

The Mystery of Easter

Lent is the season when we prepare for Easter. These six weeks are a solemn time, overflowing with meaning, inviting us to explore both the limits of our humanity and the sacrifice of Christ. This Godly Play presentation introduces the relationship of Lent to the Mystery of Easter.

How to Use this Parent Page

With your child, begin by looking together at the illustrations below and listening as your child recalls—and in a sense *relives*—the experience of today's lesson. Invite your child to respond to the drawings. You might say, for example:

- I wonder what you can tell me about these pictures?
- I wonder what these pictures have to do with today's story?

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your role is not to correct or supplement what your child tells you, but simply to *listen* in a supportive way. You are supporting the formation of young—sometimes very young—theologians.

Then, if you wish, you can read with (or to) your child the condensed version of today's presentation offered below. Whether you read the lesson or simply listen as your child shares what was received in today's presentation, ask the Wondering questions printed in the left column. Remember, there are many right answers! Be open to what these presentations can mean to you and your child. God will teach you new meanings every day. You could conclude by sitting quietly for a moment and then saying "Amen."

The Presentation

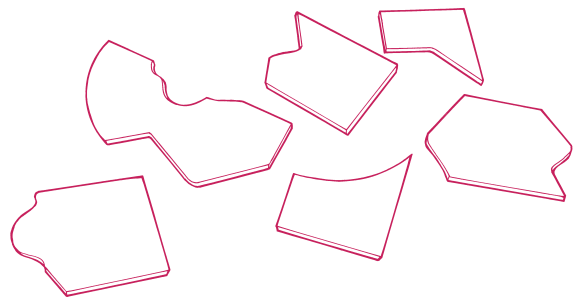
Now is the time for preparing for the coming of a King and his going and his coming again. We are preparing for the Mystery of Easter.

This is a serious time.

It takes many weeks to get ready to enter the Mystery of Easter. Let's look at the illustration to see how many weeks it takes and what Lent makes when it is all put together.

I wonder what this could be? (*Point to one of the puzzle pieces in the illustration above.*)

Here is a second piece. (*Point to a second puzzle piece.*) I wonder what this could be?



Wondering

- **I wonder** what part of Lent you like best?
- **I wonder** what part of Lent is the most important?
- **I wonder** how sadness and happiness can make joy?

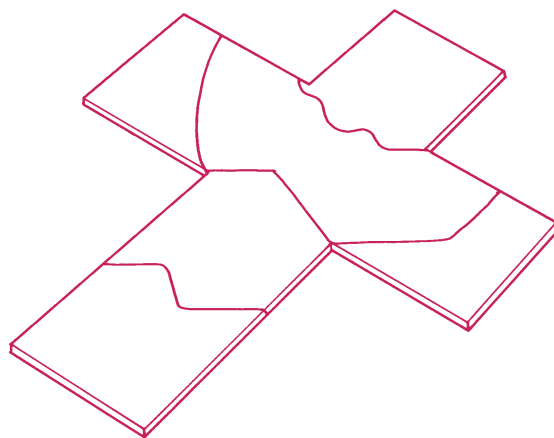
Here's a third piece. (*Point to a third piece.*) They are all so different.

Here is a fourth piece. (*Point to a fourth piece.*) One, two, three, four weeks in Lent? That's the same as the time for getting ready for Christmas. Perhaps that is all we need for Easter, too.

But here's another piece. (*Point to a fifth piece.*) Lent is longer than Advent. The Mystery of Easter is an even greater mystery than the Mystery of Christmas, so it must take longer to get ready.

Yes, there's another piece. (*Point to the sixth and final piece.*) The time of Lent is six weeks.

Easter is a huge mystery. Lent helps us to get ready. It is a time to know more about the One who is Easter. It is also a time to learn more about ourselves.



I wonder what all these pieces make when you put them all together? Oh, I see. It makes the cross. (*Point to the illustration of the assembled cross, above.*) It is also sad. Jesus grew up to be a man and died on the cross. That is sad, but it is also wonderful.

Jesus died on the cross, but somehow he is still with us. That is why Easter is more than happy. It is joyful. Easter turns everything inside out and upside down. The sad seriousness and happiness join together to make joy.

Godly Play The Wondering

In every Parent Page, we offer information about Godly Play to help you understand both its methodology and purpose.

At the conclusion of most (though not all) Godly Play presentations, the storyteller invites the children to wonder together about the lesson. Each kind of Godly Play presentation (Sacred Stories, Parables, and Liturgical Actions) has its own type of wondering questions:

- **Sacred Stories** are stories that invite us to claim our identity as one of God's People. An important wondering question for

Sacred Stories is, "I wonder where you are in this story, or what part of this story is about you?"

- **Parables** are brief narratives that challenge our everyday view of life. An important wondering question for Parables is, "I wonder what this seed (pearl, tree, etc.) could really be?"
- **Liturgical Action** presentations invite us to integrate our life with the worship of the Christian people. An important wondering question for Liturgical Actions is, "I wonder if you have ever come close to this color (water, light, etc.) in church?"

The Flood and the Ark

Genesis 6:5–9:17

With the People of God, we move from the story of creation to the re-creation of the world. God promises to Noah, to God's family, and to us that God will never again destroy the world with a flood. In the Godly Play presentation for the flood, children watch as the rains fall and the waters rise, while God keeps Noah and his family safe in the ark.

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The Presentation

When God created everything, God said, "It is very good."

But people began to do bad things.

God decided to send a great flood of water to wash everything clean and make it new again.

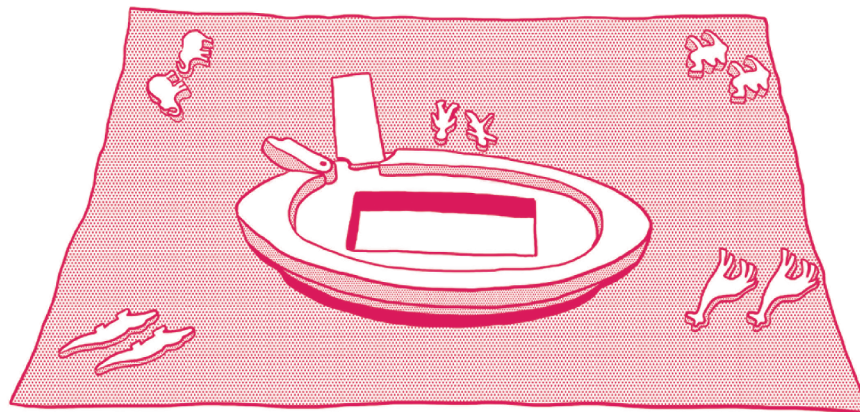
Then God saw a good family. The father was Noah. Noah came so close to God, and God came so close to Noah, that Noah knew what God wanted him to do. God wanted Noah to build a big boat called an ark.

