



The Church of England
Diocese of Ely

Calling all Diocese of Ely Schools ...

It's time for Bishop Stephen's Lent Challenge 2017!



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A Lent Challenge from Bishop Stephen

**We pray to be generous and visible people of Jesus Christ.
He calls us to discover together the transforming presence of God in our
lives and in every community.**

Diocese of Ely Vision Statement

This year it so happens that only four weeks of term fall within Lent. We then go on holiday and return to school immediately after Easter Monday. As a result, this year Bishop Stephen's Lent Challenge takes a slightly different format, because we ask you to complete Week Five—the Story of Holy Week and Easter—at the beginning of the Summer Term.

A Weekly Challenge

There are five weeks worth of challenges in this booklet covering the weeks of Lent which fall in the school term. This year the theme is based on what unhappily feels like a current and perpetual issue—the plight of refugees. It is an effort to remind pupils that refugees are not a huge problem to be “solved”, but real people like them in difficult situations. It also asks the question how we can (if we can) be a transforming presence in their situations, as in our own Diocesan Vision Statement (above).



A Key Resource for this Lent is the International Refugees Commission's photographs and life stories **at <https://medium.com/uprooted/what-s-in-my-bag-758d435f6e62#.8g2ta4bf7>** You will also find a lot of helpful materials on the CAFOD website **<http://cafod.org.uk/Education/Primary-schools/Refugees>** including presentations and possible activities. If you believe that the theme of refugees is inappropriate for your children, then the Challenge may, with very little adaptation, be used to support a theme of pilgrimage (see page 9).

The Bible often talks of the Christian life as a race, but not a race with a few winners and a lot of losers, it speaks of a race in which everyone who perseveres claims a crown—the race of faith is not about beating other people, it is about *personal commitment*. We ask you not to think about this challenge as a competition (despite the fact that we are offering certificates) but as a time to commit to observing Lent together with your local churches and the wider Church

family, and a time for thinking of the needs of others

The booklet maps out a broad route through Lent for you, but the decisions on the “how” and the “who” lies with individual schools and the degree to which you wish to commit to the challenge. Read on to discover how the Lenten challenge works out in practice

When you have completed the challenge we ask you to grade your effort as worthy of a bronze, silver or gold award. There is a simple grid to help you do this which is based not on the action per se, but on the *commitment* that it took to complete it. It is thus perfectly possible that two schools might undertake very similar tasks, for example, but rightly grade themselves differently using the grid.

Challenges can be carried out by any grouping of pupils—a class, a key stage, a whole school, even an after school club or breakfast club. Different groupings could undertake the challenges in different weeks on the whole school’s behalf.

Telling Bishop Stephen and the Diocese about the Challenge

Please send in your evidence for the challenge either as a powerpoint or a scrapbook of photographs (both with headings of course) and include information about the “backpack”. We are hoping to put up powerpoints on our education website—so please do not include photographs of children which cannot be used.

Your Lenten Certificate

The challenge involves assessing your commitment to observing Lent—when you send in your record at the end of Lent tell us what award you have been working for and you will receive your personal signed certificate from Bishop Stephen.

We know that you may also like to have interim certificates each week to share with the children and parents as Lent progresses, so weekly certificates will be available online at http://www.elyeducation.org/main/?page_id=1244 for you to create your own. There is no need to send in any “evidence” at this stage.

Do we have to do follow each theme in a designated week?

No! Part of the challenge will be for your pupils to agree the route through the “backpack challenges” suggested on pages 5-8. So after Week One (which is about introducing Lent) the decisions are yours. **You are not expected to cover all the suggestions on these pages— your decisions will be guided by what is in your backpack (see next page).** The booklet has been laid out to show this.

Pack Your Class / School Backpack

During this challenge you can use the materials at <https://medium.com/uprooted/what-s-in-my-bag-758d435f6e62#.8g2ta4bf7> to hear the true stories of some refugees and link with whatever is currently in the news. If you want to carry out more work on this theme in the classroom and think about art or creative writing responses etc, you may like to look at the extremely helpful Project Paddington materials at <http://projectpaddington.com/wp-content/uploads/2016/05/From-Scared-To-Safe-resource-pack.pdf> - this document has a lot of helpful website links too.

Now pack a real *child-sized* backpack—this could be one for the school, or one (or more) per class as appropriate. Pack the bag with real items which you have agreed together that you would need to take if you were a refugee fleeing your home on a long journey to safety. You have to be able to close up the backpack and a child has to be able to carry it (we suggest using a Y3 child to test this if you are working as a school—otherwise your smallest class member).

