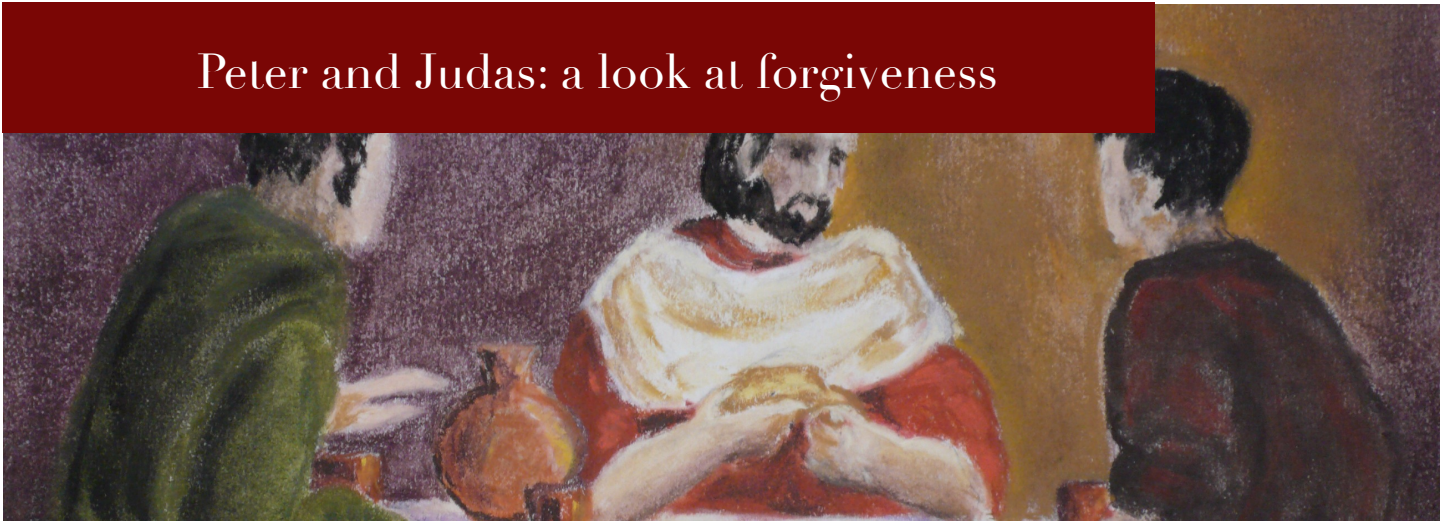


Peter and Judas: a look at forgiveness



Y3&4 Easter Pause Day: Witnesses

Overall Aim:

- Provide an opportunity for pupils to investigate the Easter story in greater depth, examining the experiences of Peter and Judas.
- Understand more about what forgiveness is.

Outline of the day:

The morning will look at forgiveness by examining the role of Peter and Judas in the Easter story. Both disciples betrayed Jesus but resolved this differently. DVD and drama will be the main tools for developing a deeper understanding of forgiveness. The afternoon will use abstract art as a method for enabling the pupils to respond to what they have heard and considered in the morning. The sessions are outlined briefly below and greater detail is provided in the session plans further on.

Please be aware that you may find that there is far too much material, so please select what you need and not worry about items that cannot be fitted in. Sessions 1-4 require a brisk pace if you desire to get through all the material in the morning.

Preparations beforehand:

- Get hold of a copy of *The Miracle Maker* on DVD
- Get some tissues and water soluble pens
- Prop for the Judas acting (e.g. a scarf to wrap around head)
- Cloth bag of coins (to give to Judas at the end of conscience alley)
- Tank of water (e.g. a fish tank – if it is transparent, pupils will be able to see the writing and tissues disintegrating)
- Art resources as desired for session 4

You may like to learn the 2 songs ‘Sing out an Easter Song’ and ‘Lord I pray’ from ‘Sunday’s Cool Volume 2’ from Out of the Ark Music to be sung either during the day or at some other point over Easter.

