depicted in St John's church, the greatest concentration of them are in the chancel. This activity introduces children to an unfamiliar building by using potentially more familiar images such as sheep and donkeys.

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 reveal the pictures and hunt for the animals or as you open the bag to reveal the toy animals.

Make sure you have thought about your explanation of each feature in advance so that you can make sure it is simple.



## 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 animals that live in the church. Ask the children if they are good explorers.
- Divide, or ask the teacher to divide, the children into groups of about 15. If you have more than one group, make sure you have planned an alternative activity so that the groups can swap over (the chancel might be a bit crowded with a whole class at once hunting for animals!)



## Main Activity

- Gather the children in the chancel. Say something like *you might not have seen them but there are actually lots of animals here. Would you like to meet them?*
- For each of the following animals either reveal a printed picture as a clue or produce a soft toy of the animal from hidden within a bag. You could choose a child to get the toy out of the bag. Have a short discussion about what it is and ask if anyone can see that animal around them.



- During the activities, ensure that all the children are included in the discussions and have an opportunity to participate if they wish to.
- Optional: If you have chosen some songs then finish by asking the children if anyone knows a song about the animal then sing it together.

## Bring it Together

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

## Location of Animals

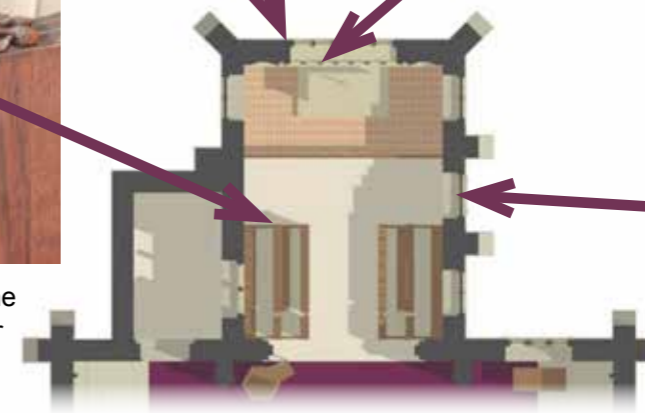


The donkey is in the east window, bottom left panel.

The lion is featured in the reredos, second from the left as you look at it.



The squirrel is carved into the wood on the end of the choir stall next to the door to the vestry.



East end of church



There are sheep in the middle window on the south side of the chancel.

### More animals

There are plenty more animals to explore if you have time, but these will be less familiar to young children, and their meanings hard to explain.

- Also in the east window and repeated in the reredos are an ox and an eagle (see symbols, page 62).
- The lectern is in the shape of an eagle, representing God's words flying out across the whole world.
- On the end of another of the choir stalls is a snake winding around a sword (meaning unclear, possibly referring to the sword in Ephesians 6:17).
- The carved wooden altar includes a lamb, the Lamb of God (John 1:36 etc.).
- In the nave, one of the stone carvings around the arches is of a pelican. (It used to be thought that a mother pelican would pierce her own breast with her beak and feed her young with her blood. This became a symbol of Christ sacrificing himself for people, but it is a somewhat obscure symbol nowadays.)

## 2. Fonts and Baptism

<p><b>Aim:</b> To look at the font, to explore and re-enact the ceremony of infant baptism in the church.</p> <p><b>Learning outcome:</b> 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.</p> <p><b>Activity:</b> 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.</p> <p><b>Resources:</b> 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.</p> <p><b>Preparation:</b> Gather as many of the above resources as you can/want to use.</p>	<p><b>Time:</b> 30-40 minutes.</p> <p><b>Written for:</b> ages 5-11.</p> <p><b>In groups of:</b> 10-12.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <b>KS1: B1, B2, C1</b>  <b>KS2: A1, B1, B2, C1</b></p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc., [especially] participate in discussions, presentations, performances, role play, improvisations and debates.</p>
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### 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 minutes)

- 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, see page 10). 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 minutes)

- Start by looking at the 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 gets to on its first visit into the church.)

*Background info:* Facts about St John's Church's font:

- The font dates from 1856 and was given as a gift to the church by the builders Messrs. Lindley and Son after the building of the church was completed.
- Lindley and Son were a local company based at Westfield House, Mansfield.
- The font is built of Mansfield stone.



## Activity 2: Re-enactment (15 minutes)

- 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 secretly name it.
- Meanwhile, identify four 'Godparents' who have to promise to help look after the baby. Explain that commonly this would be friends, family or neighbours who lived nearby.
- You will be the priest, so put on a makeshift dog collar if there is one available.
- The rest of the children will be guests from the local area, so if possible they could have 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, dad and the 'baby' 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 you could pretend that 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.
- Now ask the family and friends to give the baby a clap. Now everyone can leave the 'church', replacing everything in the correct box.

## Bring it Together (5 minutes)

- 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

- Look at the pictures of different fonts on the following page and discuss how they are similar/different.
- Find out about adult baptism. Search for modern churches with baptisteries or moveable fonts. You could use the PowerPoint on [www.nottsoopenchurches.org.uk/education-resourcesbychurches](http://www.nottsoopenchurches.org.uk/education-resourcesbychurches) to show a teenager's full-immersion baptism.



# Fonts



## 3a. At the Altar The Eucharist or Holy Communion

<p><b>Aim:</b> To explore the importance of the Eucharist for Christians (mention that it is also called 'the Mass', 'Holy Communion' or 'the Lord's Supper').</p> <p><b>Learning outcome:</b> Children will understand that the Eucharist is an important regular celebration for Christians and know the symbols relating to the celebration.</p> <p><b>Activity:</b> Talking to children, sharing bread, looking at artefacts, reflection.</p> <p><b>Resources:</b> Any of the following where possible, or props that could be used to represent - chalice and paten, grapes, wine, a few different breads, wafers, priest's stole and altar frontals or hangings. A means of crushing some of the grapes - e.g. a rolling pin.</p> <p><b>Preparation:</b> You will need as many of the items above as possible and to check in advance for any allergies.</p>	<p><b>Time:</b> Approximately one hour.</p> <p><b>Written for:</b> ages 5-11 but can be adapted for different age groups.</p> <p><b>In groups of:</b> 10-12.</p> <p>Note: With KS1 children keep the explanations and descriptions as simple as possible. It is unlikely that children below Y2 (6-7 years) will be learning about the Eucharist.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <b>KS1:</b> A1, A3, B1, B2, C1  <b>KS2:</b> A1, A2, A3, B1</p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc.</p>
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### 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 (Catholic). You do not need to go into depth with children, but concentrate on it being a very special way of remembering Jesus, thanking him (the term Eucharist comes from the Greek for 'thanksgiving') and being linked with him (Communion) and others.

### Introduction (15 minutes)

- Sit the children around in front of the altar. (You could do this at the main altar up in the chancel, or at the Lilley altar in the south-west corner. The main altar is decorated with carvings of grapes/vines so it might be good to point these out.)
- Ask the 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. (*Most holy - special - place.*)
- Ask if they know any of the special events that might happen here. Briefly tell them about marriage; that a coffin might be placed close to here at a funeral; and introduce what we're about to discuss – the Eucharist.
- If in your preparation you found out anything about the altar cloths (Lilley altar),



**Background info**

**Chalice** comes from the Latin term calix which means a cup. A **paten**, or disks, is a small plate, usually made of silver or gold, used to hold Eucharistic bread which is to be consecrated.

talk about their history – did someone make them? Were they a gift? Why are they special?

- Show the chalice and paten (if possible - if not, use props).
- If the vicar is in agreement - pass the chalice around - if not, you could use a prop.
- Mention the carvings on the altar - see pages 62 and 91 of this pack for details, or for more information see page 45 of our book, 'The History of the Church of St John the Evangelist, Mansfield.' (Ask at the church office if a copy of the book would be useful to you.)
- If you have altar cloths available then show them and talk about how they are changed at different times in the year (see page 69 onwards of this pack). However don't spend too long on this aspect of the session as the main focus of the time needs to be on the Eucharist.



At the Altar - 3rd page

## Bring it Together (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 if possible.
- Allow the children a few moments to be still and to look at the artefacts and think about what they have heard today.

## Main Activity

### Talk 1 (10 minutes)

- Show a few different types of bread. Ask the children which they would like to eat? Ask - *where does bread come from?*  
Hand out a few samples. (Check in advance for any allergies, e.g. to wheat or milk.)
- Show children the wafers that some churches use for Holy Communion.
- 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 children the chalice and paten (or props). 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.

### Talk 2 (15 minutes)

Ask the children if they know why Christians do what they have just done (eat bread and drink wine in a service). Re-tell the story of the Last Supper including these key points:

- 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.



## 3b. At the Altar Wedding Role-Play

<p><b>Aim:</b> To explore and re-enact a wedding ceremony.</p> <p><b>Learning outcome:</b> Children will understand that some people make promises such as wedding vows at the altar to symbolise them being made before God.</p> <p><b>Activity:</b> Wedding role-play.</p> <p><b>Resources:</b> Props, volunteers.</p> <p><b>Preparation:</b> Source the various props listed below. If intending to have the children sign a pretend wedding certificate, photocopy the mock one on page 32.</p>	<p><b>Time:</b> Approximately 45 minutes.</p> <p><b>Written for:</b> Key Stage 1 and 2; can be adapted for different age groups.</p> <p><b>In groups of:</b> Any reasonable size.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <b>KS1: A1, A3, B2</b>  <b>KS2: A1, A3, B2</b></p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc., [especially] participate in discussions, presentations, performances, role play, improvisations and debates.</p>
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### Information for Leader

This activity can be adjusted to suit the age of the children, for example if having them recite the vows might be too difficult you can read the words out for them. If time is limited parts such as the Bible reading and the signing of the registers could be left out.

The promises are made at the altar to symbolise them being made before God. Balance the emphasis of solemnity and celebration.

### Introduction (5 minutes)

- Ask if anyone know what happens at a wedding ceremony. Make sure they know it is also called a marriage. Listen to the answers.
- Discuss any memories the children may recall of going to a wedding. Ask – *do you remember hearing anyone making any promises?*

### Activity: Re-enactment (20-30 minutes)

- Introduce the activity – *when two people fall in love and want to be together for the rest of their lives, they often come to church to get married. We are now going to act out what happens at a wedding ceremony. First we need volunteers to be the bride and groom.*
- Hand out props to volunteers for the following roles:
  - Bride (prop suggestion: white veil)
  - Groom (prop suggestion: a top hat, button hole)
  - Father-of-the-bride (prop suggestion: a top hat, button hole)
  - Bridesmaid(s) (prop suggestion: flowers)
  - Best man (prop suggestion: rings)
- You will be the priest, so put on a makeshift dog collar if there is one available.

- The rest of the children will be guests, so either need a dressing up item or a present if possible. Get everyone to take their positions – the groom and best man on the front row on the right-hand side (facing the altar), the guests – family and friends – to sit elsewhere in the pews.
- The bride, accompanied by her father and possibly followed by the bridesmaid(s) should wait either in the porch or at the back of church (pretending to be outside). When ready, they can walk down the aisle towards you and the groom.

The following is a very simplified version of the wedding vows and ceremony:

- Say – *welcome everybody to St John's church. We have come together to witness the marriage of [name] and [name], to pray for God's blessing on them, to share their happiness and to celebrate their love.*
- **The Declarations:** Say – *before you can get married, we have to make sure you're not already married to someone else. Are either of these two married?*
- Say to the couple – *you are about to make promises in the presence of God.*  
Say to the groom – *[name], do you want to get married to her?*  
*Will you look after her, love her, stick up for her, and protect her, no matter what, for the rest of your life?*
- He answers – *I will.*
- Ask her the same.
- Say to the congregation – *will you, the friends of these two, support them in their marriage?*
- All – *we will.*

- **Bible Reading(s):** Parts of the Bible are read aloud during a wedding ceremony. A popular choice is from 1 Corinthians 13. If there is a volunteer who is a good reader you might like to ask them to read out the following:

“<sup>4</sup> Love is patient and kind. Love is not jealous, it does not brag, and it is not proud. <sup>5</sup> Love is not rude, is not selfish, and does not become angry easily. Love does not remember wrongs done against it. <sup>6</sup> Love takes no pleasure in evil, but rejoices over the truth. <sup>7</sup> Love patiently accepts all things. It always trusts, always hopes, and always continues strong.”

Taken from the International Children's Bible (ICB)

- **The Vows:** Explain to the children that the bride and groom then make promises to each other. The promises are normally something like this (again, this is simplified wording of the normal Church of England wedding vows):

*I take you [name] as my wife,  
Today and for the rest of my life,  
No matter what happens as we grow up,  
No matter how much money we've got,  
No matter how poor we are,  
No matter how bad things get,  
No matter how poorly either of us might be,  
I promise to love you and look after you today and for the rest of our lives.*

- The bride can then say the same.
- **The Rings:** Take the rings from the best man and explain to the children that rings are given and worn as a symbol of unending love, to remind them of the promise they have made. Let the groom put a ring on the bride's finger and vice-versa. You could use the following words:

*I give you this ring to remember that we are married.  
To remember that we have promised to love each other  
And stick up for each other  
Today and for the rest of our lives.*

- **The Proclamation:** Ask them to kneel and announce:

*[Name] and [name] have made promises here today in front of you and in front of God  
That they will love each other and stick up for each other no matter what.  
I now tell you that they are (pretend) husband and wife!*

[optional!] – *You may now kiss the bride!*

- **Blessing and prayers:** *We all wish you the best and I pray that God will help you to love each other.*
- **Registration** (optional part of this role-play – to do if there is time and interest remaining): Have the bride, groom, best man, head bridesmaid and parents of the bride and groom (choose volunteers to act as parents if you haven't previously) gather around a table and sign the mock-certificate below (repeated larger and photocopier-friendly overleaf). Explain that this makes the marriage legal.