Items which could be included in the first instance as you make your decisions about what to take and what to leave are:

- Food and drink
- Medication—e.g. bandages, plasters, aspirins,
- Changes of clothes and underwear, sunhat?, waterproof, second pair of shoes
- Money
- Mobile phone and charger
- Washing materials—toothpaste, soap, towel, toothbrush, shampoo
- Hairbrush and comb
- Passport or identity documents (you may have to create these)
- Toys or special items which are personal and precious to you e.g. photographs, gifts from friends or family

You will probably find right at the beginning that you will not be able to get everything in, so agree together what it is best to leave behind. This is an opportunity for debate, and some democracy in action.

Action Aid has a number of school focused resources specifically looking at refugees: www.actionaid.org.uk/school-resources It is of course possible that there may be former refugees living in your own community, possibly even in your own school, and these may be recent arrivals or even people who came to England as a result of persecution as far back as World War Two. Such people may be willing to share their stories with the children, but this is something which will have to be treated with great sensitivity and is only something you can determine in your own local context. You can also find the stories of refugees who fled to this country and the contribution they have made to British society at <http://www.iamarefugee.net/> - you may be surprised at some of the famous names on this website. Do look at their gallery too—several schools are featured [http://](http://www.iamarefugee.net/)

www.iamarefugee.net/Home/Gallery Another website you may find interesting is that of "refugees welcome " which has a school focussed section at <https://www.refugees-welcome.org.uk/schools/> and which will tell stories of what is happening in this country and offer additional materials.

Over the weeks of the challenge items in the backpack will either run out, have to be left behind or be stolen. It is up to you in which order these happen and which story you tell, but in each case your challenge should be related in some way to the items which have been taken out. How difficult will it be to replace them? Are some items in fact irreplaceable? **The following are some possible examples of things you could do (you will not be able to do all of them) —we are sure you can think of even better ideas connected with the themes:**

Water and Food

Water weighs heavy and you will either discard this early on, or use it up really quickly. You can use this to find out about charities such as Water Aid at www.wateraid.org/uk/. You may wish to do some fundraising for them or test out some of their suggested activities such as the pipeline challenge. Find out about children elsewhere in the world who do not have the benefits of clean water, or think about how you can (sensibly) save water in your own school and at home. Etc etc

You could also think about food and look at what happens to leftover food at lunchtime or have a "bring a tin to school" food collection for your local foodbank— talk about people in your own local community in need. See www.trusselltrust.org/ - did you know the Trussell Trust Foodbanks are also starting to run holiday clubs so that children don't go without their main meal of the day when they are not in school? <https://www.trusselltrust.org/get-help/find-a-foodbank/> will help you find the foodbanks in your area— your children will be surprised at how many there are locally. Be aware that there may be children in your school whose families are using the foodbank and it is important that they should feel neither patronised nor humiliated by what you propose to do.

Clothing and Shoes

Find out about the "bottle shoes movement" (put the title into Google and you'll find a variety of resources). Try making / designing shoes yourselves which could be made out of what other people throw away. Think what it might be like to walk any distance in such shoes. But what might it be like to walk barefoot? What about a sponsored walk or other similar activity (perhaps carrying a heavy bag / backpack)? For interest you may like to look at the barefoot children of Kenya in the assembly suggestion at <http://www.bbc.co.uk/worldclass/23005715>
An activity for this week could be a non-uniform day.

Medication

Charities such as Oxfam, Action Medical Research for Children, Doctors Worldwide and many hundreds of other charities have a medical focus and will give you ideas for action. You might like to use the assembly at <http://www.bbc.co.uk/worldclass/19285147> You may like to look at the "Make a Wish" charity at <https://www.make-a-wish.org.uk/> and think about whether there is someone in your community whose wish you can make come true. You could also find out about the East Anglian Children's Hospices (EACH) at <https://www.each.org.uk/> there is one locally at Milton, just north of Cambridge. If you wanted to do some fundraising for EACH they will provide speakers for school assemblies <https://www.each.org.uk/support-us/fundraising/schools-fundraising>

Toys and Personal Items

Why not have a "no longer needed" toy and book exchange at school? You may like to link this to Mothering Sunday (the last week of the Spring Term) and the ideas of thankfulness, community and family. You may like to undertake a traditional "Shoebox Appeal" - organisations such as the Rotary Club do these at any time of year, not just Christmas, and for people of all ages—see <http://www.rotaryshoebox.org/>