As Noah and his family built the ark, animals came from all four corners of the earth. They came two by two to fill the ark.

Then it began to rain. Water came down from the heavens and up from the earth. It rained and rained...and soon the water covered everything.

Wondering

- **I wonder** what part of this story you like best?
- **I wonder** what part is the most important?
- **I wonder** where you are in the story? What part of the story is about you?

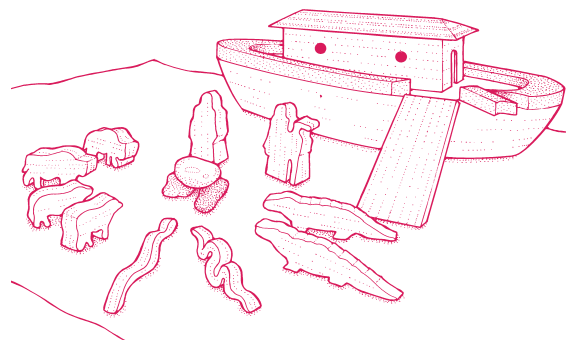


But God did not forget the creatures on the ark. After forty days and forty nights the rain stopped. God sent a great wind to dry up the water.

Finally the ark came to rest upon the earth. The creatures began to come out of the ark. Noah and his family were so happy to be home again that they made an altar and gave thanks to God.

Suddenly, they saw a great bow in the sky, a bow of many colors. You can still see it today when there is rain and the sun is shining. We call it a rainbow. This rainbow was God's sign to say that God will never send such a flood again.

The creatures then went out into all the four corners of the earth and filled it up again with life.



Godly Play Why Godly Play? (Part 3)

In every Parent Page, we offer information about Godly Play to help you understand both its methodology and purpose. In the previous two Parent Pages we listed several of the many reasons why we believe in and use Godly Play in our church. Here are a few more:

- Godly Play teaches reliance upon a gracious God who is real and accessible in all the mystery of life, both sad and joyful—rather than dependence upon the transient “magic” that comes from the latest movie, toy or video game.
- Godly Play teaches children to respect the things and people they work with, and to enjoy each with care and patience.
- Godly Play teaches the classic rhythm for living modeled in the Bible: the alternation of action and reflection, engagement and prayer.
- Godly Play teaches kindness and mutuality through its rituals and by the way it organizes physical space, objects and the community of children. A Godly Play community embodies the biblical ethic of how people are to live together.

The Ten Best Ways

Exodus 20:1-17; Deuteronomy 5:1-21

We continue to witness God's elusive presence with God's People on three occasions at Mt. Sinai:

- First, in the burning bush when God revealed to Moses the name of God (Exodus 3:1-6).
- Second, when God gave the Ten Commandments to the people through Moses (Exodus 19:18–20:1-17).
- Third, when, after breaking the tablets in anger, Moses climbed up Sinai to receive the Ten Commandments a second time (Exodus 34).

On this last occasion, Moses bargained with God three times to see God's face, but God did not allow this. No one could see God's face and live, so God put Moses in an opening in the rock and covered him until the dazzling light of God's presence had passed by.

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The Presentation

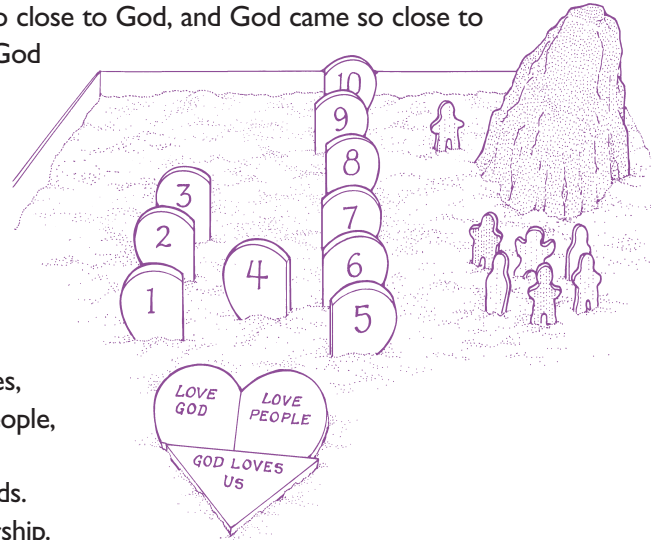
God loved the People so much that God showed them the Ten Best Ways to Live. Sometimes these ways are called the Ten Commandments.

As the People of God traveled across the desert, they began to complain: "There's not enough food! There's not enough water!" God helped them find food and water.

Wondering

- **I wonder** which one of the Ten Best Ways you like the best?
- **I wonder** which one is most important?
- **I wonder** which one is especially for you?

Then the People came to a great mountain, covered with fire and smoke. Moses climbed up into the fire and smoke to meet God. There on the mountain, Moses came so close to God, and God came so close to him, that he knew what God wanted him to do. God wanted him to write the Ten Best Ways to Live on stones and bring them down the mountain to the People.



God gave the Ten Commandments to Moses, who gave them to the people, who gave them to us:

1. Don't serve other gods.
2. Make no idols to worship.
3. Be serious when you say my name.
4. Keep the Sabbath holy.
5. Honor your mother and father.
6. Don't kill.
7. Don't break your marriage.
8. Don't steal.
9. Don't lie.
10. Don't even want what others have.

When you add up all the Ten Best Ways you get only two: *Love God. Love people.* God loves us to show us how and to make this possible.