**MARRIAGE CERTIFICATE**

Marriage solemnized at <i>Parish Church of St. John with St. Mary Mansfield</i> in the <i>County of Nottinghamshire</i>							
Date married	Name and surname	Age	Condition	Profession (job)	Residence at the time of marriage	Father's name and surname	Father's profession
	Groom's name:						
	Bride's name:						
<p>Married in the Parish Church according to the rites and ceremonies of the Church of England by me,</p> <p style="text-align: center;">Groom's signature: _____ Witnesses' signatures (best man and bridesmaid): _____ Vicar's signature: _____</p> <p style="text-align: center;">Bride's signature: _____ in the presence of us, _____</p>							

### Bring it Together (5 minutes)

- Bring the children back to where you started and have them put their various props away. Sit them down and ask *who can remember what promises we've just heard being made?* With older children you could also ask *who knows why the bride and groom made promises in front of the altar?*

## 4. The Bible in Church Art

### Stained glass/lectern/banners/other artwork

<p><b>Aim:</b> To see some of the creative ways the Bible is honoured and explained in church.</p> <p><b>Learning outcome:</b></p> <ul style="list-style-type: none"> <li>To recognise that the Bible is very important to Christians. It is considered to be God's word, and contains <i>good news</i>* that they want to share with everyone.</li> <li>To think about the church's history, lectern, windows, etc.; to find out any interesting stories.</li> </ul> <p><b>Activity:</b> Looking round the church to discover and discuss creative Bible stories, their history and significance. Using the lectern sheet and craft activity.</p> <p><b>Resources:</b> A variety of activity sheets are included in this pack. You may also need various craft materials.</p> <p><b>Preparation:</b> Place the lectern Bible on the lectern. Other preparation required depends on your choice of main activity.</p>	<p><b>Time:</b> 45 minutes to an hour.</p> <p><b>Written for:</b> Key Stage 1 and 2; can be adapted for different age groups.</p> <p><b>In groups of:</b> Any reasonable size.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <b>KS1: A2, C1</b>  <b>KS2: A2, A3, C1</b></p> <p>National Curriculum  <b>Art and design KS1</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>describe the differences and similarities between different practices and disciplines</li> </ul> <p>English LKS2</p> <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> <p>English UKS2</p> <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul>
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#### Information for Leader

We are looking at the Bible and how it is seen in windows, the 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 term good news (gospel)\*.

Many items in church show the importance of the Bible, some very old, showing it has always been important. Christians often use creative ways to explain the good news of the Bible.



#### Introduction (10-15 minutes)

Ask if they can see a big book (if you have one on the lectern). Otherwise

\*Word origin: The word 'gospel' comes from the Old English *gōdspel* - from *gōd* 'good' + *spel* 'news, a story'.  
 The term 'good news' comes from the Greek 'euangelion', which is where we get words like evangelist - someone bringing good news.

### MARRIAGE CERTIFICATE

Marriage solemnized at <i>Parish Church of St. John with St. Mary Mansfield</i> in the <i>County of Nottinghamshire</i>						
Date married	Name and surname	Age	Condition	Profession (job)	Residence at the time of marriage	Father's name and surname
	Groom's name:					
	Bride's name:					
<p>Married in the Parish Church according to the rites and ceremonies of the Church of England by me,</p> <p>This marriage was solemnized between us,</p> <p>Groom's signature: _____ in the presence of us,</p> <p>Bride's signature: _____</p> <p>Witnesses' signatures (best man and bridesmaid): _____</p> <p>Vicar's signature: _____</p>						

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.

- The eagle lectern is a symbol of 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 the group to look at it. Discuss the picture; what it's made of, how old it is and briefly tell the story in it. (Some suggestions are given on the following pages.)
- In most churches there will be old and new things. Explain that Christianity has been in existence for over 2000 years, and some churches are very old. St John's church has been here for over 160 years! 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 that follows – compare modern and ancient lecterns. Talk about which the children like and why.
- Let the children have a really good look at the eagle lectern - it's OK to touch it. Then let them answer the questions on the sheet, and sketch the lectern.
- Think in advance about the stories represented in the stained glass windows (see pages 37-40) and choose one or two to tell to the children. After this, you might like to get children to make a 'stained glass window', either illustrating a Bible story or with characters representing their own interests. Have a choice of templates available (one is included here on page 41), 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 (example on page 36) or your own design for children to colour. (This requires sheets and crayons and is suitable for KS1.)
- Design a banner or much larger stained glass window. You will need paper, crayons, Bible verses and a copy of the Bible story you told earlier. (This could be to finish for homework – and brought back for display in church.) This is more suitable for KS2.

### Bring it Together (5 minutes)

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

### Extension

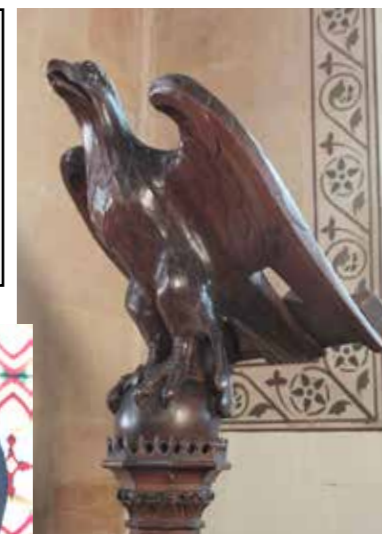
- Find out more about stained glass windows by looking at a range of churches on the internet and discovering different Bible stories told in windows.
- Have a local stained glass window maker come to church or school to give a demonstration of how the windows are made. Heather of [www.heathersglass.co.uk](http://www.heathersglass.co.uk) is happy to help.
- Look at a range of Bibles of different translations, and allow the children to decide which ones they prefer and find most accessible. Some example passages you could compare (for starters) are: Isaiah 40:8, John 1:1, John 3:16...

Isaiah 40:8 Authorized (King James) Version (AKJV) The grass withereth, the flower fadeth: but the word of our God shall stand for ever.	Isaiah 40:8 The Message (MSG) True, the grass withers and the wildflowers fade, but our God's Word stands firm and forever.
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## Lecterns

A lectern may be in the shape of an ..... made of .....

It stands on a ..... which represents the world.  
The Bible is placed on the eagle's outstretched wings, showing that God's words are 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 on it, such as this .....



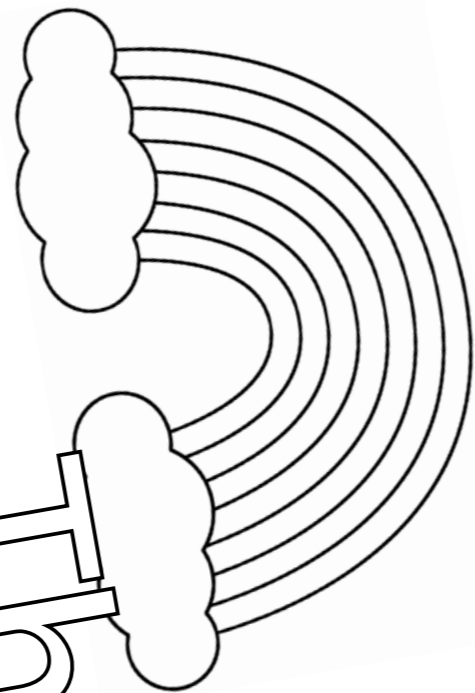
Do you like the simple or ornate lectern better?  
Try to explain why.

Draw a sketch of one of the lecterns here in St John's church.

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

Can you find out...  
How old is it?  
Who made it?  
When and why was it given to the church?

stands forever  
of the Lord  
The Word



## The Bible in Church Art - stained glass



Few people were able to read or write in the Middle Ages. Stained glass windows told the stories of the Bible, and guides, perhaps monks, would explain their content to people. The Latin inscriptions in many panels were reminders of the story to those guides who could read.

Left: The oldest window at Canterbury Cathedral shows Adam digging in the garden of Eden. It dates from about 1176 AD.

Right: Detail from a window in St. Peter's Basilica, Rome, 16th century.

This window shows two symbols used to remind us of God. You could ask the children if they can you guess what they are. (Clues: "The Holy Spirit came down like a dove", Jesus said "I am the Light of the world".)



### In St John's Church

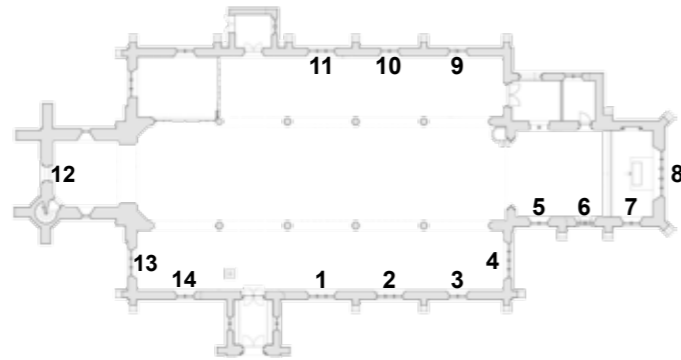
#### Jairus' Daughter

In the Bible, a man called Jairus had a 12 year old daughter who was seriously ill. (We aren't told what the daughter's name was.) Jairus had heard about Jesus who had been travelling about the areas around the Sea of Galilee, teaching and healing people. He tracked him down and fell at his feet begging, "My little daughter is dying. Please come and put your hands on her so that she will be healed and live." Jesus stopped what he was doing and went with Jairus back to his house. On their way there however, friends came from the house and told Jairus that his daughter had died while he'd been fetching Jesus. But Jesus ignored them, carried on to the house (passing lots of family and friends who were crying), and went into the room where the child lay in bed. He took hold of her cold hand and said to her, "get up little one." Immediately she opened her eyes, sat up and then got up out of bed. All the people in the house who had been mourning her death were amazed! So stunned that they didn't know what to do, Jesus had to tell them to give her something to eat!

Strangely, the story of Jairus' daughter (told in the Bible in the book of Mark, chapter 5, verses 21-43 and also in the book of Luke, chapter 8, verses 40-56) is shown in two of St John's Church windows. In 1870 a stained glass window (detail pictured right) was put in in the south aisle in memory of Ellen Elizabeth Hall who had died aged 21. Six years later the same story was depicted in a window added to the chancel in memory of Rachel, a child of the then-Vicar, the Reverend Bartlet. Rachel had died in October 1875 at only 3 months old.



# Bible Stories Represented in St John's Church Windows



Windows, clockwise from the main door:	Dedicated to:	Characters / subject:	Find out about them! Bible reference:
1 - south aisle	Renshaw & Mellors	• Lydia, Cecilia and Dorcas	(See opposite)
2 - south	Hall	• Jairus' daughter	• Mark 5:21-43
3 - south	Moffatt	pattern	
4 - south east	Greenhalgh	• The resurrection of Jesus • Jesus bringing Lazarus back from the dead	• Matthew 28 • John 11
5 - chancel	Pycock	• Luke and Paul • Andrew, Simon and Jesus	• 2 Timothy 4:11 • John 1:42
6 - chancel	Bartlet child	• Jairus' daughter • The Good Shepherd	• Mark 5:21-43 • John 10
7 - chancel	Pellew	• Jesus, his mother Mary and Simeon	• Luke 2:25
8 - chancel EAST	Gally Knight	Some of the last events in Jesus' life on earth (starting bottom, left):  1. Entry into Jerusalem 2. Jesus weeping over Jerusalem 3. Cleansing the Temple 4. The Betrayal 5. The Last Supper 6. The Crucifixion 7. The Burial 8. The Resurrection 9. Jesus appearing to some of his close friends at the Sea of Tiberias 10. The Ascension In the tracery above, Jesus is shown with adoring angels on either side.	(Selected references; the books of Matthew, Mark, Luke and John repeat some of the same events.)  1. Matthew 21 2. Luke 19:41-44 3. Matthew 21:12-13 4. Matthew 26:47-56 5. Matthew 26:17-30 6. Matthew 27:32-56 7. Matthew 27:57-66 8. Matthew 28 9. John 21  10. Luke 24:50-53
9 - 11 and 13 do not have stained glass			
12 - WEST	Chadburn	• John, Jesus, Salome and James	• Matthew 20:20
14 - south	Frampton	• A choirboy, a "Boy Bishop", a Sea Scout and St Nicholas	(See page 40)

## In St John's Church, continued...

### South aisle

#### Renshaw & Mellors Window

This is the first window on the right as you come in the main church door.

The centre panel of this window was installed first - in 1960. It is in memory of Tom White Renshaw who was St John's organist for 65 years (from 1890-1955/6)! Appropriately the figure depicted in the window is St Cecilia, the patron saint of music.



#### St Cecilia

Cecilia lived in Rome in the first half of the 2nd century AD. She was forced to marry against her will and during the wedding ceremony it is said that she consoled herself by singing songs to God. This is why she became the patron saint of music / musicians. Cecilia's husband converted to Christianity shortly after their wedding but they were both martyred - killed because of their beliefs - by the Roman Emperor in approximately 230 AD.

#### Left and Right Panels

The two side panels were added later - in 1963. They are in memory of Hilda Eleanor Mellors, who was the wife of a churchwarden, Ernest, and friend of Tom Renshaw.

The two characters shown are Dorcas and Lydia. Dorcas (also called Tabitha) is mentioned in the Bible in the book of Acts chapter 9. She made clothes for a living and is described as "always doing good and helping the poor." When she fell ill and died her friends sent for Peter, one of Jesus' closest friends. Peter came and prayed for Dorcas and she came back to life.

Dorcas was later classed as a saint and became known as the patron saint of needlewomen.

Lydia is also mentioned in the book of Acts, in chapter 16. She came from a city called Thyatira and was a dealer in purple cloth (very expensive). She offered Luke, Paul, Silas and others who were travelling around teaching people about Jesus, a place to stay.