Overview of the Day:

NB: For details on all activities through out the day, please read notes below this overview.

	Session Aim	Activity
1	To consider actions and thoughts that need to be forgiven.	Introduce reflection on personal forgiveness through circle activity and written response.
2	To revisit the first half of the Easter story by watching it on DVD.	Watch DVD up to Jesus being condemned to death use questions to prompt active listening. Add to written response where necessary.
3	To investigate how Judas and Peter felt about betraying Jesus.	Refocus by acting out two emotions that will then be unpacked in the session: disappointment/being let down and guilt. Use drama (conscience alley) to better understand Judas and his actions
4	To consider how guilt can be overcome and transformed by forgiveness.	Finish watching the Easter Story and hearing how Peter was welcomed back into friendship with Jesus. Close with an opportunity for personal response to forgiveness.
5	To introduce abstract art.	Use the powerpoint - available separately to download - (complete with images, text and questions) to introduce pupils to examples of abstract art. Use the powerpoint to break down some of the techniques involved in creating a piece of abstract art, looking at colour, form and symbolism.
6	To use abstract art as a response to the day.	Pupils to be given an extended period of time to create their own piece of abstract art about forgiveness, drawing inspiration and understanding from the morning's work. Use the powerpoint and music to help guide and support the pupils through the task. Once finished allow pupils time to write a private piece explaining the significance and thought that has led to their work, the story of their art. Consider inviting the parents in at the end of the day so that the children can show them their work and explain its meaning.

Notes to accompany the PowerPoint:

Introduce the day:

(Slides 1&2) Say that it will focus on the theme of forgiveness by looking at how the disciples Peter and Judas related to Jesus during the Easter period.

Circle time:

(Slide 3) Seat/stand the class in a circle. Pupils to cross the circle as they can relate to statements from the teacher. (Suggestions below...do add your own! They build up to the more reflective ones at the end. Reinforce that this is private, they will not be asked to share so they can be honest with themselves.) "Cross the circle if..."

- "...you came to school by car today."
- "...you ate cereal for breakfast."
- "...you got up after 7am."
- "...you did something active at the weekend like football, swimming, cycling, going for a walk etc."
- "...you enjoy talking with your friends at playtime."
- "...you do jobs at home to help others in your family."
- "...you can think of something kind that someone has done for you this week."
- "...you have been upset by something someone has said to you recently."
- "...you have been made to feel left out because of how other people have behaved, maybe not including you in a game or not sharing something with you but including others."
- "...you have said something to someone else, at home or at school, which might have hurt or annoyed them."
- "...you have done something that might have made other people feel sad."
- "...you have ever done something that you would hate it if people in this room knew about."

Reflective activity:

(Slide 4) Put on gentle reflective music to help maintain a calm environment. Provide pupils with a tissue and a water soluble pen. Pupils to write down something that they wish they hadn't thought, said or done that they feel sad to have done. Something that they are ashamed of/ sorry about/ embarrassed about because it has hurt others. They are to keep their tissue with this written on safe and private.

Introduce the DVD:

(Slides 5 & 6) The class will now watch a DVD extract from *The Miracle Maker* about how two people (Peter and Judas) let down their best friend (Jesus). To help the class get into the story quickly, it may help to give them some background and describe what the key characters are wearing...

Jesus (wearing a russet red garment with a white piece of cloth over one shoulder) and his followers are on their way to Jerusalem. The Jewish leaders (dressed mainly in white robes with white hats) are cross that he seems to have so many followers and causes a commotion wherever he goes. What he says is radical and threatening for them. They are worried that the stir that Jesus is causing will make the Romans (who are the enemy occupying the Jewish lands) clamp down on them. They want Jesus silenced.

Judas (wearing white with a red cloth around his shoulder/head) and Peter (white garment with blue head cloth and Scottish accent!) are two of Jesus' closest friends (his disciples).