Godly Play Story

At the heart of most Godly Play sessions is the telling of the story. Story is one of the most ancient and elemental forms of knowing. In the West, beginning in the 17th century, story as a way of knowing was eclipsed by the technique of knowing that we call science. But story is not a diversion or simply entertainment, but a unique way of knowing, as valid as science though different in its usefulness.

There are two primary ways of using scripture stories: *monastic* and *scholastic*. The monastic approach, known as *lectio divina* (holy reading), emphasizes reading as meditation and prayer. The reader seeks an intuitive understanding,

to savor the aesthetic value of the words and, ultimately, to encounter God. This monastic approach to stories is similar to the way we begin in Godly Play.

The scholastic approach emphasizes reading as an act of questioning and testing. The reader comes to the text to seek logical understanding, grow in knowledge and analyze for ideas and theories.

As children approach their teens, this more analytical approach develops in Godly Play, too. In Godly Play, you will notice the integration and appropriate use of these two ways of knowing in each presentation.

The Faces of Easter I

Lent is the season when we prepare for Easter. We move toward the Mystery of Easter by hearing the stories of Christ's journey toward the cross and resurrection. This week's presentation—the first in a series of seven—focuses on the face of Christ as a newborn child.

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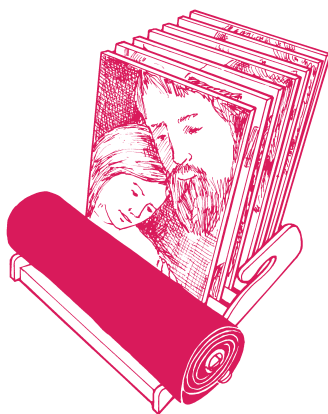
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The Presentation

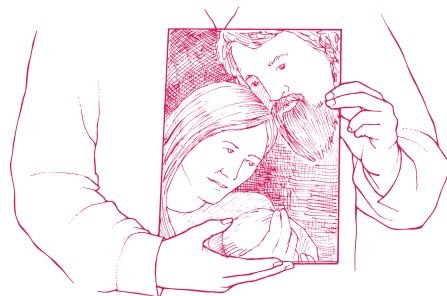


In the beginning, the baby was born. God chose Mary to be the Mother of God, and the Word was born a wordless child.

When the baby looked up into the face of the Mother Mary, he already saw the cross. When he looked into the face of the Father Joseph, the cross was there, too.

The
Mother
Mary

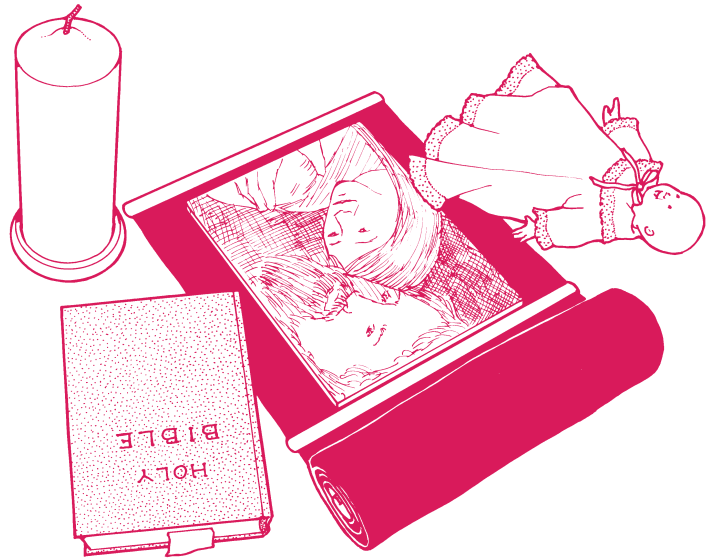
and the Father Joseph held the baby close. They kept the baby warm. They gave the baby everything it needed to grow. The baby began to grow.



Now, I wonder if there is anything here at home that can help us tell more of the story? Look around and see. Let's each go and get something to show more of the story of the Christ Child.

I don't know what you are going to get. You are the only one in the world who knows.

If you don't feel like getting something, that's okay. Let's just sit here and look at the picture a moment more.



Godly Play More on the Faces of Easter

In every Parent Page, we offer information about Godly Play to help you understand both its methodology and purpose.

In the Godly Play room, at the end of each lesson of the Faces of Easter (presented throughout Lent), your child is invited to choose materials from the room that will help tell more of the story. For example, when we tell today's story of the Newborn Child, one child might bring crèche figures to place by the plaque.

Children often make surprising connections as they explore the sacred language embodied in the materials. This activity is especially important because it provides movement and action to these stories and integrates the whole Godly Play room with Jesus' birth, life, death, and resurrection.

This will happen at home too. Allow time for your child—and you!—to consider what items at home can be integrated into the story of Jesus each week as you journey together through Lent.

The Faces of Easter II

Lent is the season when we prepare for Easter. We move toward the Mystery of Easter by hearing the stories of Christ's journey toward the cross and resurrection. This week's presentation—the second in a series of seven—focuses on the face of Christ as the One who was lost and found.

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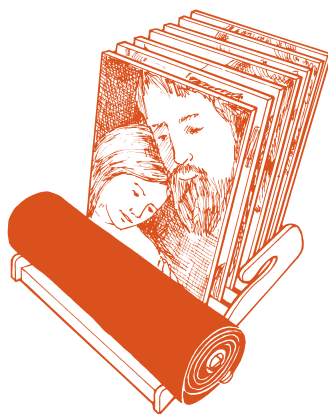
- I wonder what you can tell me about these pictures?
- I wonder what these pictures have to do with today's story?

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The Presentation



The baby grew and became a boy. When he was about twelve years old, he went with the Mother Mary and the Father Joseph and with many other people from their village of Nazareth to the great city of Jerusalem to keep one of the high, holy days. When the celebration was over, the people from Nazareth went out through the great high gate and started on the road toward home.

Suddenly, Mary and Joseph discovered that Jesus was not there! They thought he had been playing with the other children from their village as they walked together. They hurried back into the great city of Jerusalem to find him.

Mary and Joseph looked in the dark and narrow streets. They looked in the marketplace where they had bought their food. They looked where they had spent the night. They looked everywhere!

Finally, they even looked in the temple—and there he was. He was talking to the rabbis and the priests. When he spoke, they listened, because he knew so much. When they spoke, he listened, because he wanted to learn more.