A news report written at the time this window was installed states that the left hand panel depicts Dorcas and the right hand panel is Lydia. However there is some logic in thinking that it might be Lydia on the left. You could ask the children what they think...

The saint chosen for the window in memory of Tom Renshaw - a musician - is the patron saint of music. It seems likely then that the inclusion of the patron saint of needlewomen might tell us something about Hilda Mellors. Using the outline on page 41, you could get the children to think about and draw characters in a window that represent their interests.

**Frampton Window**

The window on the other side of the door is in memory of Keith Bertie Frampton who was the vicar of St John's church for 20 years from 1931 - 1951 and also returned in the 1970s to help out after his retirement. This window is another example of one showing the interests of the person it is in memory of, this one even more than the Renshaw/Mellors example. It shows from left to right a choirboy, a "Boy Bishop", a Sea Scout, and St Nicholas.

The Reverend Frampton was keen on music - hence the choirboy, and he started an annual custom at St John's church where the choir members held a secret ballot to chose one member to have the honour of being "Boy Bishop" for the year ahead. The role of "Boy Bishop" was essentially a parody of the real bishop and they were supposed to vote for, "the boy whose character they think is nearest to that which they would like to see in a bishop." There would then be an installation ceremony and the boy would be dressed in robes and take a special seat. This was a widespread custom in the Middle Ages, which the Revd Frampton re-started at St John's in 1933 and it continued well into the 1970s. The Boy Bishop would be chosen on the 6th of December which was St Nicholas' day. St Nicholas was the patron saint of children.

The Sea Scout is included in reference to another of Revd Frampton's involvements - he was leader of the 5th Mansfield Sea Scouts group for several years.

This window was made and installed in 1982/3.

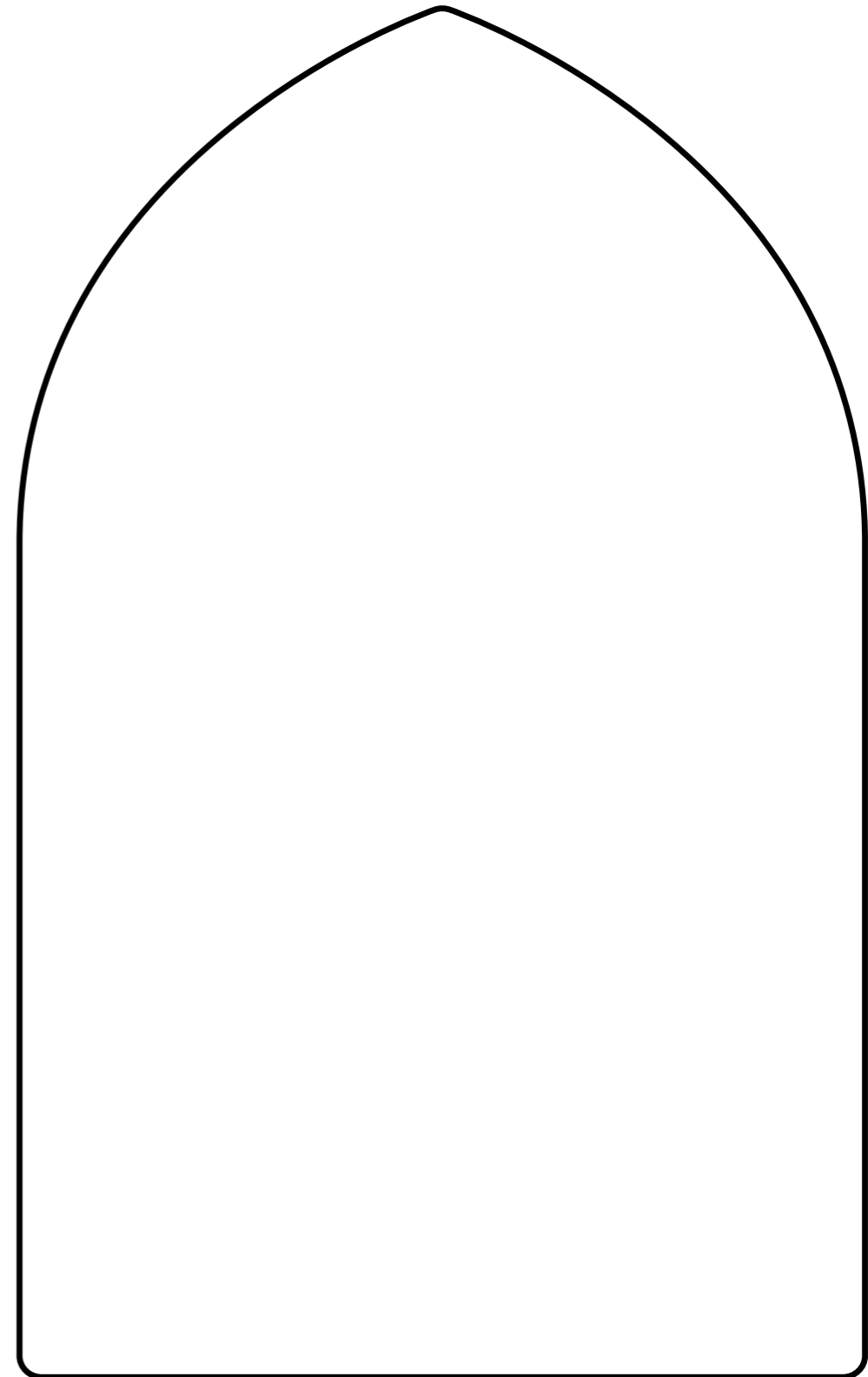


**Stained glass worksheet**

Design your own stained glass window for a church. Use bright colours!

You might like to use symbols of Christianity that you have found out about (e.g. cross, dove, light).

You might like to tell one of more Bible stories in the panels of the window (e.g. Jesus' birth, miracles, death, resurrection).



## 5. Worship Traditions

### Church Music

<p><b>Aim:</b> To look at features of the church and find out how they are/were used for worship. Make sure children are aware that there are different kinds of church music.</p> <p><b>Learning outcome:</b> Children will know the names and function of items used in worship, and experience church music.</p> <p><b>Activity:</b> To look at the instruments used in church, to sit in the choir stalls and sing as a choir, to listen to and respond to church music.</p> <p><b>Resources:</b> A pianist if possible. Possibly a cross and candles to process with the choir. Psalm sheet and music response sheet follow. For activity 3 you might like to prepare your own CD or MP3 files to play.</p> <p><b>Preparation:</b> Gather as many of the above resources as you can/want to use.</p>	<p><b>Time:</b> Approximately one hour.</p> <p><b>Written for:</b> Lower Key Stage 2.</p> <p><b>In groups of:</b> 10 - 15.</p> <p>Note: There are 3 main activities – you can choose to do all or two of them, and maybe swap groups – if you have enough helpers.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <b>KS1: A1, A3, B2, C1</b>  <b>KS2: A1, A3, C1</b></p> <p>National Curriculum  <b>Music KS1 Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> <p><b>Music KS2 Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• listen with attention to detail</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</li> </ul> <p><b>Science Year 4 programme of study – sound:</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> </ul>
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#### Information for Leader

- These activities consider some of the key features of music used in worship. You may choose to only use some of the main activities.

#### Introduction (10 minutes)

- Gather the children at the front of the church, sitting in the 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 piano

- Gather children around the grand piano. Give a demonstration of how sounds are made, how volume is controlled (strike the keys hard and soft), and how the sound is made. You can carefully open the lid of the piano to reveal the strings inside but please tell children not to touch it.
- Get children to try singing along to high low notes. Play a tune if you are able and have some fun.
- Children should understand that people sing along with the piano during services on Sundays. At St John's church they also use other instruments such as guitars. The singers use microphones, and often drums and percussion are used too.



- Until recently St John's church had an organ, which is an instrument with keys like a piano but which blows air through pipes of different sizes to make different sounds. Lots of churches have organs. Unfortunately St John's organ was very old and it wasn't able to be repaired.



### 2. The Choir Stalls

This photo shows St John's church choir in 1904. Traditionally choirs wore special robes like this and in some churches today they still do.



- Ask the children 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. Process into the choir stalls and sit them down.
- With the children in the choir stalls, ask them what they think these seats are for. Explain briefly that the choir would traditionally lead the congregation (the other people gathered in the church) in singing.
- Let the children explore the choir stalls and look out for any interesting features (there is a carving of a squirrel by the vestry door, see page 19). Read the carved inscription to the Revd Maples which is at the opposite corner to the squirrel.
- Have the children practice standing and sitting together like a choir 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, find someone to accompany on the piano.
- Explain that over the centuries, choirs have played a large part in church history, and music in many churches is a very integral part of the worship that goes on there.
- If possible, use an iPad or similar to show some clips of choirs on YouTube.
- Either using your musician, or using a CD of organ music, have the 'choir' process out of the stalls again and towards the back of church.

### 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 5 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 5 tracks one after the other, and you want them just to listen to all 5 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 encourage them to relax, perhaps by sitting or lying in the pews 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 copies of the following response activity sheet and ask them to listen again, this time you will stop the CD for 2 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 wish.

### Bring it Together (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 starting with cathedral websites.
- Find out more about church organs from the Southwell and Nottingham Diocese Church History Project website <http://southwellchurches.nottingham.ac.uk>
- Choose a popular tune and work on new 'worship' words for the song that could be used in church or school worship.
- Suggest 1 or 2 Psalms that the children could re-write or add percussion to back at school. (Example psalm sheet available on page 48).

#### Church Music Suggested Music for activity 3

The following provides a small selection of different genres of Christian music, you can, of course use whatever you have available yourself, providing it gives a flavour of the range of Christian music.

- Organ music – Sounds of Southwell Minster Simon Bell Regent Records 2006
- Gregorian Chants – Marks and Spencer 2005
- The John Rutter Collection: The Cambridge Singers – 2002 Universal Classics
- Best Worship Songs...Ever! Kingsway Music, March 2004
- Taize music is widely available and some websites allow excerpts to be played.

## Music Responses

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 a 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

# Psalms

Psalms in the Bible are Songs of Worship to God, written many thousands of years ago.

Have a look at the one below.

Maybe you could **re-write it** for modern days, in modern words, with our instruments.

Or maybe you could learn to **chant** or **sing** it, and make up some **actions**, or add some **percussion** to it.

## Psalm 150

<sup>1</sup> Praise the LORD.

Praise God in his \*sanctuary;  
praise him in his mighty heavens.

<sup>2</sup> Praise him for his acts of power;  
praise him for his surpassing greatness.

<sup>3</sup> Praise him with the sounding of the trumpet,  
praise him with the harp and \*lyre,

<sup>4</sup> praise him with \*timbrel and dancing,  
praise him with the strings and pipe,

<sup>5</sup> praise him with the clash of cymbals,  
praise him with resounding cymbals.

<sup>6</sup> Let everything that has breath praise the LORD.

Praise the LORD.

- \* *Sanctuary* is a holy place, like a Church
- \* *timbrel* is a kind of tambourine
- \* *lyre* is a kind of hand held harp

Some other psalms you could look at: 23, 100, 117, 136 (verses 1-9). See if you can find them near the middle of a Bible.

Why not write some out and decorate them, and make a display?

# 6a. The Church in the Community – Easter

<p><b>Aim:</b> To compare past and recent social history, include festivals e.g. Christmas, Harvest, <b>Easter</b> etc.</p> <p><b>Learning outcome:</b> Know that the church is a focal point for celebrating this festival and that it has its origins in Christianity.</p> <p><b>Activity:</b> Introduction to the building as a place for celebration of Easter.</p> <p><b>Resources:</b> (If possible) vestments, a picture book about Easter.</p> <p><b>Preparation:</b> See below.</p>	<p><b>Time:</b> Approximately one hour.</p> <p><b>Written for:</b> Key Stage 1 and 2.</p> <p><b>In groups of:</b> Any reasonable size.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <b>KS1: A1, A2, A3, C1</b>  <b>KS2: A1, A2, A3, B1</b></p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc.</p>
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## 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 any church traditions during this season (i.e. are crosses covered? etc.).

## 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 Lilley altar table at the moment? (It should be purple during Lent.) (If possible 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 if possible, 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 (e.g.

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 cloths if possible, explaining that white is a colour of purity and celebration in the church, red stands for blood.
- 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 St John's church for the children to look at/count, or you could set them the challenge of counting how many crosses are in the nave and chancel. (We think there are at least 22!)
- Make an Easter card using images of new life: Eggs, flowers, chicks and bunnies. The internet is a good source for Easter craft ideas, try searching for 'Easter egg colouring' for a simple printout to colour.

### Bring it Together (10 minutes)

- Have a range of Easter symbols and images you have talked about on a table. Use the vestments too.
- Through questions 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 internet. You could start on the website <http://southwellchurches.nottingham.ac.uk>
- Visit [www.topmarks.co.uk/Easter](http://www.topmarks.co.uk/Easter) to find out more about Easter.
- With KS2 explore the Easter story in more depth. Find a Bible and read Matthew 27 and 28. Think about creative ways to tell this story – you could split the children into two groups and have them act (simplified) parts out.

## 6b. The Church in the Community – Harvest

<p><b>Aim:</b> To compare past and recent social history, include festivals e.g. Christmas, <b>Harvest</b>, Easter, etc.</p> <p><b>Learning outcome:</b> Know that the church is a focal point for celebrating this festival and that it has its origins in Christianity.</p> <p><b>Activity:</b> An introduction to the church as a place for the celebration of harvest. To make a celebration picture for a festival.</p> <p><b>Resources:</b> Music, songs, card, collage materials, fruit templates, harvest display or fruit and vegetables, bag of party items.</p> <p><b>Preparation:</b> See below.</p>	<p><b>Time:</b> Approximately one hour.</p> <p><b>Written for:</b> Key Stage 1 and lower Key Stage 2.</p> <p><b>In groups of:</b> Any reasonable size.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <b>KS1: A1, C1</b>  <b>KS2: A1, A3, B1</b></p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc.</p> <p><b>Design and technology - cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li>• <b>KS1 understand where food comes from</b></li> <li>• <b>KS2 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</b></li> </ul> <p><b>Art and design KS1</b></p> <ul style="list-style-type: none"> <li>• <b>to use a range of materials creatively to design and make products</b></li> <li>• <b>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></li> </ul>
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### 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.