Personal Identity Documents

What does it mean to be recognised as a person in your own right? Running alongside these activities you may like to refer to the UN Convention on the Rights of the Child—you can find a version of this at https://www.unicef.org.uk/Documents/Publication-pdfs/betterlifeleaflet2012_press.pdf Talk about how these might relate to your school's values. Think about how many of these rights a refugee child does not receive. Perhaps see https://www.youtube.com/watch?v=y_2nA49p3yw or <https://www.youtube.com/watch?v=V1BFLitBkco> You could also use the rights/ wants/ needs cards at http://www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14113 to think about yourselves in comparison to refugee children.

Homelessness

Of course refugees have lost their homes, but they are not the only people in the world who are homeless or in inadequate housing. You may like to look at resources such as <http://www.bbc.co.uk/worldclass/25651714> There are also local charities which you can investigate / support such as Jimmy's Night Shelter or Emmaus at Landbeach <http://www.emmaus.org.uk/cambridge> Or you can have some kind of sports challenge, linking to international organisations such as the

Street Child Games <http://www.streetchildgames.org/> You could also look at materials relating to the Refugees' Olympic Team at Rio last year. You can ask children to think about what circumstances could possibly make people think about leaving their home and putting themselves through a lot of difficult circumstances to get away.

They may not be official refugees—but in the East of England alone, over 200 people will be sleeping rough tonight and over 4,000 families will be in temporary accommodation.

Hygiene

How do you keep clean if you are on the road or have been placed somewhere conditions are poor and water is scarce? Find out about recycling partly used bars of soap projects at <http://www.bbc.co.uk/news/magazine-37775173> and <http://www.globalsoap.org/> or toilet twinning at <http://www.toilettwinning.org/>

Discover how germs spread by coating one child's hands with glitter then setting up a whole class handshake process— most people will end up with some “germs” on their hands.

If you want to try making and selling new bars of soap from ends of bars that your children can bring in (or what about nearby hotels or guest houses?) then you can buy simple soap bar moulds for about £10. Any money raised could be given to one of the hygiene related charities!

Communication

How do you keep in touch with your family if you do not know where they are and they do not know where you are? The mobile phone today is one method, depending on each family member having one that works, but not everyone has something like this! This is a significant problem for thousands of families where people have been separated through no fault of their own and do not even know if their relatives are still alive.

Just hearing from someone who is concerned about them as an individual can be a significant personal boost for a refugee. You may like to read some of the letters of hope at <http://www.care.org/emergencies/syria-crisis/special-delivery> where former refugees wrote to current Syrian child refugees (there are personal stories, letters and a video). Talk about what you would want to write to a Syrian refugee of your own age. If you want to do so, there is the facility on the website for you to send an e-mail to the CARE organisation in America which may translate and forward your message. You could make your own display of “postcards of hope” as at <http://anyrefugee.org/> The BBC has a report on how Somali children in a refugee camp in Kenya wrote such letters to Syrian children at <http://www.bbc.co.uk/news/magazine-26954088>

This may be an appropriate theme for Mothering Sunday (i.e. the last week of term) and the idea of keeping links strong with your family and wider "family" (including the school's "church family").

Bible work

With your oldest pupils you may like to look at the story of how the refugees in Calais who wanted to get to England built their own church which was featured on Songs of Praise by the BBC <https://www.youtube.com/watch?v=CiceE1v6qZA> It was later destroyed (along with mosques) by the authorities when the migrants were moved for the first time https://www.youtube.com/watch?v=I04zs_HGF1g Look together at Deuteronomy chapter 10 verses 18 & 19 and Matthew chapter 22 verses 34-39 and discuss what Christians should be doing about refugees. This could be an emotive subject, so judge what is appropriate in your classroom. The parable of the sheep and goats at Matthew chp 25 vss 31-46 is also an important teaching starting point to answer the question why Christians should help others, as is the parable of the good Samaritan in Luke chp 10 vss 29-37.

Acts of Worship

Some online acts of worship are recommended in the previous notes. You will find some other outlines which can be used at http://www.elyeducation.org/main/?page_id=1244

Something which you may also like to use parts of are CAFOD's excellent refugee / pilgrimage reflection materials which have an accompanying powerpoint—find them at <http://cafod.org.uk/Pray/Year-of-Mercy> under "Year of Mercy Pilgrimage".