Mary and Joseph then asked Jesus the question all parents ask their children, the question you can never answer: “Why did you do this?” And Jesus said something very strange. He said, “Didn’t you know I would be in my Father’s house?”

Mary and Joseph did not understand. Their house was in Nazareth, where Joseph’s carpenter shop was. They did not understand, but they did not forget.

Now, I wonder if there is anything here at home that can help us tell more of the story? Look around and see. Let’s each go and get something to help us tell more of the story of the boy who was lost and found.

I don’t know what you are going to get. You are the only one in the world who knows.

If you don’t feel like getting something, that’s okay. Let’s just sit here and look at the picture a moment more.

Godly Play A Godly Play Moment

In every Parent Page, we offer information about Godly Play to help you understand both its methodology and purpose. Occasionally, as in today’s Paper, we share a “Godly Play moment.” Godly Play trainer Sharon Greeley tells this story:

One Sunday morning during Lent, I told a portion of the story the Faces of Christ to about sixteen children, ages three to eleven. At the wondering, I asked the children if there was anything in the room that we could bring to the story to help us tell the story more. The children brought several objects from the stories

on the shelves and placed them by the story on the floor.

Then one six-year-old boy said, “We could bring God to the story.” Amazed at his suggestion, I said, “I wonder how we could bring God to the story?” He said, “Well, we need to be very quiet and pray.” At his suggestion, all the children became quiet and bowed their heads. After a moment of silence, the little boy said, “Amen,” and then he said, “God is here.” I was simply a participant with the other children, under the inspired leadership of this child and amazed at the self-directed silence of these children.

The Faces of Easter III

Lent is the season when we prepare for Easter. We move toward the Mystery of Easter by hearing the stories of Christ's journey toward the cross and resurrection. This week's presentation—the third in a series of seven—focuses on the face of Christ as the One who was baptized and blessed.

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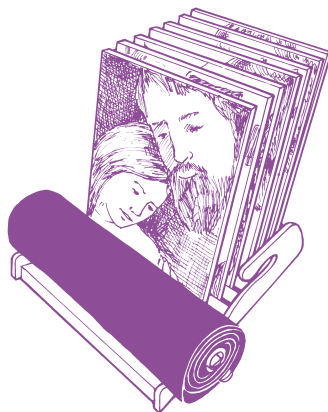
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The Presentation



Jesus grew and became a man. When he was about thirty years old, he went to the River Jordan where his cousin, John, was baptizing people.

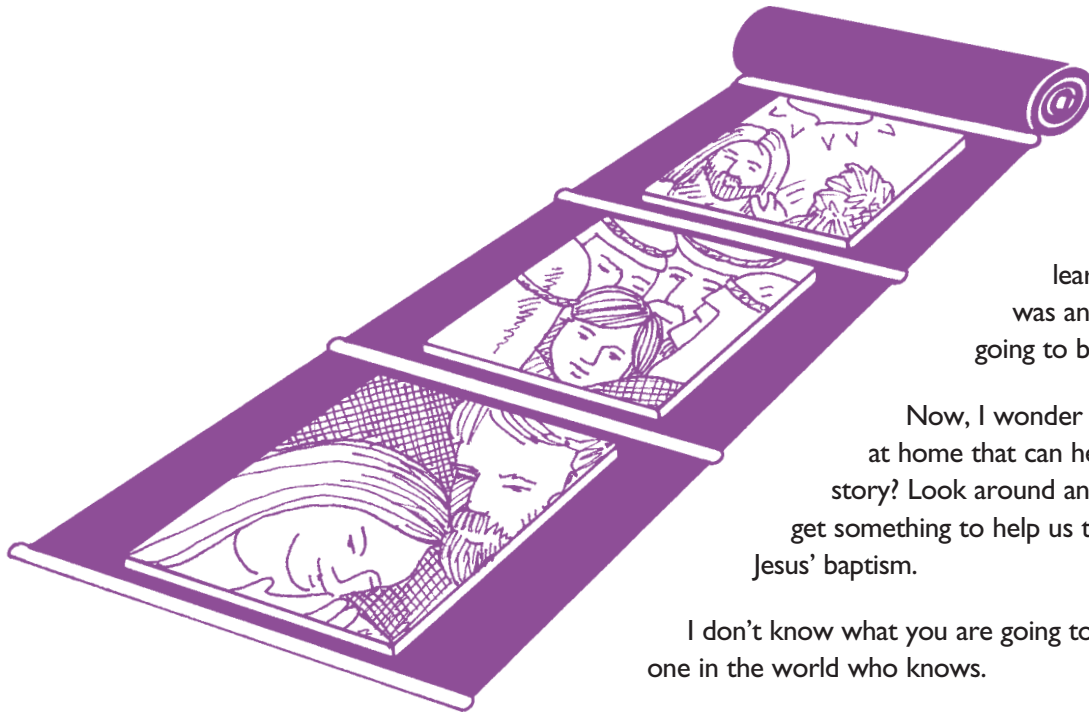
Jesus waded into the river until he was face to face with John. He said, “Baptize me.”

John looked at Jesus and, for the first time, saw who he really was. “How can I baptize you? You are the Messiah, the one we have been waiting for. You must baptize me.”

“No. It is written that you will come before me and prepare the way. You must baptize me.”

Jesus went down into the darkness and chaos of the water. When John lifted him back up into the light, there were people there who said they saw a dove come down from heaven and come close to him.

There were also people there that day who heard a voice. The voice said, "This is my beloved son, with whom I am well pleased."



After Jesus was baptized, he went on across the River Jordan into the desert. He stayed there for forty days and forty nights to learn more about who he was and what his work was going to be.

Now, I wonder if there is anything here at home that can help us tell more of the story? Look around and see. Let's each go and get something to help us tell more of the story of Jesus' baptism.

I don't know what you are going to get. You are the only one in the world who knows.

If you don't feel like getting something, that's okay. Let's just sit here and look at the picture a moment more.

Godly Play Godly Play in Other Settings (Part 1)

In every Parent Page, we offer information about Godly Play to help you understand both its methodology and purpose. Godly Play is more than a Sunday school program. It finds a home wherever people want to play deeply and profoundly with the language of God's People.