### Introduction (20 minutes)

- Welcome the children to the church and introduce yourself. 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 3 things you celebrate in your family or school.* (E.g. birthdays, weddings, Christmas, etc.)
- If the church is decorated for harvest, 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.)

*Thank you, Lord, for this fine day,  
Thank you, Lord, for this fine day,  
Thank you, Lord, for this fine day,  
Right where we are!*

*Alleluia, praise the Lord,  
Alleluia, praise the Lord,  
Alleluia, praise the Lord,  
Right where we are!*

*Thank you, Lord, for ...*

*[Possible ending verse:]  
Thank you, Lord for all your gifts...*

- You could then sing the song *Thank you Lord for...* It's a simple song and easy to teach to the children first if they don't already know it. Children can suggest alternative words e.g. bread and jam, beans on toast, etc.

### 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 on following page.)

### Bring it Together (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

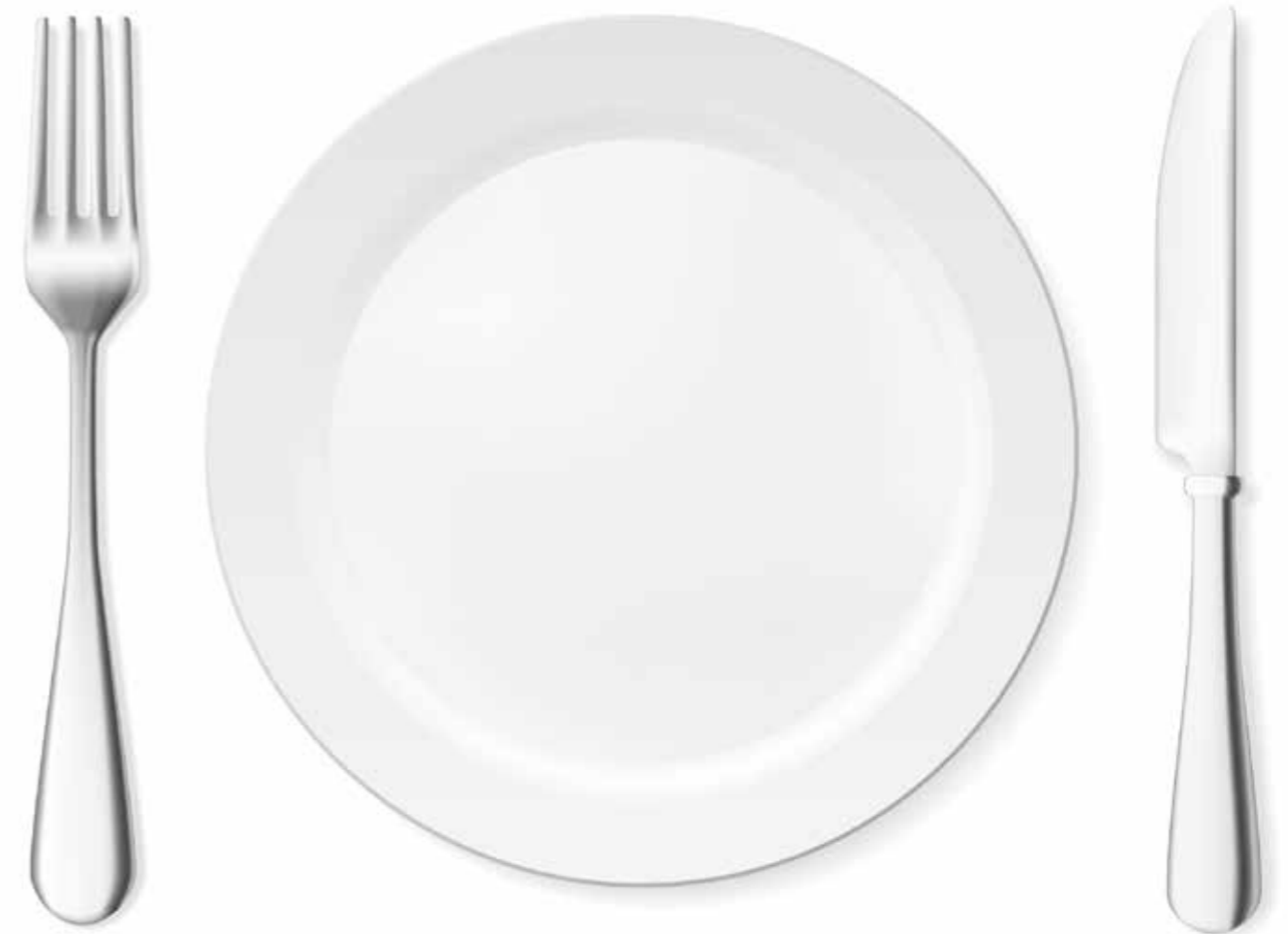
- Investigate how Harvest has been celebrated in the school community in the past, asking older people and 'long-standing' families in the area.
- Find out the significance of Harvest in the nearest rural community. Ask a farmer to visit and talk about this.
- Consider ways Harvest could again become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

## My Favourite Meal

Draw your favourite dinner.

Think about where each kind of food comes from.

Label the food, and say where it comes from (or try to find out).



A popular Christian Harvest hymn, written by Matthias Claudius and Johann A. P. Schulz, includes the words:

All good gifts around us  
are sent from Heaven above  
So thank the Lord,  
yes thank the Lord  
for all His love.

## 6c. The Church in the Community – Christmas

<p><b>Aim:</b> To compare past and recent social history, include festivals e.g. <b>Christmas</b>, Harvest, Easter, etc.</p> <p><b>Learning outcome:</b> Children will know that the church is a focal point for celebrating this festival and that it has its origins in Christianity.</p> <p><b>Activity:</b> 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.</p> <p><b>Resources:</b> 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.</p> <p><b>Preparation:</b> See below.</p>	<p><b>Time:</b> Approximately one hour.</p> <p><b>Written for:</b> Key Stage 2.</p> <p><b>In groups of:</b> Any reasonable size.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <b>KS1: A1, A2, A3, C1</b>  <b>KS2: A1, A2, A3, B1, C1</b></p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc.</p>
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### 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. Ask who has been here before.
- Ask the children how old they are. Ask if they celebrate Christmas and if so, how many Christmases have they celebrated? Then ask how many Christmases they think might have been celebrated in this church. (This is just to get them thinking as they are unlikely to know the date the church was built - 1856 - so the answer is over 160!)
- 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? (Answer: The 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 (but be sensitive that not all the children will celebrate it). Take some feedback from the group (e.g. 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 the 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.

- 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. (There are some ideas on the following resource sheet.)

Alternatively, design a stained glass window showing a scene from the nativity.

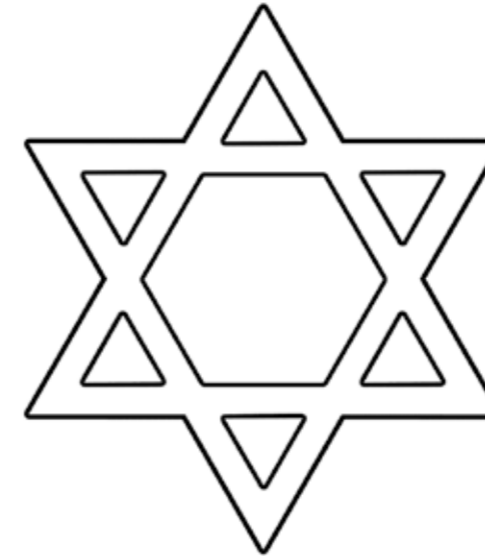
### Bring it Together (10 minutes)

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 his mother 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.

## Templates



## 7. Reading the Symbols in Church

<p><b>Aim:</b> To introduce children to some common symbols found in churches.</p> <p><b>Learning outcome:</b> To understand what the symbols mean and something of their origins.</p> <p><b>Activity:</b> 1. Look at and discuss pictures of symbols. 2. Find examples in church. 3. Design bookmarks.</p> <p><b>Resources:</b> Pictures of symbols, bookmark blanks, laminator if you want to laminate bookmarks. Copy of the Highway Code. Clipboards, pencils.</p> <p><b>Preparation:</b> Photocopy enough copies of the worksheets you want to use.</p>	<p><b>Time:</b> Approximately one hour.</p> <p><b>Written for:</b> Key Stage 2.</p> <p><b>In groups of:</b> Any reasonable size.</p> <p>✓ <b>Links:</b> N.A.S.R.E. KS1: A3 KS2: A3, B1</p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc. Language and literacy 6.1 ...develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.</p>
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### Information for Leader

This section is all about symbolism and there are different parts to it.

Along with this first session plan you will need to use the background info sheet on the 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 the church. Check on the symbols in the church first, and make sure that they are easily visible for children. (Be aware in advance that some symbols are harder to explain / understand than others! E.g. the pelican - see page 19.)

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 the bookmark blanks (page 64) need to be prepared in advance.

### Introduction (5 minutes)

- Introduce the 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 recognise.
- Display pictures of, or take the children on a quick tour of, the symbols that are found in 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 copy of the following worksheet. 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.
- 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 the time and personnel available!

### Bring it Together (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 included on page 67.

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. (Note: Not all of the pictures here are from St John's church.)

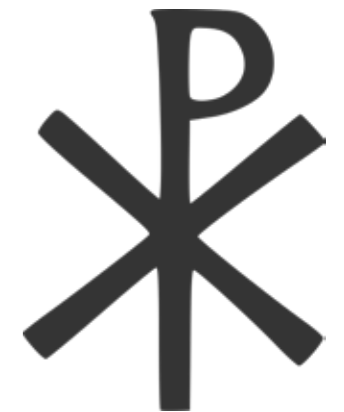


#### The Cross

This is of course the best known of the Christian symbols and refers to Christ's sacrificial death. The simple "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.  
χ = CH ρ = 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.



#### Three Intertwined Circles or Arcs

Represents the Holy Trinity: Father God, Jesus the Son, and the Holy Spirit.

**The Evangelists**

In the east window, and repeated in the mosaics of the reredos (behind the altar) are four creatures representing the four evangelists Matthew, Mark, Luke and John.

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.



**Altar Symbolism**

There are 5 symbols on the front of the altar. From left to right they are:

A **vine** – representing the wine of Holy Communion, where people take wine as a reminder of Jesus' blood from his wounds while on the cross.

**Wheat** – representing the bread of Holy Communion; Jesus' body.

The **Lamb of God** – triumphantly holding a banner with a cross on it. 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.

**Lilies** – these can either be a symbol of Mary or of the church.

**Passion Flower** – a symbol of Christ's Passion and of the cross – the thin petals represent the crown of thorns, the outer petals represent the apostles.

Further vines are carved all around the top of the altar.



**Saints**

There are symbols for many saints and in the past people would commonly know some of the basic ones. This meant they could instantly recognise the characters portrayed in windows and other art forms. Some examples, not in St John's church, include St Peter - holding keys, St Paul - holding a book, St Catherine - a wheel, as she was martyred by being broken on a wheel, (thus the Catherine wheel). St George and St Andrew both have specific forms of crosses.

St John's church includes

- St Cecilia - with a musical instrument as she is the patron saint of music (see page 39).
- St James and St John in the west window with cups (see page 92 of the History of St John's).

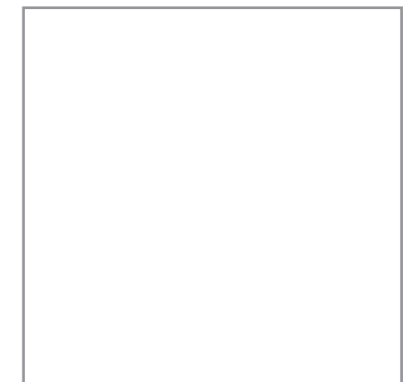
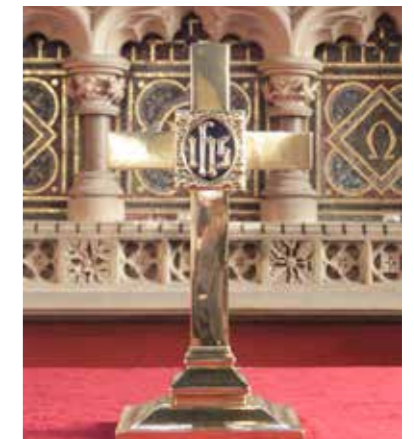


Page 63: Worksheet:

**Crosses in St John's Church**

Here are some of the crosses in St John's church. Can you find them all?

What others can you find that aren't already pictured here? Draw them in the boxes below and make a note of where they are.



# Other Symbols in St John's Church

What other symbols can you find? Draw them in the boxes below.  
You could also add a note about where they are and what they remind us of.

# Resource (overleaf) - bookmark blanks

## Christian secret symbol of the fish

During their persecution by the Roman Empire in the first few centuries after Christ, Christians had to hide from those who would kill them or put them in prison, so they contacted each other with this secret symbol. The Greek letters of the word 'fish' (ichthus) reminded them of what they believed about Jesus, so it was a good symbol to use!