Questions to focus the pupils as they watch:

1. What did Judas do to betray Jesus? (Kissed him so that the Jewish leaders knew who he was and could arrest him in the night. He accepted money for his deed.)
2. What two things did Peter do to let Jesus down? (a: Failed to stay awake with Jesus as he was battling to come to terms with what was going to happen, praying to God; b: denied knowing him 3 times).
3. How would the actions of Judas and Peter (his best friends) have made Jesus feel?
4. Have you ever let anyone down?

Watch the DVD:

Start the DVD at chapter 12 (Jesus at the temple in Jerusalem, after his triumphal arrival). Pause it at the end of Jesus' trial where he is condemned to death by Pilate and the crowd (just before the new morning when he is taken out to be crucified).

Feedback:

Briefly review the answers to the 3 questions and allow pupils the opportunity to add to their tissue if the film has prompted them with times that they might have let others down.

Refocus activity:

Pupils to split up into pairs and number themselves 1 and 2. Number ones are the craftsmen. They must 'sculpt' person 2 into a statue of someone who has been badly let down by a friend and is really upset. Give the pupils time. On "freeze" all the craftsmen to stop and admire each other's work. What are the common elements (e.g. heads bowed, hands covering faces, expressions etc)? Switch over roles. New craftsmen to create a sculpture of someone feeling guilty for having let a friend down. Again, stop and notice elements that are common between several statues. Keep one sculpture (someone who is particularly expressive with their body/acting) to represent Judas for the next section of work. How do humans display guilt?

Focus on Judas conscience alley:

Judas in the DVD was obviously feeling guilty at the end and regretting his choice. Look again at the child who has stayed as guilty Judas (perhaps put a headscarf on him/her as a prop to help them stay in character?) What is causing Judas to feel like this? Split the class into two lines facing each other (with a gap in the middle for Judas to walk down). Explain that you are going to rewind the scene to where Judas was making the decision to betray Jesus. The rest of the class are to be his thoughts good or bad and whisper into his ears as he

SLOWLY passes. What might he have been thinking...either persuading him to go through with the betrayal or causing him to stop and worry that it wasn't right? As Judas passes down the middle, pupils to speak out his thoughts. Judas to respond in mime to each new idea.

At the bottom of the alley when all his thoughts have been heard, Judas to receive a bag of coins from the teacher, payment for the betrayal. Judas to act a response.

Select a new Judas, a guilty Judas who must live with what has happened. Now, feeling guilty, he makes his way back home along the alley of voices. He looks devastated with his choice. Pupils to chip in from the sides with suggestions about what they think he should do next. When back at the start, get the pupils to sit on the carpet in a space away from distractions and shut their eyes, ready for the next part – this is a transition activity to bridge from Judas to Peter.

Focus on self:

Ask pupils to stay quiet and think about the questions that you ask. These are questions to think about privately and not share anything aloud. Leave space as you ask the questions to give the pupils time to think about their answers themselves.

- Think of a time when you have done something wrong. What did you do afterwards?
- Did you own up and tell the truth straight away? If so, how did the other people involved react?
- Did you try and cover up what you had done? How did this make you feel? Did the truth come out anyway?
- Did you forget about it or was it something that kept coming back into your thoughts?
- What would you choose to do next time if something similar happened again?

Focus on Peter (continue straight on with the pupils still in their quiet spaces on the carpet)

In the DVD we watched Peter do several things wrong that hurt Jesus. I wonder if he tried to cover up what he had done to the other disciples? I wonder if his betrayal and denial of Jesus kept popping back into his thoughts and making him feel bad inside? Let's find out about how he resolved it. Do you remember the advice you gave Judas a few moments ago on his way back home? Watch what happened after Jesus was condemned to death.

Watch the rest of the DVD up until the point where Jesus finishes speaking to Thomas.