Dr. Courtney Cowart presented Godly Play at a meeting in England and found special interest from the African bishops, restless from being treated so long as colonials by the church. Dr. Cowart acknowledged how

much more they knew about this than we do. Africa is still filled with storytelling people, and Godly Play provides a bridge between their religious traditions and ours.

One young priest from Africa wasn't sure that he *could* be that kind of storyteller yet, because he was young. In his culture, you have to earn the right to be a storyteller, by the wisdom and experience of old age.

The Faces of Easter IV

Lent is the season when we prepare for Easter. We move toward the Mystery of Easter by hearing the stories of Christ's journey toward the cross and resurrection. This week's presentation—the fourth in a series of seven—focuses on Christ's temptations in the desert.

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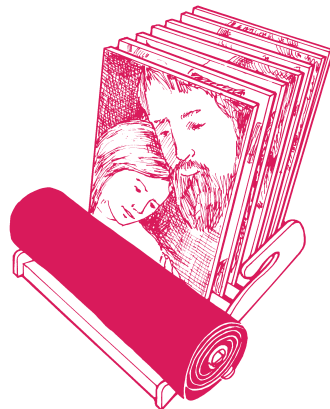
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The Presentation



Jesus went into the desert to discover more about who he was and what his work was going to be. He was there for forty days and forty nights. There was little to eat or to drink.

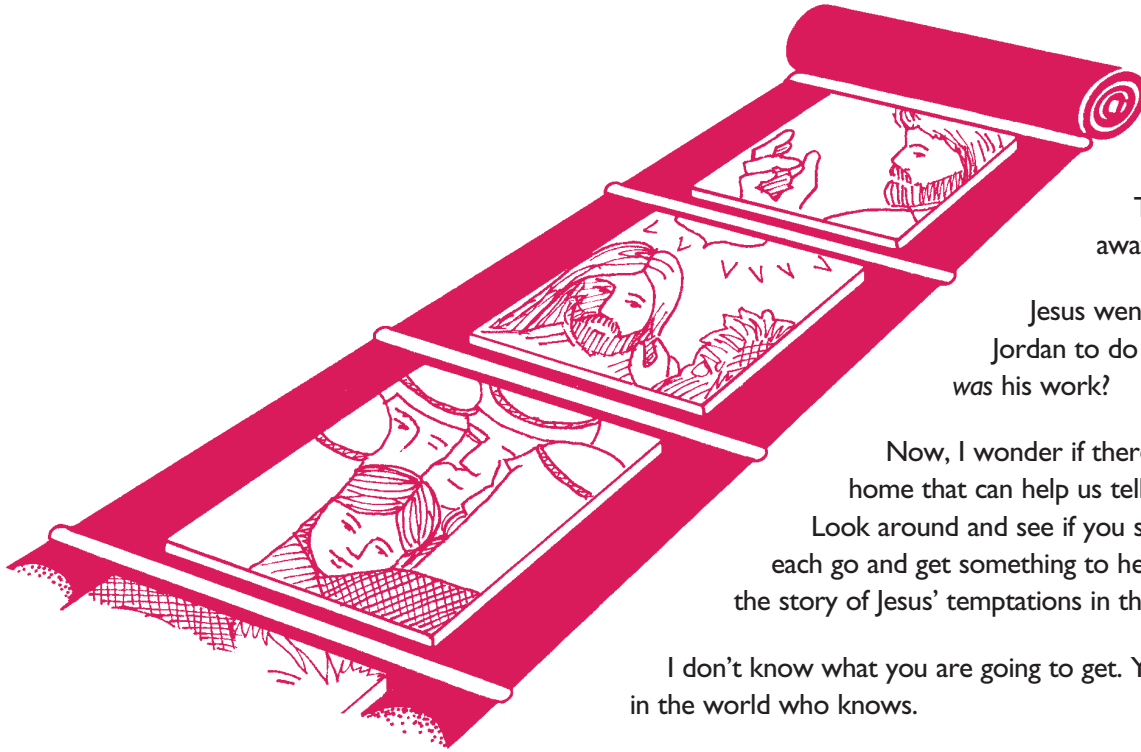
One day he heard a voice. It said, "Why don't you turn one of those stones over there into bread and have something to eat?"

Jesus said, "No. To be a real human being, we need more than bread to eat."

Suddenly, it was as if Jesus were on top of the great temple in Jerusalem. The voice came back, "If you are really the Son of God, why don't you jump and see if God sends the angels to catch you before you hit the stones below?"

Jesus said, "No. We do not need to test God."

Then it was as if Jesus could see all the kingdoms of the world. The voice came back again: “If you will follow me, I will make you king over all these kingdoms.”



Jesus said, “No. I am to be a king, but not that kind of king.”

Then the voice went away.

Jesus went back across the Jordan to do his work. But what was his work?

Now, I wonder if there is anything here at home that can help us tell more of the story? Look around and see if you see something. Let’s each go and get something to help us tell more of the story of Jesus’ temptations in the desert.

I don’t know what you are going to get. You are the only one in the world who knows.

If you don’t feel like getting something, that’s okay. Let’s just sit here and look at the picture a moment more.

Godly Play Godly Play in Other Settings (Part 2)

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The Godly Play approach to religious education has found expression in religious traditions other than Christianity. In these cases, care has been taken to use the appropriate language and symbols of that tradition.

For example, Rabbi Michael Shire of Hebrew College in Newton, Massachusetts, is working with other Jewish religious educators to develop an adaptation of Godly Play they are calling “Torah Play.” Rabbi Shire’s perspective reminds us that the sacred stories of what we call the Old Testament are stories we receive with respect from our Jewish teachers.

A group of Quaker educators also use Godly Play, and have written a series of their own stories in the Quaker tradition they call “Faith and Play.”

The Faces of Easter V

Lent is the season when we prepare for Easter. We move toward the Mystery of Easter by hearing the stories of Christ's journey toward the cross and resurrection. This week's presentation—the fifth in a series of seven—focuses on Christ as healer and Parable-maker.