ιχθυσ = fish in Greek (ichthus)



Ichthus can be read as an acrostic, a word formed from the first letters of several other words:

Greek Letter	English Letter	The letter stands for this word
ι	= J	Jesus
χ	= Ch	Christ
θ	= Th	Theou (God's)
υ	= U	uios (Son)
σ	= S	Soter (Saviour)
Jesus Christ, God's Son, Saviour		

Greek small letters: αβγδεφγηιφκλμνοπθρστυωξψζ

Greek capital letters: ΑΒΧΔΕΦΓΗΙΘΚΛΜΝΟΠΘΡΣΤΥΖΩΞΨΖ

## 8. Vestments and Colours in Church

<p><b>Aim:</b> To introduce children to different types of vestments and to liturgical colours.</p> <p><b>Learning outcome:</b> Some understanding of the history of the subject and of when different vestments are worn.</p> <p><b>Activity:</b> Design stole for chosen service or season. (Link to symbols activity.)</p> <p><b>Resources:</b> Pictures of different vestments (some photos are included here on page 74-75).</p> <p><b>Preparation:</b> You may wish to photocopy the photos on pages 74 and 75, to hand out to the children. If possible, arrange to borrow any vestments that St John's have available.</p>	<p><b>Time:</b> Approximately 45 minutes.</p> <p><b>Written for:</b> Key Stage 2.</p> <p><b>In groups of:</b> Any reasonable size.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <span style="color: blue;">KS1: A3</span>  <span style="color: purple;">KS2: A3, B1</span></p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc. Language and literacy 6.1 ...develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.</p>
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### 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. The photos on pages 74-75 show a range of vestments with their names.

### 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 – looking at vestments and liturgical colours. You need to decide in advance which subjects to concentrate on, and which activities you will choose to do. In St John's church a good place to do these activities would be in the Lilley chapel area looking at the altar frontal.

- Look at the pictures of vestments and robes. Ask – *do you think these might be special colours?* Remind the children that often the colour of the robes and vestments will match the altar frontal.
- Talk about the robes, describing what each item is called (you may wish refer to the following information sheet) and how it is worn.
- Talk about the special seasons when different colours are used (see page 76).

- 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 the large outline (on page 74) and get children to design a stole for 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).

### Bring it Together (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.

#### Background info: Vicar/rector...?

The difference between rectors and vicars is largely historical: a rector would receive money directly from his own church whereas a vicar would be supported financially from the outside, e.g., from a monastery. 'Vicar' derives from the word 'vicarious' - to act on behalf of someone else. Today the words are used fairly interchangeably.

'Clergy' is a fairly cover-all term.

#### Page 71: Background info.: Vestments

## Vestments

(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 4<sup>th</sup> 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. The word 'chasuble' comes from the Latin 'casula' meaning 'lodging' or 'little house'.



### 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, symbolising the Old and New Testaments. 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 the 12th century.

### DOG COLLAR

The white collar worn by clergy with their clerical shirt was made popular among Anglicans in the 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!



**Albs**



**Stoles**



**Chasubles**



**A cope**  
(front and back)



**A mitre**



Above: **A cassock**



**Clerical shirt with dog collar in place**



Left: **A surplice** shown worn over a cassock with a basic stole on top.

The images used here are from two of the UK's leading suppliers of vestments and clerical wear: Watts & Co. Ltd., London, and J&M Sewing Service Ltd.

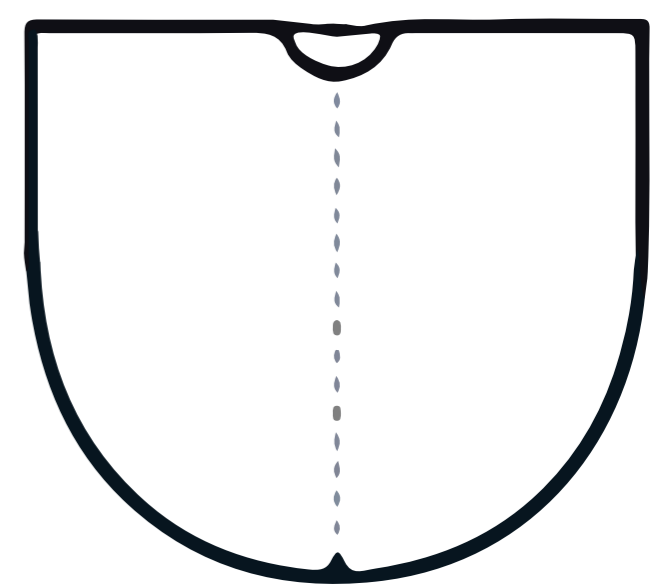
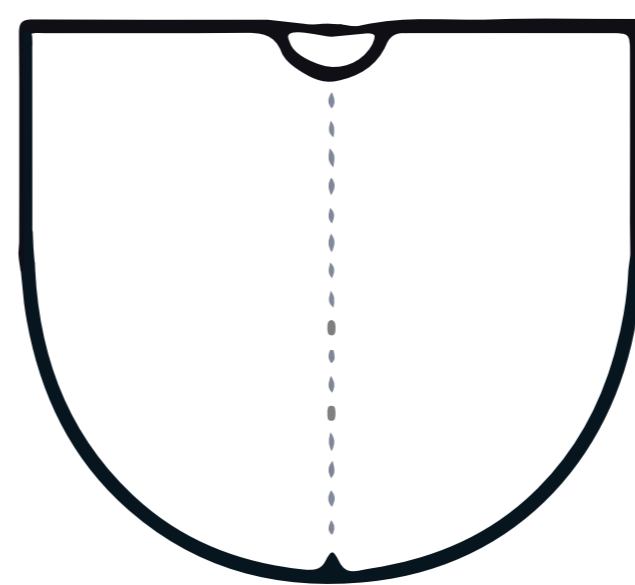
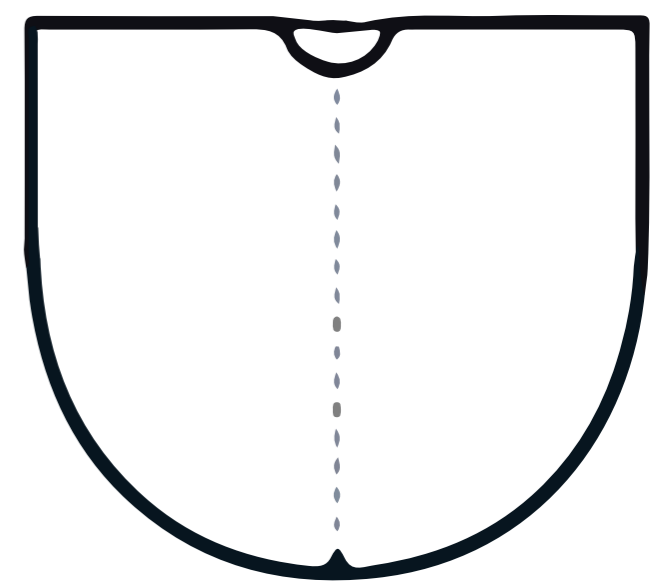
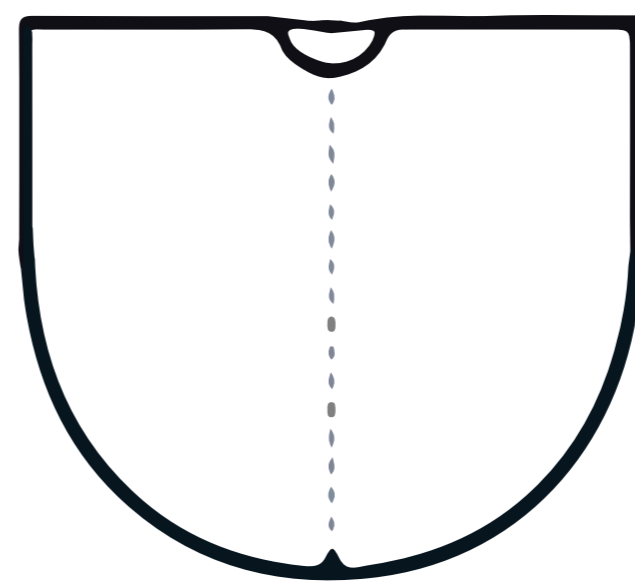
# Vestments

Label and colour in the vestments (special clothes) and design your own stole!



# Vestments

Design your own chasuble!





(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.)

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 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, February 2nd.)

**White or gold.**

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

**Purple.**

**Holy week** – **red/white**; Maunday Thursday – **white**; Good Friday – **red**; and Holy Saturday – **white**.

**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 2 months between Christmas and Lent, and about 7 months after Easter and before Advent) **Green**.

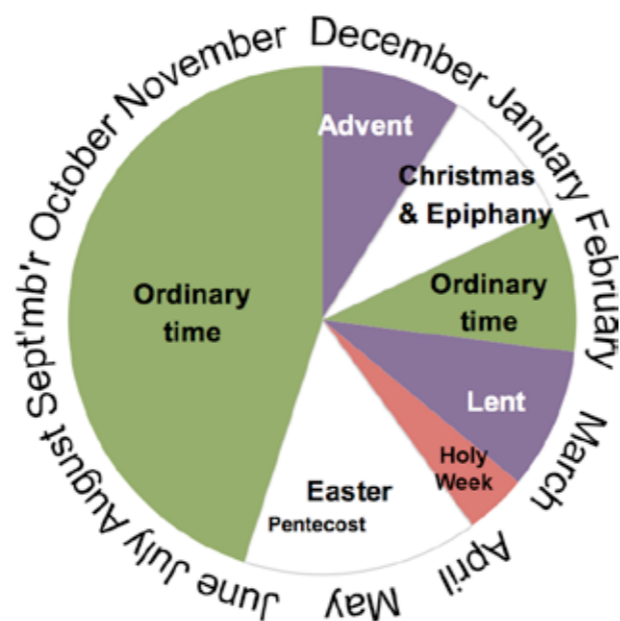
They may also be changed for **saints days**:

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. Green also represents growth and symbolises Christians' growth in faith.

For more information see 'Common Worship' pages 532 – 533, Church House publishing (2000).



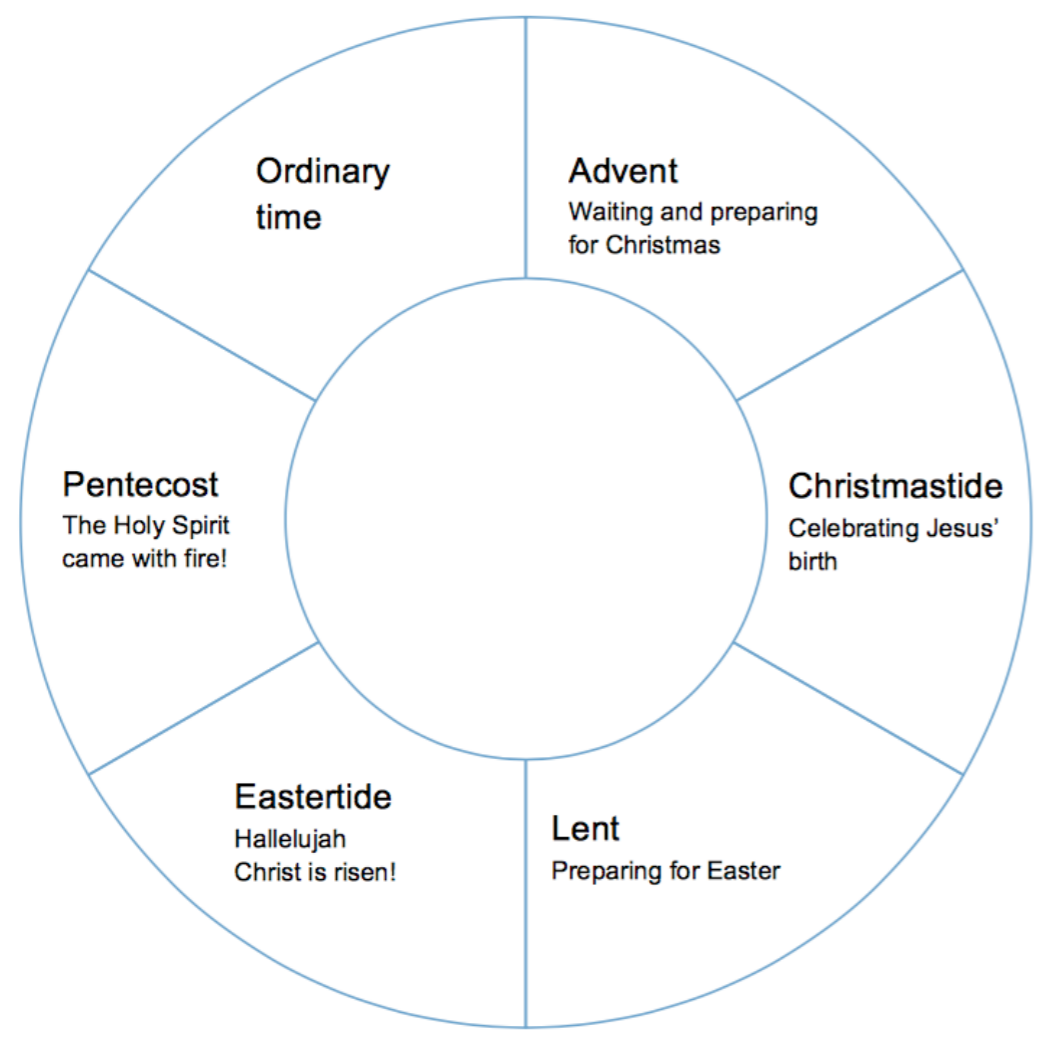
Above: Green altar cloth on the Lilley altar.

Right: A purple cloth on the lectern during advent.



# Colours of the Christian Year

- 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?