The next encounter with Jesus was not animated on *The Miracle Maker* but it rounded things off well for Peter. (Read the adapted Lion Children's Bible version below and use images from the Powerpoint – each number represents the next slide *Extract taken from The Lion Children's Bible in 365 Stories by Mary Batchelor. Published by Lion Hudson plc, 1985. Copyright © 1985 Mary Batchelor. Used with permission of Lion Hudson plc.*):

(Slide 7) The disciples went home to Galilee. Peter felt restless. It was wonderful that Jesus was alive, but he still felt bad about his actions just before that dreadful Friday. He needed to be active and hated sitting still. When he stopped, his mind was always running over the way he had fallen asleep when Jesus needed him most. He thought back over how he had insisted that he never even knew Jesus. Had Jesus heard him as he passed by, surrounded by Roman guards? It didn't really matter, either way he'd still denied his friendship and not stood by Jesus.

(Slide 8) "I'm going fishing," he announced one evening, and some of the others including James and John and Thomas said, "We'll come too!" They set off cheerfully, but as the night wore on they grew more and more disheartened. They hadn't caught a single fish!

At dawn they made their way back. They wouldn't catch anything now. The fish only came to the surface in the dark.

(Slide 9) They could see a man standing on the shore. He had spotted them too. Cupping his hands, he called to them and his voice carried over the still water of the lake.

"Have you caught anything?"

"Not a thing," they shouted back.

"Throw your net over the right side of the boat and you will," the stranger instructed. Something about him made them obey. No sooner had they tossed the net over the side than it was bulging with fish. They could scarcely haul it back on board.

(Slide 10) "It's the Lord!" exclaimed John.

At once Peter jumped over the side of the boat and made for the shore, leaving the others to follow more slowly in the boat.

(Slide 11) Jesus was cooking breakfast by a charcoal fire and there was a delicious smell of grilled fish. "Bring some more fish," Jesus said. He knew that the disciples would be hungry enough for second helpings. Peter dashed back to help pull the heavy net up the beach. Soon they were warm and happy again, eagerly eating the bread and fish that Jesus had cooked for them.

(Slide 12) After breakfast, Jesus walked a little way along the shore with Peter.

"Do you love me, Peter?" he asked quietly.

Peter felt a stab of shame. He could not forget how he had denied knowing Jesus.

"You know that I love you, Lord," he replied in a low voice.

Peter had disowned Jesus three times and now three times over, Jesus asked, "Do you love me?"

"You know everything, Lord," Peter said at last. "You know that I love you."

"Then I have work for you to do," Jesus told him. "When I am gone, I want you to take care of my sheep – the ones who will follow me."

Peter knew now that Jesus had forgiven him completely. He was going to trust him to work for him once more. Peter did not think that he would go fishing again.

Final reflection:

Ask the pupils to take out their tissues from the safe place that they had stored them. In the same way that Jesus welcomed Peter back into a restored friendship, we too can enjoy forgiveness. I wonder how Peter felt after his conversation with Jesus? I wonder how he felt to be given a special job by Jesus to do? Perhaps he felt clean again.

When we say sorry for things we are ashamed of and have done wrong, we can enjoy that same sense of relief, joy and cleanness.

Explain that as a symbolism of this forgiveness and cleansing, the pupils can put their tissues in the tank of water and watch how the words on the tissues run and can no longer be read, no longer seen. See how the tissue disintegrates. Once we have asked for forgiveness, our guilt disintegrates too.

Put on some music and allow pupils to participate when they are ready, if they want to, in having their tissue washed, allowing it to disintegrate as a symbol of forgiveness.

Introducing the abstract art:

Traditionally people have used art as a way of expressing very personal thoughts, emotions and responses. Abstract art is a way of doing this without such a pressure for the realism/ authenticity of how the final piece looks – this can be very freeing because there isn't the same sense of 'making a mistake'.