How to Use this Parent Page

With your child, begin by looking together at the illustrations below and listening as your child recalls—and in a sense *relives*—the experience of today's Godly Play presentation. Invite your child to respond to the drawings. You might say, for example:

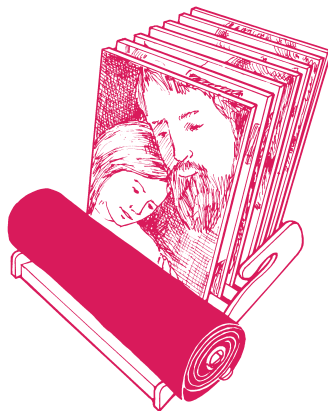
- I wonder what you can tell me about these pictures?
- I wonder what these pictures have to do with today's story?

Just listen. This is *not* a time to quiz children on what they may or may not recall about the lesson, but to be quietly present as they share their own experience. This will be different for each child—one may retell much of the presentation, another recall a single moment that had

meaning, and yet another talk about his or her own creative response. Again, your role is not to correct or supplement what your child tells you, but simply to *listen* in a supportive way. You are supporting the formation of young—sometimes very young—theologians.

Then, if you wish, you can read with (or to) your child the condensed version of today's presentation offered below. (If you retell this lesson, you might like to use the home version of the Godly Play materials for Lent, available from Godly Play Resources, called the “Mini Faces of Easter”; call 1-800-445-4390 or visit www.godlyplayresources.com). Conclude by sitting quietly for a moment and then saying, “Amen.”

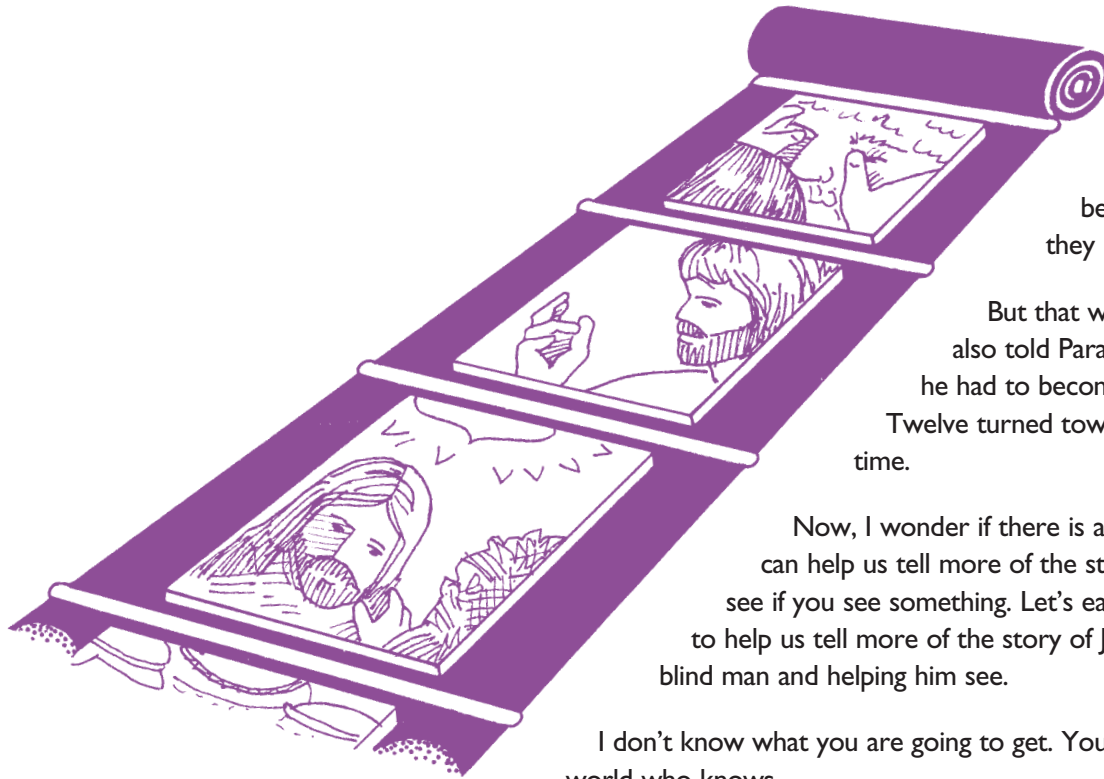
The Presentation



Jesus came back across the Jordan River and began to do his work . . . but what was his work? His work was to come close to people, especially the people no one else wanted to come close to.

Jesus traveled about the land with the Twelve. He was teaching and showing people how to be real human beings. As he taught, people came to him to be healed. If they were hurt or sick or upset in some way, they sensed that Jesus could help them be well.

See? He has come close to the blind man in the picture. He is even touching the blind man's eyes.



When Jesus came close to people, they changed. They could see things they never saw before. They could do things they never did before.

But that wasn't all Jesus did. Jesus also told Parables. Finally, he knew that he had to become a Parable, so he and the Twelve turned toward Jerusalem for the last time.

Now, I wonder if there is anything here at home that can help us tell more of the story? Look around and see if you see something. Let's each go and get something to help us tell more of the story of Jesus' coming close to the blind man and helping him see.

I don't know what you are going to get. You are the only one in the world who knows.

If you don't feel like getting something, that's okay. Let's just sit here and look at the picture a moment more.

Godly Play Godly Play in Other Settings (Part 3)

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Jerome W. Berryman tells this story:

In Houston, one setting for a Godly Play presentation for runaways was an auditorium. I walked in with a Parable box under one arm, and said, "Hi. I've got something strange to show you, if you're interested."

Not many were! One or two came and looked at the box. I started telling the Parable of the Good Shepherd. Before I was done, about thirty out of forty teen-agers in that room came and gathered around. Perhaps this is less surprising than it sounds. After all, if they weren't really scared and searching, they wouldn't have come into a religious shelter to start with. These kids were very involved in the wondering, because the existential questions were so close to their skin.

The Faces of Easter VI

Lent is the season when we prepare for Easter. We move toward the Mystery of Easter by hearing the stories of Christ's journey toward the cross and resurrection. This week's presentation—the sixth in a series of seven—focuses on Christ as he goes to Jerusalem to become a Parable and shows the Twelve—and us—the sacrament of bread and wine.