Most of these acts of worship are in a format which means they could also be used in RE sessions in the classroom as discussion starters.

Pilgrims rather than Refugees?

You may prefer to view this challenge as an opportunity to think about pilgrimage—journeying with a religious purpose.— rather than refugees.

Ely was a major pilgrimage centre with people visiting the shrine of St Etheldreda, and, of course, today pilgrims still walk across our region to the pilgrimage shrine at Walsingham in Norfolk. Look at <http://www.walsingham.org.uk/home> to find out more details about this, you can even watch services at the shrine on <http://www.ustream.tv/channel/walsingham-catholic-tv> The most well-known European pilgrimage route is the one to Santiago de Compostella in Spain <http://santiago-compostela.net/>

A pilgrim who is making the pilgrimage on foot over several days will still need their backpack of necessities, although their journey will be less fraught than that of the refugees and they will receive welcome and hospitality enroute. They also have the advantage that once their journey is over they can return home.

Jesus and Journeys

Jesus himself also participated in pilgrimages as he clearly travelled from Galilee to Jerusalem regularly for great festivals such as Passover. The story of him in the temple aged twelve (Luke chp 2 vss 41-51) is evidence of this. At the end of his life Jesus was on one such journey to Jerusalem for Passover and to die, this is part of his story which could be picked up during the Lent Challenge.

You may even want to talk about what kind of things Jesus would have in his “backpack” as he travelled around Palestine. Clearly his disciples carried baskets (quite possibly the kind that fishermen would use for their catch), as the story of the feeding of the 5000 tells how they filled those baskets with food scraps to take with them (see Matthew chp 14 vs 20). We also know that they carried money, when they had it, as Judas was in charge of their shared finances (see John chp 13 vs 29). At times Jesus and his disciples were offered hospitality in the homes of his followers, but at other times they had to sleep rough (see Luke chp 9 vs 58). It is likely that the Garden of Gethsemane, where Jesus was arrested, was one of the group’s familiar stopping off points when they were in Jerusalem.

Lent begins

Shrove Tuesday : 28th February
Ash Wednesday: 1st March

“Then Jesus was led up by the Spirit into the wilderness to be tempted by the devil. And he fasted forty days and forty nights...”

Matthew chp 4 vss1f

Lent is an important preparation for Easter. The celebration of Easter – the resurrection of Jesus – is the most important festival of the Christian Year; Christians need to be spiritually prepared for this event by renouncing their sins and demonstrating their penitence through physical and spiritual disciplines. *For more information about Lent and some general Lenten ideas , see the Appendices beginning on page 17.*

What shall we do?

The aim of this week’s challenge is to do something which will bring Lent to the attention of the whole school community (and beyond!), for example you could:

- Create a display in your school entrance hall or assembly hall explaining Lent to visitors
- Create a calendar for each classroom to count the forty days of Lent
- If you have an electronic rolling photo frame in the foyer you could create a display composed of Lenten images

This is the time to link Jesus’ time in the wilderness with the similar problems which face refugees—the difference being, of course, that Jesus went voluntarily into the desert for a spiritual purpose and to prepare himself for his public ministry.. However, in his early life Jesus and his family had indeed been real refugees—Matthew chapter 2 verses13-23 tells how they fled from the murderous King Herod into exile in Egypt. One of the supporting powerpoints for this challenge begins with Jesus the refugee, see http://www.elyeducation.org/main/?page_id=1244 Alternatively link with the notion of pilgrimage (see previous page).

We have decided our Lent challenge is :

I

	Bronze	Silver	Gold
How many people were involved?	Less than one class	One or more classes	The whole school
How much time did it take to do the challenge?	A few minutes	More than half an hour	More than an hour
How much preparation time was there?	Very little preparation time was needed	Some things had to be done in advance	We spent a lot of time organising this

Was this a bronze, silver or gold challenge? Use the grid to help you decide on the level of commitment required:

We agree that this was a bronze / silver / gold challenge

Week beginning 5th March

We have decided our Lent challenge is :

	Bronze	Silver	Gold
How many people were involved?	Less than one class	One or more classes	The whole school
How much time did it take to do the challenge?	A few minutes	More than half an hour	More than an hour
How much preparation time was there?	Very little preparation time was needed	Some things had to be done in advance	We spent a lot of time organising this

Was this a bronze, silver or gold challenge? Use the grid to help you decide on the level of commitment required:

We agree that this was a bronze / silver / gold challenge

Pick a challenge theme from pages 5-8 of this booklet.