(Slides 13-21) Use the Powerpoint to introduce the class to some examples of abstract art note that there are prompts on the slides to help with this. Use the question prompts to discuss what message each piece might be giving, welcoming a range of interpretations.

Use the slides on form and colour to introduce pupils to a structured way to create their own abstract art – how you can take a known image and play with its shape, how you can take a scene and exaggerate/ invert/amend the colours. Ask the pupils which colours in the art examples suggest which emotions. Look at the use of imagery in art – which might symbolise acceptance? What might symbolise feeling trapped?

The Art!

Choose an art medium that the pupils are already familiar with and will not need skills teaching to use. This could be chalks, oil pastels, paints, water colour pencils, colouring pencil, collage, acrylics etc. NB: it is probably worth using a medium that enables thoughtful colour choice as colour is an easy representational tool e.g. for many pupils red means anger and black means fear/sadness.

(Slide 22) Start by encouraging the pupils to think about their composition for the piece. It will be entitled: *Forgiveness* and will be about the journey that Peter went on to know and accept Jesus' forgiveness.

If abstract art is new for the pupils, they might find it helps to be given a structure, a journey to follow through their painting. If so, ask them to split it into three linked sections (outlined on powerpoint):

- i. The betrayal (see further details below)
- ii. The process of seeking forgiveness
- iii. The consequence of forgiveness

NB: if it is appropriate, you may like to encourage the pupils to add in something of their own experiences of forgiveness to the picture.

Section (i): play sad/mournful/angry/dark music in the background to help set an atmosphere

(Slide 23) What was Peter needing forgiveness for? Is it the broken relationship? Is it the words of denial? Is it in leaving Jesus isolated? Think now about Judas... What was he needing forgiveness for? His greed – wanting the money for betraying Jesus? Giving up on their friendship so easily? Not sticking by Jesus, but instead helping his enemies?

Where on their page will they represent this? Will they use symbols to help? Symbols for brokenness? Symbols for greed? Symbols for cowardice (not being brave)? Symbols for wrong words? What shapes and colours might be good to represent the feelings that this brings up?

Perhaps they want to use their own experiences within the painting and include sections for things that they want forgiveness for? Hurts or wrong things they know that they have caused?

Section (ii): play gentle music which seems to indicate hope

(Slide 24) Now encourage pupils to move out from the dark start of their painting. They are beginning Peter's journey to find forgiveness. Perhaps this was not an easy journey – maybe he was afraid of how people around him would react to hearing about his denial? Perhaps it required getting beyond the shame of what he had done? Perhaps it needed the bravery to be honest and to face the situation with the risen Jesus? What colours and shapes could represent this? How will this new section of the painting link with the struggles depicted in the first section? How will they journey out of the dark start to the painting?

Again, allow pupils to use their own experience and journey along the path of forgiveness to inform their painting if this would help.

Section (iii): play light music that feels free and joyful

(Slide 25) Finally lead the pupils into the section where Peter knows forgiveness. Jesus had accepted him back as a friend again and even given him an important job to do. What would Peter have felt like? What colours and shapes could express this new freedom and joy, the new invitation to enjoy life fully again that Peter experienced?

Pupils may like to include their own images for that same sense of relief that they might have known from being forgiven.

Commentary:

It would be a shame to lose this for lack of time. If necessary, consider using a short slot later in the week to finish this off thoroughly.

(Slide 26) Next to art in galleries, there is usually a piece of writing (often by the artist if they are still alive) explaining some of the thinking that went into their piece. Allow the pupils to write this privately (ie if they want, the writing can be kept from other people seeing). If useful, use some prompts to help:

- Explain the colour choices in your artwork
- Have you included any symbols? What do they represent?
- What were you thinking about when you drew the first section of your piece?
- How does this link to the middle section?
- What would you like someone viewing your painting to think about?

Link to home:

Consider inviting parents and carers in to look at the artwork. Encourage the children to explain the significance and symbolism of their work, and other lessons they have learnt from the day.