How to Use this Parent Page

With your child, begin by looking together at the illustrations below and listening as your child recalls—and in a sense *relives*—the experience of today's lesson. Invite your child to respond to the drawings. You might say, for example:

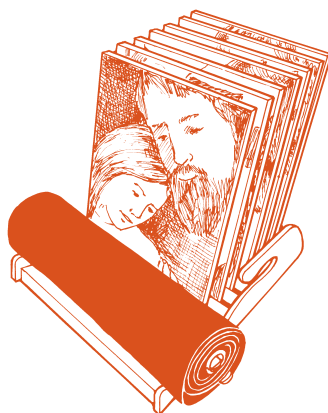
- I wonder what you can tell me about these pictures?
- I wonder what these pictures have to do with today's story?

Just listen. This is *not* a time to quiz children on what they may or may not recall about the lesson, but to be quietly present as they share their own experience. This will be different for each child—one may retell much of the presentation, another recall a single moment that had

meaning, and yet another talk about his or her own creative response. Again, your role is not to correct or supplement what your child tells you, but simply to *listen* in a supportive way. You are supporting the formation of young—sometimes very young—theologians.

Then, if you wish, you can read with (or to) your child the condensed version of today's presentation offered below. (If you retell this lesson, you might like to use the home version of the Godly Play materials for Lent, available from Godly Play Resources, called the “Mini Faces of Easter”; call 1-800-445-4390 or visit www.godlyplayresources.com). Conclude by sitting quietly for a moment and then saying, “Amen.”

The Presentation

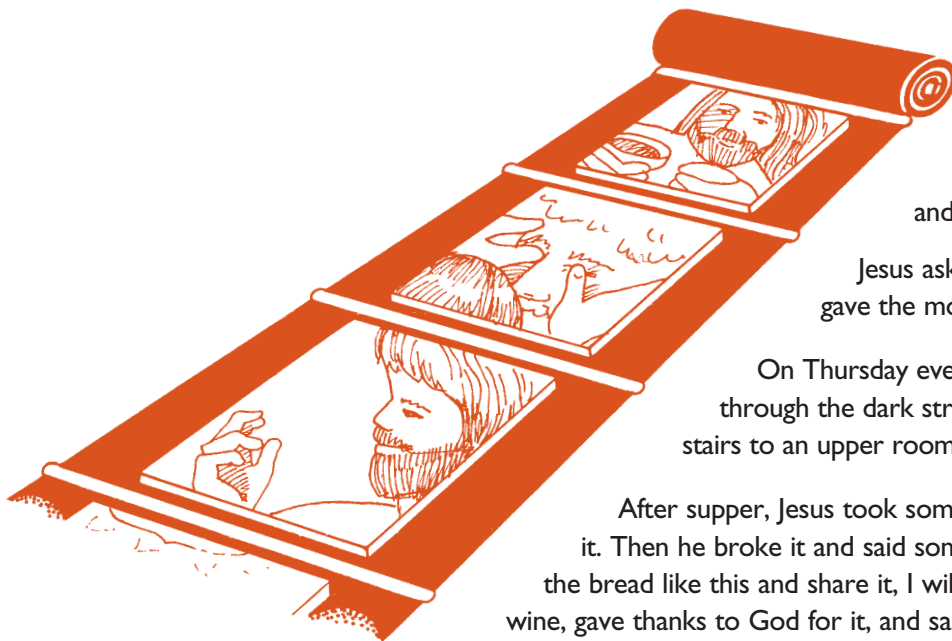


Jesus went to Jerusalem for the last time. It was the time of the Passover, and the city was full of people from many different lands. The people thought he was coming to be king, but they weren't paying attention.

He wasn't riding on a great white horse. He wasn't being carried by soldiers. He was riding on a donkey, and the donkey wasn't even his. He borrowed it.

Still, that Sunday when Jesus came into Jerusalem, people waved palm branches, which were a sign of kings.

On Monday, Tuesday, and Wednesday, Jesus went into the temple to teach. One day when he was there, he said, “Do you see that old woman over there? She's going to put something in the money box. Listen. Did you hear anything? No. She put the tiniest of all the coins in the box. That was all the money she had.”



Now, here comes a rich man.
He has so much money to put
in, he brought friends with him to
help him carry it. His money clangs
and clatters as they pour it into the box.

Jesus asked, “Now I wonder which one really
gave the most?” That was how he taught.

On Thursday evening, Jesus and the Twelve hurried
through the dark streets to a house. They climbed up the
stairs to an upper room and shared their last supper together.

After supper, Jesus took some bread and gave thanks to God for
it. Then he broke it and said something like, “Whenever you break
the bread like this and share it, I will be there.” He also took a cup of
wine, gave thanks to God for it, and said, “Whenever you share a cup of
wine like this, I will be there.”

What was he talking about? He was always saying things like that.

Suddenly Judas got up and left. The rest went to the Garden of Gethsemane.
Jesus wanted to pray. When he was finished, he joined the rest, but Judas
came out of the dark and greeted him. This was a signal for the temple guards
to come out of the shadows and take Jesus away with them.

Now, I wonder if there is anything here at home that can help us tell more
of the story? Look around and see if you see something. Let’s each go to get
something to help us tell more of the story of Jesus’ showing us the sacra-
ment of the bread and wine.

If you don’t feel like getting something, that’s okay. Let’s just sit here and look
at the picture a moment more.

Godly Play

Godly Play in Other Settings (Part 4)

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Trainer Laura McGuire helped Beth McNamara, an Episcopal priest, carry out a Godly Play ministry on the streets of Baltimore. Beth said, “The trick is to find the right spot to tell the stories. We were blessed in having a small bit of green space

surrounding a library across the street from the church.”

Beth and her helpers loaded up a cart with a Godly Play story, bath towels for the children to sit on, drawing boards with paper attached, juice, and markers. They marched out of their church to the grassy space, like where Jesus shared bread and fish with many people. Soon dozens of children had joined the circle to share the story, engage in expressive art, and enjoy a feast in this unusual Godly Play space.

The Faces of Easter VII

Lent is the season when we prepare for Easter. We move toward the Mystery of Easter by hearing the stories of Christ's journey toward the cross and resurrection. This week's presentation—the last in a series of seven—focuses on the faces of Christ on the cross and on Easter.