# 9. Church Architecture

## A look at the church's distinctive features

<p><b>Aim:</b> To explore distinctive features of a church building and what is important to the people who use it.</p> <p><b>Learning outcome:</b> Children will appreciate something of what makes a church building special.</p> <p><b>Activity:</b> To explore the main features of a church's layout and recreate one in a craft activity. To reflect on its importance to Christians.</p> <p><b>Resources:</b> Craft materials for stained glass windows/sketching or modelling. Name badges for helpers.</p> <p><b>Preparation:</b> See below.</p>	<p><b>Time:</b> Approximately one hour.</p> <p><b>Written for:</b> Adaptable for Key Stage 1 (ages 5-7) or Key Stage 2 (ages 7-11)</p> <p><b>In groups of:</b> Around 10.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <b>KS1: A1, C1</b>  <b>KS2: B1</b></p> <p>National Curriculum  <b>Design and technology KS1</b></p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups...</li> </ul> <p><b>Art and design KS1</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>
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### 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 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 – introductions (name badges for helpers are a good idea). Initial 'warm up' questions you could use are: 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, grey 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.) Emphasize – *it has changed over the years.*

- Explain that Christians sometimes call their church the house of God. For many years Christians here in Mansfield have been worshipping God here; just like lots of your houses, over the years it has been modernised, rearranged 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 probably be able to say, 'ah, I know what happens here!' If they popped into a hospital and saw medicine, bandages and doctors, they'd probably 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 learning from wise teaching (pulpit) and reading the Bible (lectern). The house of God is very special so Christians want it to be beautiful with carvings, banners, stonework and 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 feature in detail and sketch or model it (individual/pair/group version).
  3. See pages 81-86 for more details of craft possibilities, making sure that you have the materials required to hand.

## Bring it Together (10 minutes)

- Bring the group together and share some of their beautiful craft-work.
- If time allows you might elaborate on the original purpose of stained glass windows, but emphasise that this ancient tradition still continues and new windows are still being created, similar points can be made about other church features. Contact local artist for a demo (see page 34).
- It would be good to point out a recent example of something in church: The nave roof repairs in 2016-17 stopped the roof falling in and is a great thing to celebrate, remembering the church's survival. Or the kitchen area – providing hospitality and encouraging 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 Diocese of Southwell and Nottingham's Church History Project website (or other websites) 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>

## Inside a Church

This activity will interactively encourage the children to explore the building using basic shapes as a means of constructing a plan of the church.

### What you will need:

- Large sheets of paper (A2 size would be ideal).
- Scissors suitable for KS1 children to use (no sharp points) and glue sticks.
- Sheets of the shapes for children to cut out and stick. You will need lots of these as they will need more than one of each shape! When you photocopy them try a range of zoom percentages so that they have different sizes of each shape to use.

Children can work on this activity in groups of 3 or 4.

Many will need an adult helper to read the task and support them in carrying it out.

Explain that their sheet of paper will become a plan of the church in which they are. They will be able to take this away with them and use it when they go back to school to talk about what the church was like inside.

Encourage children to identify their sheet of paper as an outline of the 4 walls of the church building. It might be a good idea to identify where the door is first, look at its shape, find the shape on the sheet of shapes, cut and stick it along the correct 'wall' of their plan. This will then give the children a point from which they can identify and place the other parts of the church.

When the children have finished the activity they could talk to the adults from the church who are present and ask them about how the different parts of the church are used. With help they could write labels for the things they have stuck onto their plan.

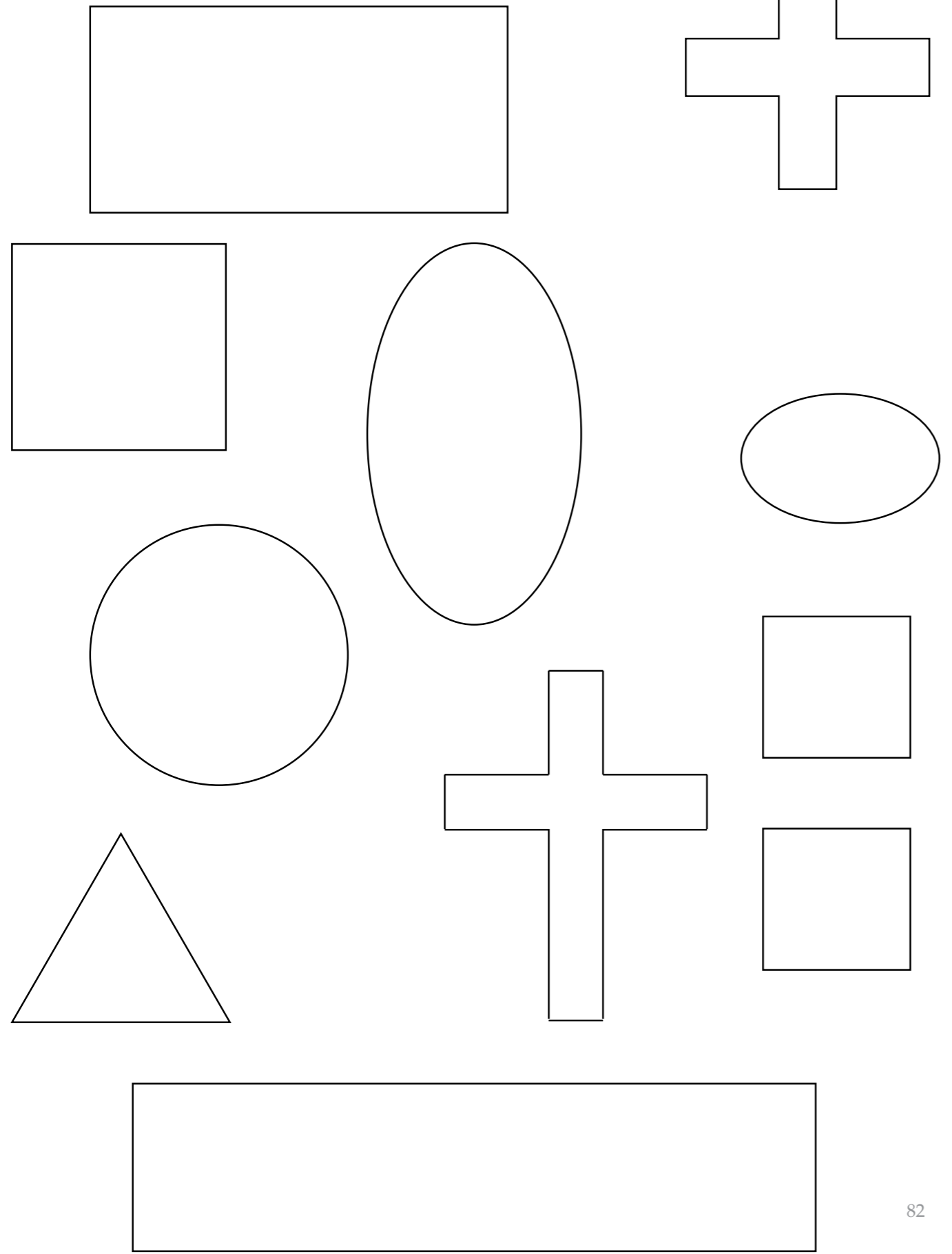
### Activity pointers:

*So...be a church detective....get ready...go!*

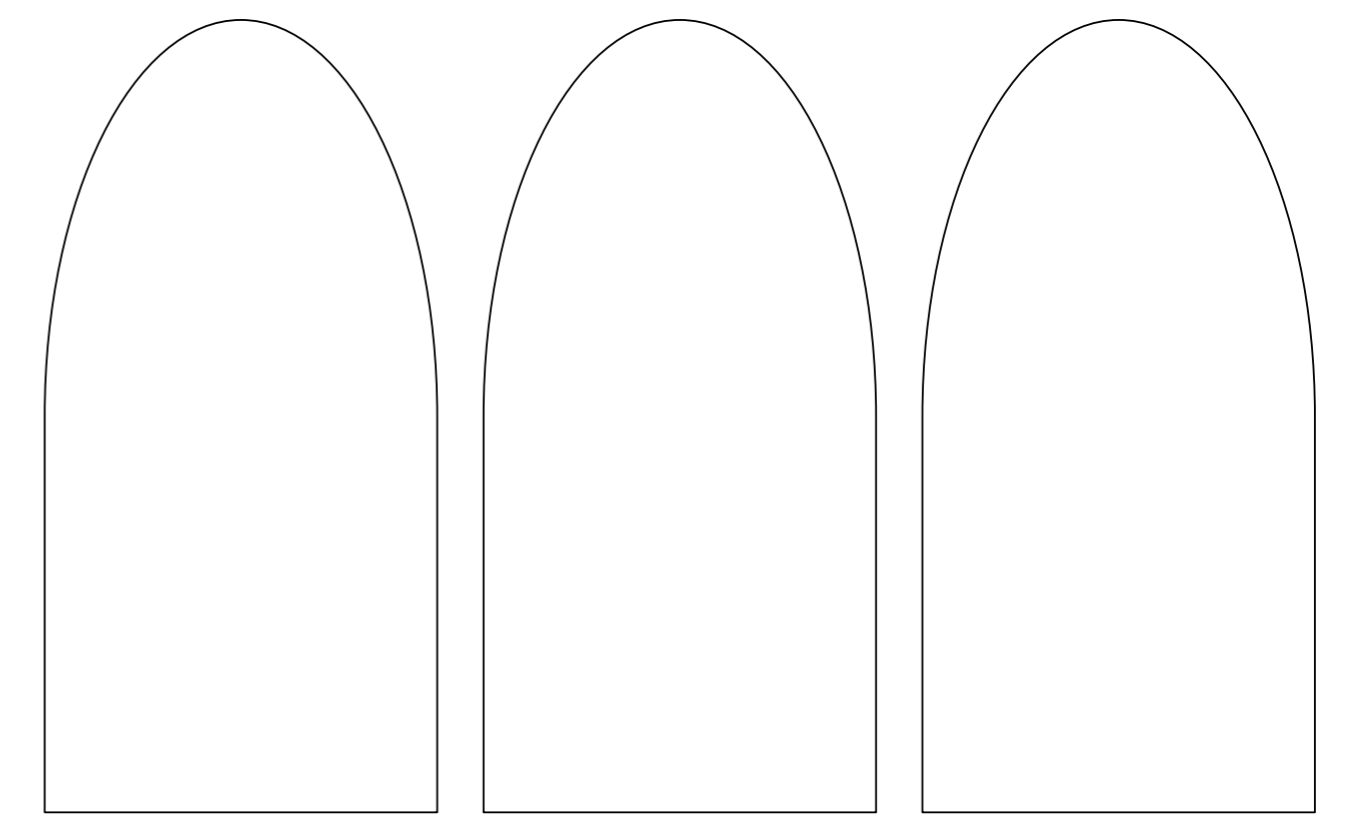
- What shape is the door? Does it have a rounded top or a pointed top?
  - > Cut out the correct shape for the door and stick it in the right place on your plan.
- What shape are the windows? Are they round at the top or pointed? Is there a window that is a circle shape?
  - > Cut out the correct window shape, count how many windows there are and stick them in the right place on your plan of the church.
- Are there any arches or pillars in the church? Count how many there are and look carefully at their shape.
  - > Cut out the right number and stick them on your plan. If they are joined together in the church, try and make them join together on your plan.
- Find the lectern and pulpit.
  - > Cut out 2 rectangles and stick them in the right places on your plan.
- Where is the font?
  - > Cut out an oval shape and stick it in the right place.
- Where is the altar? What shape could you cut out for this?
  - > Cut it out and stick it in the right place on your plan.
- Find a cross.
  - > Cut out a cross and stick it on your plan.
- Where is the piano? What shape could you use for showing this on your plan?
  - > Cut it out and stick it onto the plan.
- There will be too many seats or pews in this church for you to put every one of them on your plan.
  - > Instead cut out some squares and stick them on your plan where the seats are in this church.

### Inside a church activity – shapes

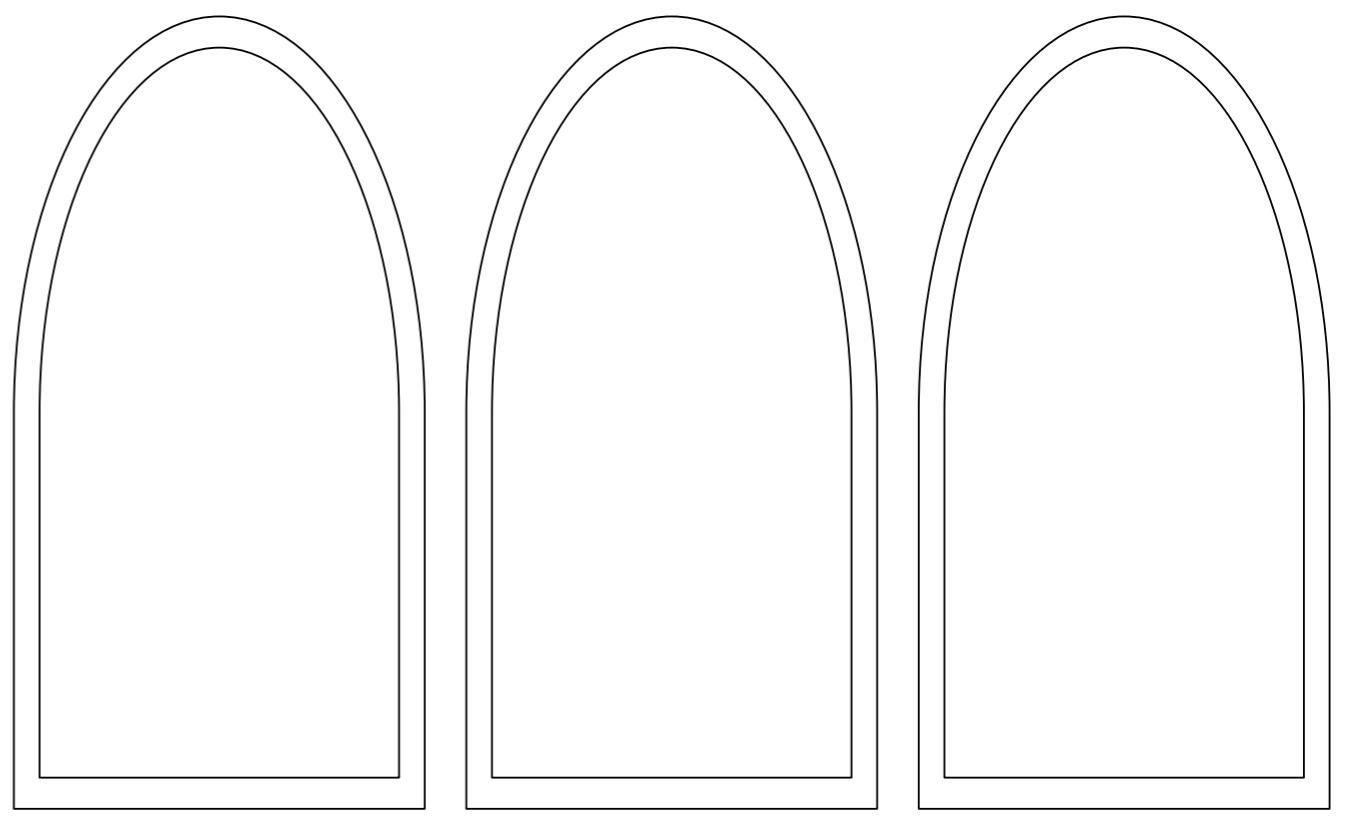
Think where these shapes might go, and what items in church they look like