Week beginning 12th March

We have decided our Lent challenge is :

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	Bronze	Silver	Gold
How many people were involved?	Less than one class	One or more classes	The whole school
How much time did it take to do the challenge?	A few minutes	More than half an hour	More than an hour
How much preparation time was there?	Very little preparation time was needed	Some things had to be done in advance	We spent a lot of time organising this

Was this a bronze, silver or gold challenge? Use the grid to help you decide on the level of commitment required:

We agree that this was a bronze / silver / gold challenge

Pick a challenge theme from pages 5-8 of this booklet.

Week Beginning 20th March

We have decided our Lent challenge is :

	Bronze	Silver	Gold
How many people were involved?	Less than one class	One or more classes	The whole school
How much time did it take to do the challenge?	A few minutes	More than half an hour	More than an hour
How much preparation time was there?	Very little preparation time was needed	Some things had to be done in advance	We spent a lot of time organising this

Was this a bronze, silver or gold challenge? Use the grid to help you decide on the level of commitment required:

We agree that this was a bronze / silver / gold challenge

Pick a challenge theme from pages 5-8 of this booklet.

1

We have decided our Lent challenge is :

	Bronze	Silver	Gold
How many people were involved?	Less than one class	One or more classes	The whole school
How much time did it take to do the challenge?	A few minutes	More than half an hour	More than an hour
How much preparation time was there?	Very little preparation time was needed	Some things had to be done in advance	We spent a lot of time organising this

We agree that this was a bronze / silver / gold challenge

Pick a challenge theme from pages 5-8 of this booklet

1

We have decided our Summer Term post-Lent challenge is :

	Bronze	Silver	Gold
How many people were involved?	Less than one class	One or more classes	The whole school
How much time did it take to do the challenge?	A few minutes	More than half an hour	More than an hour
How much preparation time was there?	Very little preparation time was needed	Some things had to be done in advance	We spent a lot of time organising this

Was this a bronze, silver or gold challenge? Use the grid to help you decide on the level of commitment required:

We agree that this was a bronze / silver / gold challenge

Appendix A

What shall we do?

About Lent

- Lent is a six-week (40 day) fasting period beginning on Ash Wednesday and concluding with Maundy Thursday (the Thursday before Easter). Traditionally Sundays are not included in the fast. It is a time of penitence and preparation and is linked to the forty days Jesus spent fasting in the wilderness. (Matthew chapter 4 verses 1-11, Luke chapter 4 verses 1-13)
- The day before Lent is Shrove Tuesday – its name comes from the custom of “shriving” (confessing) one’s sins and receiving a penance to complete over Lent.
- The fourth Sunday of Lent is Mothering Sunday when one traditionally returns to one’s “mother church” and servants visited their mothers.
- Many Christians use the opportunity of Lent to “give up” certain foods or observe a stronger spiritual discipline (e.g. Lent Bible Study Groups), although it is not common now in this country to follow a strict regime of abstinence. Lent is frequently associated with the giving of money to particular charities which will launch “Lent Appeals”. Lent is thus a time for: spiritual self-examination and penitence; fasting and self-denial; prayer; resisting temptation; self-sacrifice; new beginnings and making a fresh start; new challenges. The Lenten Challenge reflects some of these traditional disciplines.

Lenten customs include:

- In the churches - vestments, altar cloths etc are purple, the colour of penitence and preparation. There will be no flowers.
- Shrove Tuesday is traditionally a time for feasting and eating up fats and delicacies in the form of pancakes – this includes the fun of pancake races, and in some countries colourful Mardi Gras street processions.
- Ash Wednesday includes a service of imposition of ashes when the congregation are marked with ash made from burning last year’s palm crosses.
- Mothering Sunday has been overtaken by a more secular “Mothers Day”, but the traditional gift for mothers – simnel cake – is still made.
- Nowadays the Church only recommends a strict fast on Ash Wednesday and Good Friday.

Note: the name "Lent" has nothing to do with the Christian story, but is an ancient variant of "lengthen" to remind us of the lengthening Spring days.