How to Use this Parent Page

With your child, begin by looking together at the illustrations below and listening as your child recalls—and in a sense *relives*—the experience of today's lesson. Invite your child to respond to the drawings. For example:

- I wonder what you can tell me about these pictures?
- I wonder what these pictures have to do with today's story?

Just listen. This is *not* a time to quiz children on what they may or may not recall about the lesson, but to be quietly present as they share their own experience. This will be different for each child—one may retell much of the lesson, another recall a single moment that had meaning, and yet another talk about his or her own creative response. Again, your role is not to correct or supplement what your child tells you, but simply to *listen* in a supportive way. You are

supporting the formation of young—sometimes very young—theologians.

Then, if you wish, you can read with (or to) your child the condensed version of today's presentation offered below. (If you retell this lesson, you might like to use the home version of the Godly Play materials for Lent, available from Godly Play Resources, called the “Mini Faces of Easter”; call 1-800-445-4390 or visit www.godlyplayresources.com). Whether you read the presentation or simply listen as your child shares what was received in today's lesson, ask the Wondering questions printed in the left column. Remember, there are many right answers! Be open to what these enormous stories can mean to you and your child. God will teach you new meanings every day. Conclude by sitting quietly for a moment and then saying “Amen.”

The Presentation

The night was a confusing one. The next day, Jesus was taken outside the city and crucified.

That afternoon, Jesus died. The sky grew dark. Jesus was taken down from the cross and buried in a cave. A great stone was rolled into the opening of the cave to close it like a door.

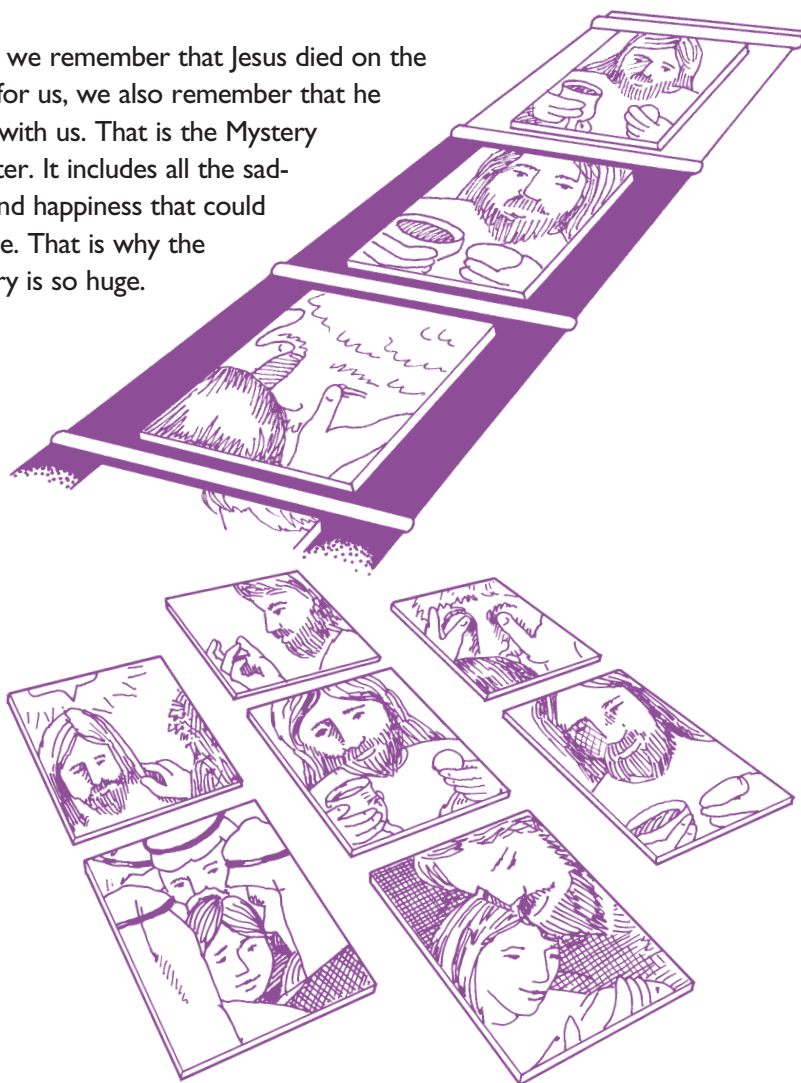
Saturday was so quiet you could almost hear the earth breathing. On Sunday, it was the women who had the courage to go to the tomb just to be close to Jesus. They wanted to remember him, even if it felt sad. When they came to the tomb, they found that the stone had been rolled back and that the tomb was empty.

Jesus had died on the cross, but somehow he was still with them as he is with us, especially in the bread and the wine.

Wondering

- **I wonder** what part of this whole story you like best?
- **I wonder** what part of the whole story is the most important part?
- **I wonder** where are you in this whole story? What part of the story is especially about you?

When we remember that Jesus died on the cross for us, we also remember that he is still with us. That is the Mystery of Easter. It includes all the sadness and happiness that could ever be. That is why the mystery is so huge.



Godly Play

Godly Play in Other Settings (Part 5)

In every Parent Page, we offer information about Godly Play to help you understand both its methodology and purpose. Godly Play is more than a Sunday school program. It finds a home wherever people want to play deeply and profoundly with the language of God's People.

Cyndy Bishop, a Godly Play trainer, illustrates the power of Godly Play at home:

My four-year-old daughter Madeleine received a gift on the fourth anniversary of her baptism. Her godmother lovingly gathered all of the pieces of the Godly Play baptism lesson and placed them all in a white container so Madeleine could have her very own baptism story.

Madeleine has worked with her Baptism lesson several times now. (I supervise when matches are involved!) Madeleine told the story to her two-year-old sister, Isabel, who now talks about "changing the light." I have tried to get Madeleine to let the baby stay in the container with the other materials but she insists on sleeping with it every night.

The day after receiving her gift, she and a friend, Clare, were playing together. I heard the sink fill up with water and saw Madeleine walking to the bathroom with one of Clare's dolls behind her back. They proceeded to baptize every doll in the house they could find.