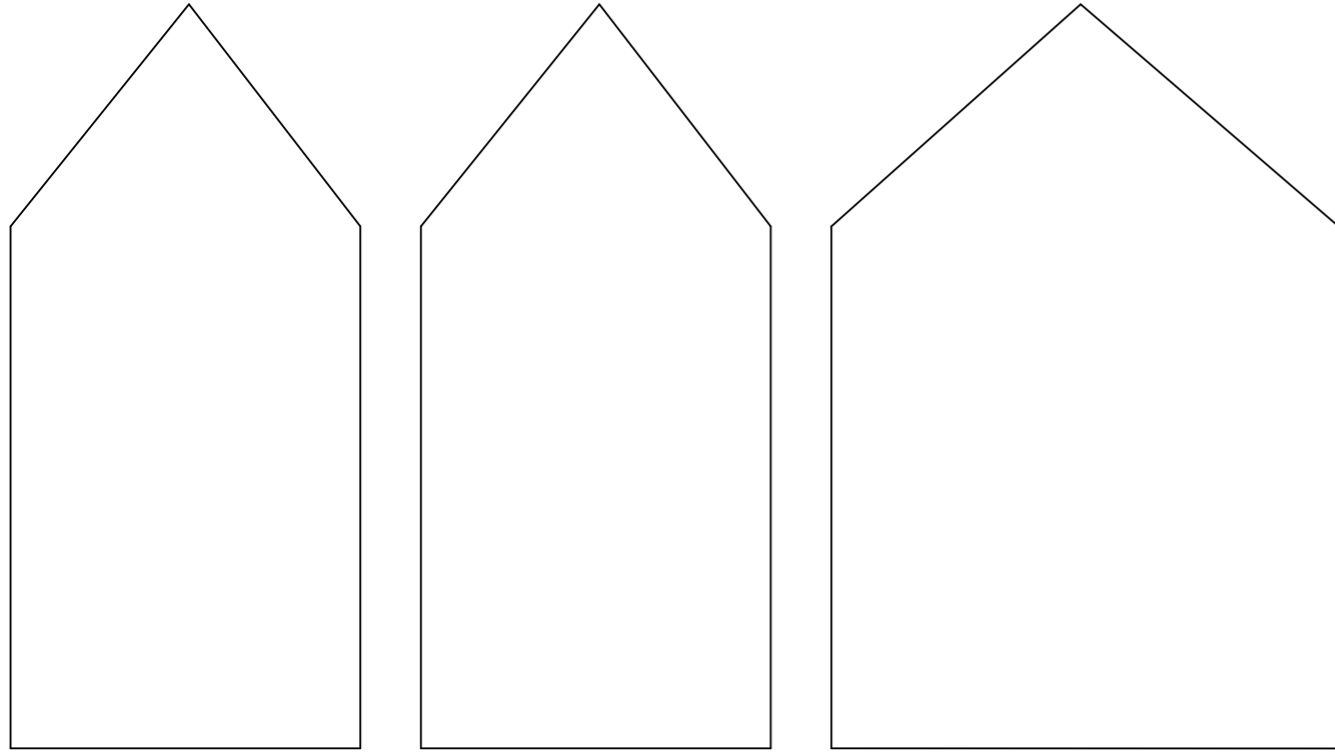
### Inside a church activity – shapes



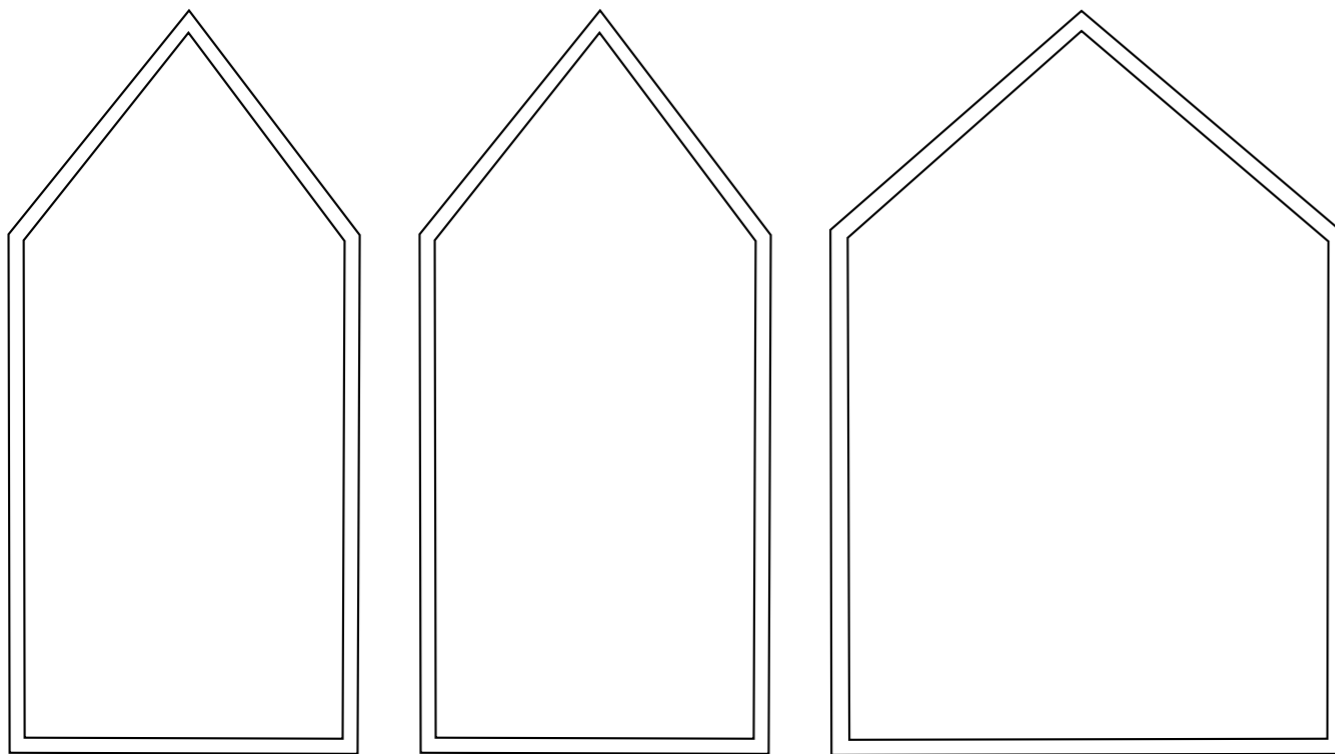
Curved arches – windows or doors



### Inside a church activity – shapes



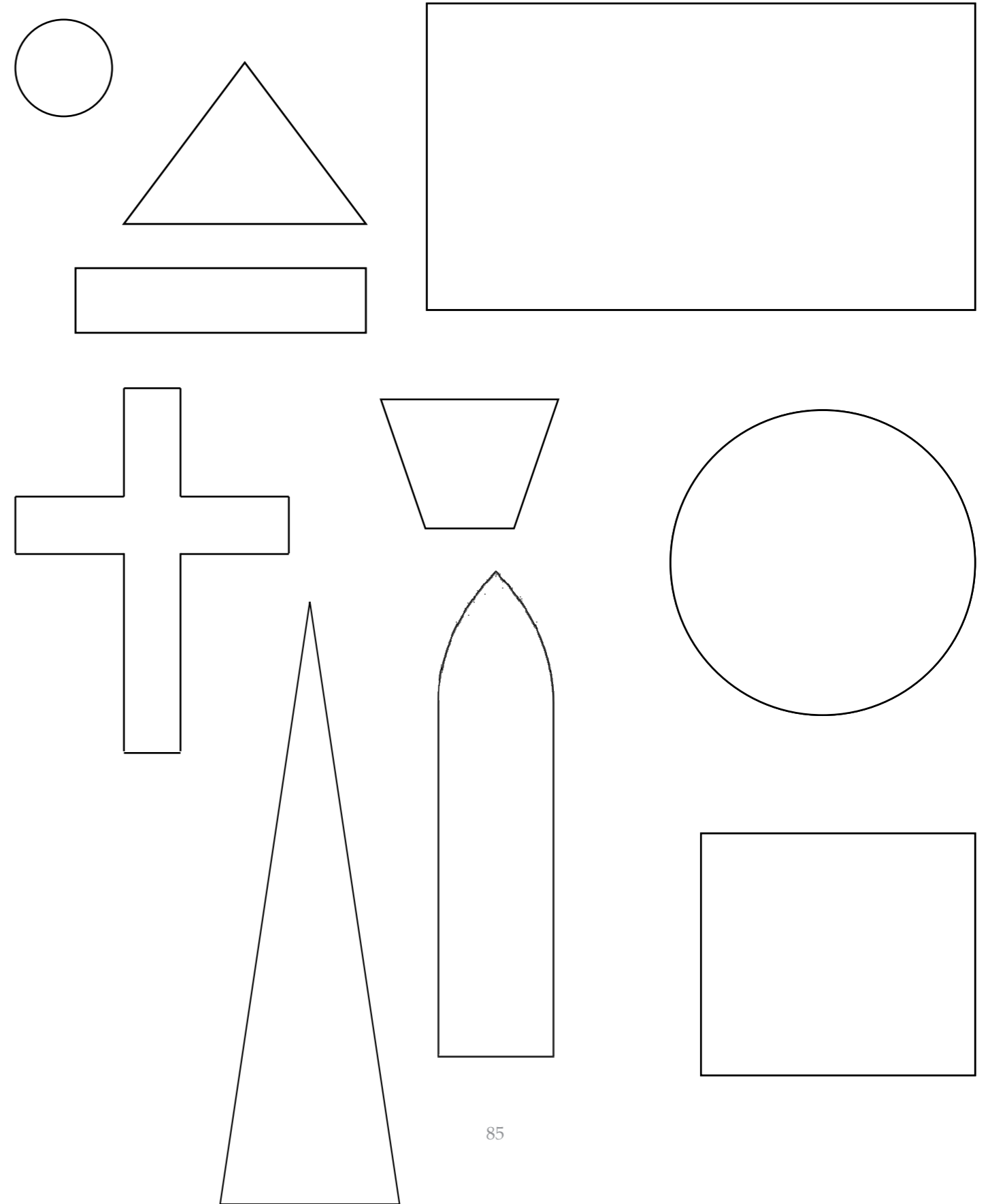
Pointed arches – windows or doors



## “Design a Church” Shapes

Tall or short? Spire or tower? Arch, square or round windows?

Provide the children with 2 or 3 sheets or use the shapes to create card templates for the children to draw around.



## Design a Church Exterior

This activity will allow the children to use their knowledge of what a church building is like to design their own outside of a church building.

### You will need:

1. Sheet of A4 or A3 paper per pair or small group.
2. 2 or 3 copies of the shapes sheets per pair/small group.
3. Scissors, glue sticks and pencils.

Tell the children that they have the opportunity to design their own church building from the outside. What are the key features they will need? They will need to draw on their understanding of the uses of the various parts of a typical church.

Encourage them to consider whether the building will be old or modern, tall or short, what will the windows be like?

Once the children have finished they could label or write a paragraph to explain their choices for their church building.

## 10. The Name of the Church

<p><b>Aim:</b> To learn about the name of the church and the reasons for it.</p> <p><b>Learning outcome:</b> To learn the importance and significance of church names.</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Consider the meaning of their own names.</li> <li>2. Find out the name of the church.</li> <li>3. Investigate more about the saint.</li> </ol> <p><b>Resources:</b> Baby names books and/or internet access to baby names sites. Information on the saints that the church is named after.</p> <p><b>Preparation:</b> See below.</p>	<p><b>Time:</b> Approximately 30 minutes.</p> <p><b>Written for:</b> Key Stage 2.</p> <p><b>In groups of:</b> Suitable for small groups or a whole class.</p> <p>✓ <b>Links:</b> N.A.S.R.E.  <b>KS1: A1, B2</b>  <b>KS2: B1, B2</b></p> <p>National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc.</p>
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### Information for Leader

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

For this activity you will need some baby names books, or access to the internet for sites such as [www.BabyNamer.com](http://www.BabyNamer.com). Also use information books/websites about saints, e.g. [www.catholic-saints.info](http://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 the names mean and stand for.
- Using the baby names books (and websites if possible) find out the meanings of some of the children's names, and the background people (often Biblical saints) who had that name.