Things which could be included in a **Lenten display** are:

- a purple backdrop or drape as this is the traditional colour for the seasons of preparation in the Church calendar, and Lent is a preparation time for Easter
- An interactive section where people can leave (anonymous) notes on things they are doing for Lent, or things they are sorry for or are thinking about and praying for.
- Information about Lent researched by pupils— for example, look at <http://www.reonline.org.uk/specials/lent/>
- Bishop Stephen's Lent message and challenge to schools
- Information about what your local church(es) are doing during Lent

Your Lenten calendars can count up or down the forty days of Lent. Remember that Sundays do not count as part of Lent proper as Sundays are always a day of celebration in the Church, so if you are laying the calendar out by weeks there will be six days in the week! The calendars could take different forms and you may like to invite each child to make their own Lent calendar, rather like an Advent Calendar. As Holy Week and the preceding week of Lent not fall in term time in 2017 individual calendars could be taken home.

Your Lenten calendar could be made by:

- If you google "Lent calendar" images you will find several examples of simple calendars to inspire you, many in block shapes or designed to follow a road—the road to Jerusalem. Some of these have suggestions for other tasks which could be performed each day.
- You could set up a calendar on your interactive whiteboard
- You could mark up a large candle and burn a section each day
- You could string a "fishing net" up in your classroom and add a purple fish for each day of Lent! The fish is an important Christian symbol as the Greek word for fish—ichthus—is a mnemonic for "Jesus Christ, Son of God, Saviour".



Appendix B

A **prayer walk** is when someone stops at various points on a walk to pray for people in that neighbourhood. This may mean, for example, praying for groups such as:

- The elderly people of the community and their needs
- The unemployed
- Local retailers or industry
- The local church community
- Other schools and playgroups
- Activities for young people in the neighbourhood e.g. clubs
- Community activities
- The sick and the local surgery

By focusing on the wider community the prayer walk could include countries in the geographical direction the class is facing and their particular needs, or, alternatively, particular areas of our own country.

To set up a prayer walk the class concerned can use their local knowledge and a map of your area to help them identify four or five groups within the community to pray for. They then plan a circuit of the school grounds picking out spots where they will stop to pray—here they can face the direction of those they are praying for. Who or what are they facing and should be praying about? What would God want them to pray about for these people and their needs? Is there someone or something to give thanks for? Should you simply say a blessing at each place? Prayers could be prepared in advance for the walk or delivered extempore.

If you are following up this year's theme of Refugees you could adapt the prayer walk to point to the different areas of the world where there are issues and problems.

The prayer walk could be the act of collective worship for that day for these pupils.

Appendix C

If you take up a **prayer challenge** this will take some preparation, but this is a good opportunity to encourage pupils to take an active role in leading worship.

Parents will need to be told that their children will be especially interested in the news as they will be able to support this interest or, if necessary, carefully limit the viewing of younger children (depending on what the news may be this week).

With the special theme of refugees children could be encouraged to look especially for such items, but not exclusively. This could be carried forward in a variety of ways e.g.:

- The news issues are the main theme of the collective worship and the children are invited to respond with ideas for prayer or extempore prayers
- A prayer tree is set up and pupils are asked to look at the news and leave ideas for prayers
- A pupil worship group is given the task of writing the prayers this week (with adult support). This may be a task you would like to offer to your school council, or to some pupils from the top class.

Appendix D

Ideas for Easter activities:

Easter Gardens—This could be one large garden for the hall or smaller gardens for each classroom. An Easter Garden can be any size—for example it could be made on a tray. If you make a large garden more children can be involved in its creation. A traditional Easter Garden has two distinct halves. One half portrays the story of Good Friday with a hill and three crosses set in a bare landscape. The second half portrays Easter Day with the empty tomb and stone rolled away set in a landscape of greenery and flowers. The contrasting halves tell the story of the darkness and devastation of the crucifixion of Jesus, and the light and celebration of the resurrection. Instructions on making Easter Gardens can be found in many places online.

Postpone the Easter Service : This challenge suggestion may surprise you as it is traditional to end the Spring Term with an Easter Service, but of course it is still Lent (check your Lenten calendar!) and Easter Sunday falls at the very end of the school holiday. Dare you stay in step with the Church and maintain Lent? Now that is a real challenge! Alternative end of term church services could include variations of the popular Holy Week services e.g. a walk of witness to the church with “palms” or palm crosses. In this scenario the first act of collective worship of the new term would then be an Easter celebration, which may or may not be a second church service. An alternative scenario would be to end the Spring Term with an act of collective worship telling the Holy Week story, and then have your traditional Easter Service in church during the first week of the Summer Term.

Run a reflective “**Easter Pause Day**” - materials available on the Diocese of Guildford’s website at <http://www.cofeguildford.org.uk/school-life/easter-pause-day/>