### Main Activity (15 minutes)

- Briefly talk about some of the most common names for churches that the children may have heard of (such as St Peter, St Paul, All Saints, St Mary).
- Introduce the children to St John and give a short explanation of what they did and why the church may have been named after them (see overleaf).
- You could then: Draw him, create a picture or piece of drama of a moment from their life, find out more through photocopied information and/or websites, design a shield or logo that illustrates something about him, and so on.

**Background info:****St John the Evangelist**

(Also known as John the Apostle.)

John was the brother of James, sons of Zebedee and Salome. He was one of the 12 key followers and friends of Jesus, known as the Apostles. He is the author of the book in the Bible called the Gospel of John, which is where he wrote his perspective of Jesus' life and death. He is also probably the same John who wrote the book of Revelation and the three letters from John in the Bible.

Jesus affectionately nicknamed John and his brother James "sons of thunder" presumably due to their occasional lack of patience (e.g. Luke 9:51-56). They were fishermen who met Jesus at the Sea of Galilee.

John was present during most of the teaching and healing that Jesus did, and for most of the key moments in Jesus' life, including:

- When Jesus brought Jairus' daughter back to life.
- The event known as the Transfiguration, when they went to a mountain to pray and Jesus suddenly became full of light and Moses and Elijah appeared and spoke with him.
- The final meal Jesus ate with his friends before being arrested and killed.
- In a place called Gethsemane when Jesus was in agony because he knew he was soon to be arrested and killed.
- When Jesus was on the cross, just before he died he asked John to take care of his mother Mary.
- After Jesus died, he came back from the dead and visited various friends (disciples). He helped John and some others catch a miraculously large haul of fish.
- John then took a prominent role in founding and guiding the early church. It is thought that he was banished to an island called Patmos by the Roman authorities probably because his prophecies were felt to be a threat to their authority.
- However unlike most saints, John wasn't martyred; it is generally understood that he was the only one of the 12 Apostles to die of natural causes.



John as portrayed in the west window of St John's church.

## 11. The Church and its People

**Aim:** To investigate people connected with the church.

**Learning outcome:** To discover more about people connected with St John's church through researching documents and information.

**Activity:** To use the church notice boards, church members, records and the internet to research people associated with St John's church: any missionaries, famous people, special events and weddings etc.

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

**Preparation:** See below.

**Time:** Approximately one hour.

**Written for:** Key Stage 2 and 3.

**In groups of:** Any reasonable size.

✓ **Links:** N.A.S.R.E.

**KS1: B1, B2**

**KS2: B1, B2**

National Curriculum statutory requirements for English – spoken language – school years 1-6: Pupils should be taught to listen and respond appropriately to adults and their peers, etc.

**History KS1**

- **people and places in their own locality**

**History KS2**

- **a local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality)**

**History KS3**

- **a local history study**

### Information for Leader

It can help to start with an activity that enables children to have a look around if they are unused to visiting churches. Read through this session plan in advance and decide which bits you want to focus on. Some activities will require some work and further research.

### Suggestions for Main Activities

**Records**

If possible have available the records from 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 baptised 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.*

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

### Bring it Together (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

- Children could talk to church members to find out if St John's church celebrates a 'Patronal Festival' each year or if they've ever been part of a church that does. Use the internet to help research what patronal festivals are like.
- Create a drama based on the life of St John.
- Use the Church History Project website <http://southwellchurches.nottingham.ac.uk> to find other churches of the same name. Watch out for other St John's! - St John the Baptist was a different person to St John the Evangelist!

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.

**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 help 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.

**Plaques and Memorials**

Look around the building for memorials to people who used to come to this church. Point out to the children various examples in different materials such as stone, wood, brass and glass. Discuss why the memorial was created. Then see if you are told...

- What they did for a living?
- What link they had with the church?
- Who wanted them to be remembered? (Clue: Usually a relative.)

Reflective questions you could then ask 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?

**Memorials in St John's Church**

This is an adaptation of information from our book, 'The History of the Church of St John the Evangelist, Mansfield.' (Ask at the church office if a copy of the book would be useful to you.)



**1. Font**

The Font is made from Mansfield stone and was presented by Messrs Lindley and Son, who built the church. They were a local company based at Westfield house, Mansfield.

There is also a portable font near the Lilley Altar; it is contained in a small wooden box with a brass plaque which reads:

In loving memory  
of our parents  
KATH & JIM  
HOOKS

**2. Pulpit**

The pulpit is of carved oak and was given by Miss Savage in 1888. The inscription on it reads:

TO THE GLORY OF GOD AND  
IN MEMORY OF MARY HAGE  
WHO DIED AVGVST 19 1886  
AGED SEVENTY THREE YEARS

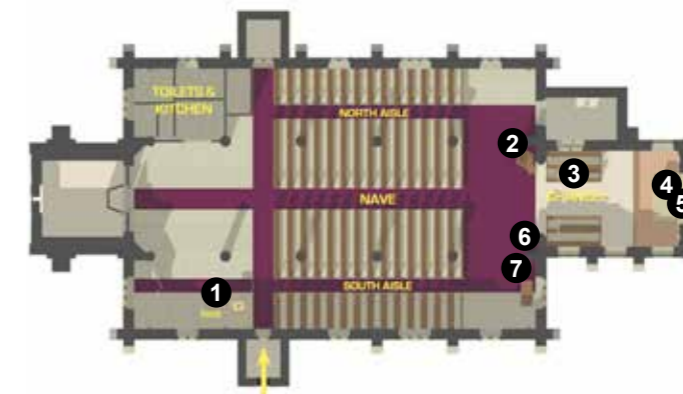
**3. Choir Stalls**

The Clergy and Choir stalls are a memorial to the Revd William Maples, vicar of St John's 1883 – 1909 and were carved by a famous family of wood workers – Hunstone of Tideswell. The inscription reads:

To The Glory Of God  
And In Memory of  
WILLIAM MAPLES  
M.A. Priest, for 26 Years  
vicar of this Parish, Died  
January 18th 1926 aged 87 years  
These Stalls were erected by  
members of his family and  
this congregation

The Clergy and Choir stalls were dedicated by Archdeacon Hacking on Jan. 22nd 1928.

The 1927 designs and drawings by Advent Hunstone of Tideswell Derbyshire still exist in the church archive, along with letters and a receipt for £272/0/6. A balance sheet shows that the family of the late Revd Maples gave £130 and the congregation / other donations totalled just over £136.



**4. Altar**

The High Altar – dedicated 1921 – is a memorial to those who died in the Great War. The Altar was designed and executed by Messrs. Jones and Willis, of Birmingham. The total cost (including rails) was £400.

**5. Reredos**

The columns of the reredos are of Derbyshire marble. The stonework of the reredos was carved by Mr Gudgeon who was a stonemason employed on the building of the viaducts carrying the L.M.S. Railway. He carved the reredos in his spare time. The mosaics were given by Mrs. Brown in 1881. Made by Messrs. Powell of London, the four small panels are symbolic of the Apostles and the two large ones of the Archangels Gabriel and Michael.

**6. Hymn Board**

To the right of chancel arch is a hymn board dedicated:  
TO THE MEMORY OF THOMAS WEBSTER  
1868-1957.

The Psalm board (left of chancel arch) reads:  
TO THE MEMORY OF LAURA ANN WEBSTER 1872-1923.

**7. Lecterns**

The first mention of a lectern is in a Nottinghamshire Guardian article of January 1866. Largely about the new organ, this article mentions that, 'Mrs Arkwright has presented to the church a very beautiful oak lectern as a new year's gift.' A second oak lectern was installed in 1909. (A series of garden fêtes were arranged by Miss Maples to defray the cost.) It was dedicated and first used at the morning service on Easter Day. A new lectern was given in memory of Mrs Ethel Revill in 1990 by her daughter Marlene Shrive.



**8. Bishop's Chair**

The Bishop's Chair was given by Bob and Margaret Thompson:

In loving memory of Miss Ruth Pearson 1896 – 1997

**9. Reading Desk**

TO THE GLORY OF GOD AND AS A TOKEN OF THANKSGIVING THIS STOOL IS PRESENTED BY MRS C J VALLANCE EASTER 1921

**10. Table**

The plaque reads: TO THE GLORY OF GOD & IN MEMORY OF George & Florence Shooter 1986

**11. Prayer Desk**

The plaque reads: A thank offering From Francis Hole May 1914

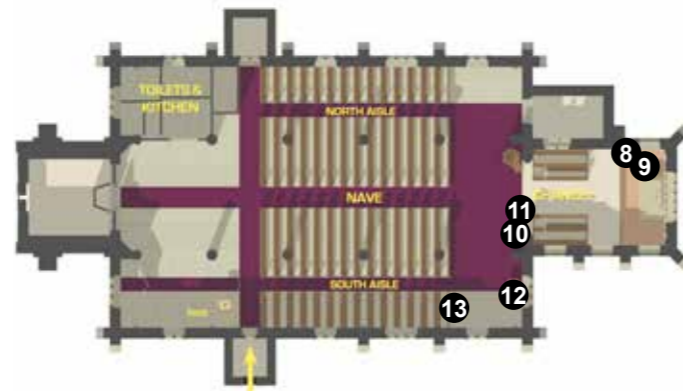
**12. Miners Model**

In the Lilley Chapel there is a model of two miners. The inscription reads: Presented to St John's Church, Mansfield, by the National Union of Mineworkers Nottingham Area. In recognition of the Miners Memorial Service 18th April 2009.

**13. The Lilley Chapel**

Brass plaque on the south aisle wall reads: IN LOVING MEMORY OF THE REVD WILLIAM LILLEY. VICAR OF THIS PARISH, 1909-1917. WHO DIED MAY 27TH 1917. AGED 57 YEARS.

The Altar in the Lilley Chapel was originally the High Altar until it was moved and re-dedicated in 1926 to the memory of Revd Lilley, when the new High Altar was installed as a war memorial (see overleaf).



All of the stained glass windows are also in memory of someone. (See also page 38 of this resource.) Of particular note are the west window and the window in the middle of the south side of the chancel because they contain a likeness of the people they are in memory of. The characters are characters out of Bible stories but the facial features have been painted to look like Sarah Chadburn and Ellen Hall.

Sarah Chadburn is shown as Salome, the mother of James and John, mentioned in the Bible in the book of Matthew, chapter 20, verse 20-23. An account from 1906, when the window was installed, tells us that Sarah's children picked this because they felt it was, 'appropriate memorial of the love of children towards a mother'.

Ellen Hall is shown as Jairus' daughter (see page 37 of this resource). This was probably chosen because Ellen died quite young, at only 21 years old. Here is an excerpt from her obituary:

The past month has been marked by the death of one who was closely connected with the Parochial work of St. John's. Miss Hall as a Sunday School Teacher of long standing, as a District Visitor, and one of the Superintendents of St. John's Sewing School, had exercised a wide-spread influence in the Parish; and her unaffected earnestness, her gentle simplicity of manner, and, above all, her pure and Christian spirit had won the hearts of all. Her name will long be remembered with deep affection in St. John's Parish, where her loss is most keenly felt. We are glad to learn that her memory will be perpetuated in the Church she loved so well, by a Stained Glass Window, which is about to be put in the Nave of St. John's, by Mr. Gylby, of Forest Hill, representing the raising of Jairus' Daughter.



**Reflective Activities - Identity (teacher-led)**

- Invite the children to decide what words would describe them now. You could do a class exercise where each child writes their name on a sheet of paper and the rest of the class add words to each paper to describe that child. You will know your class well enough to know how to set the rules to ensure positive words only are used. When everyone has finished allow children to find a quiet place in church to read what others have said about them. Encourage them to notice how they feel as they read what has been said about them, and which words in particular evoke a strong response.
- The donors of the stained glass windows chose to have Sarah and Ellen shown as characters in Bible stories. What does this say about how they wanted them to be remembered? What would the children in your class wear if they wanted to make a statement about who they are? You could have a day where they came to school in clothes that told everyone something about themselves, and take photographs of each other, choosing a special place to have their picture taken that says something about them as well. They may also want to choose a particular posture. You could display the children's photographs with their words that describe them.
- Children could write letters to Ellen Hall explaining why they would have liked to have met her and telling her a bit about themselves.

## Appendix: Risk Assessment

Hazard information sheet for educational groups

It is the responsibility of teachers and group leaders to complete a risk assessment prior to any site visit being made. This is a requirement of most local education authorities. The following information is intended as a preparatory tool and does not replace a teacher's or group leader's own risk assessment. Please be aware that conditions at historic sites may change rapidly, and that you will need to remain alert at all times during your visit.

- Busy roads surround the churchyard to the south. On the east, south and north are pedestrian entrances to the churchyard.
- The ground of the churchyard maybe uneven in places and slippery when wet. Sensible footwear is essential.
- The stone walls of the church may be rough and uneven.
- Any damaged trees will be made safe by the churchwarden (or representative) as soon as possible. Should you notice any damaged trees please report them to the church member who is hosting your party.
- Areas inside the church such as the chancel are raised and have shallow steps.
- Some carpets inside the church may be trip hazards.
- The lighting in church is generally very good.
- Under no circumstances should any walls or objects be climbed.
- There are toilets in St John's church with hot water.

This pack contains educational materials for Key Stages 1 and 2 (and adaptable for foundation and KS3), devised to help children get the most out of visiting St John's church in Mansfield, and to help teachers or church members feel confident running such a visit. All materials may be freely reproduced, and can be adapted to suit your needs.

Subjects include: Introducing a church building; fonts and baptism; the altar, holy communion, weddings; the Bible and church art; worship traditions and music; the church in the community at Easter, Harvest and Christmas; symbols; vestments and colours; church architecture; names and people.

