



The Diocese of
Southwark

**Walking
Welcoming
Growing**



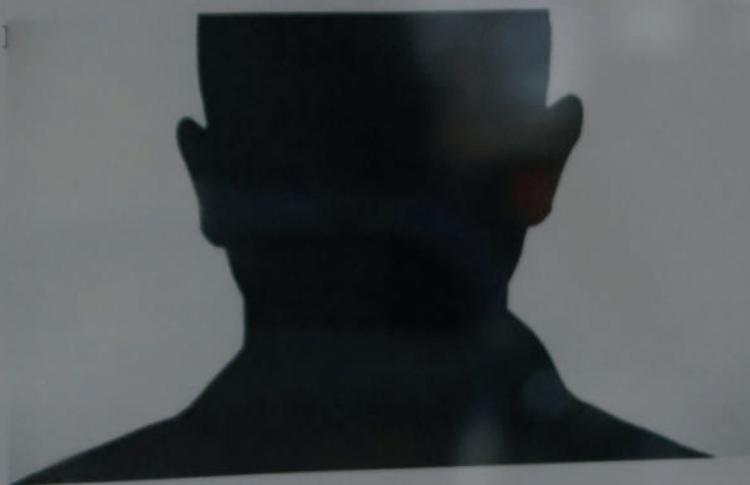
CSI: EASTER

**The case of
the missing body**



The Diocese of
Southwark

MISSING



BODY

**THE BODY OF A CRUCIFIED MAN
HAS GONE MISSING.**

LAST SEEN PLACED IN TOMB.

**IF YOU HAVE ANY
INFORMATION PLEASE CALL:
09990990990**

If you have any questions, please e-mail the Mission Support Officers (Children and Young People) on cypcourses@southwark.anglican.org or telephone them on 020 7939 9400.

Produced by Southwark Diocesan Press & Communications
for Children & Young People's Mission and Ministry.

From an original concept by Jude Barber of Christ Church, Purley.

Sample photo consent form



Parish of

Consent Form for Taking and Publishing Images of Children

At Church, we include images of children in our publicity with their consent and the consent of their parents or guardians. We have a duty of care to reduce safeguarding risks by ensuring that children remain unnamed in publications.

For completion by a named representative of the church:

1 Name of church representative: Role:

- 2 Specific purpose for which image is to be used:
- ☐ Church noticeboard ☐ Church magazine ☐ Church website ☐ Church social media
- ☐ Diocesan newspaper / Diocesan social media / Other Diocesan publication
- ☐ Other (please specify):

- 3 Where the image will be stored:
- ☐ Computer file (specify whose computer):
- ☐ Album ☐ Filing cabinet ☐ The cloud
- ☐ The image will be destroyed after use

For completion by parent or guardian and child:

I consent to images of me/my child named below being used and stored, solely for the purposes specified above. I understand that the identity of my child will be protected in all publication of images.

Name of child:

Name of parent or guardian:

Address:

Signed (parent/guardian): Signed (child):

Date:

Queries regarding this process should be addressed to
(Parish Safeguarding Officer), or to (Incumbent)

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Introduction

CSI: Easter – The case of the missing body is a fantastic hands-on workshop designed to enable pupils in Key Stage 2 to discover the beliefs behind the Christian festival through engagement, excitement and fun! Through investigation, scientific experimentation, code-breaking, fingerprinting and evidence packs, pupils learn about the events of Good Friday and discover why the garden tomb was empty on Easter Sunday morning.

This planning book aims to provide all the information, ideas and resources needed for you to run, lead and host the project in your church, worship space or local school.



Cancellation policy:

If you need to cancel your booking for any reason, please contact: immediately at the address below. See Terms and Conditions for cancellation charges.

Payment:

Full payment must be received one month prior to the booking date, where possible. Payment is accepted by cheque, bank transfer or cash.

Next steps:

Once we have received this completed booking form, you will receive an invoice with details of how to make a payment. Once received, you will be sent an e-mail confirming your booking. NB: your booking is provisional until full payment is received.

Please sign below to say you agree with the above conditions of hire and cancellation policy, and that you will read the full Terms & Conditions and Safeguarding Policy before the event.

Signed: Name:
Date:

Photo consent:

It is important to obtain consent for any photographs you take of the event. For a sample photo consent form, see overleaf.

Your privacy is important to us and we are committed to keeping your personal information confidential and secure. For more information on how we process your data, please see our privacy notice which is available on our website and church noticeboard.

Please return this form to:

Name:
Address:
Postcode:
E-mail address:

Sample booking form

CSI: Easter booking form

School contact details:

Name of school:

Contact name:

School address:

Postcode:

Telephone number: Mobile:

E-mail address:

Are you the lead teacher responsible for CSI: Easter? YES/NO*

If no, please give the name and contact number of the lead teacher responsible for the event:

Booking date(s):

Booking time(s):

Year group: Number of pupils: Number of adults:

SEN requirements:

.....

Lunchroom required? YES/NO*

.....

Terms and conditions:

1. All rubbish must be placed in the bins provided and the lunchroom left clean and tidy.
2. All schools are responsible for the children in their group. The church has a safeguarding policy for children and vulnerable adults which will be adhered to at all times. This can be found on the church website at and is displayed in the church building.

*Delete as appropriate.

The aim

The aim of *CSI: Easter – The case of the missing body* is to provide high-quality teaching of the Christian beliefs of Easter through interaction, enjoyment and engagement.

The intention is to enable pupils to engage with the events of Good Friday through to Resurrection Sunday, recognising what it is that Christians believe and how this affects their lives; two key elements of most RE curriculum programmes.

In addition to the learning, this educational project also provides pupils with the opportunity to visit a place of worship, enriching their experience and knowledge of Christianity.



Overview

CSI: Easter – The case of the missing body is an educational outreach project for primary schools. Each 90-minute session is based on a police investigation whereby the pupils are given the ‘crime brief’ and are invited to attempt to solve the ‘case of the missing body’.

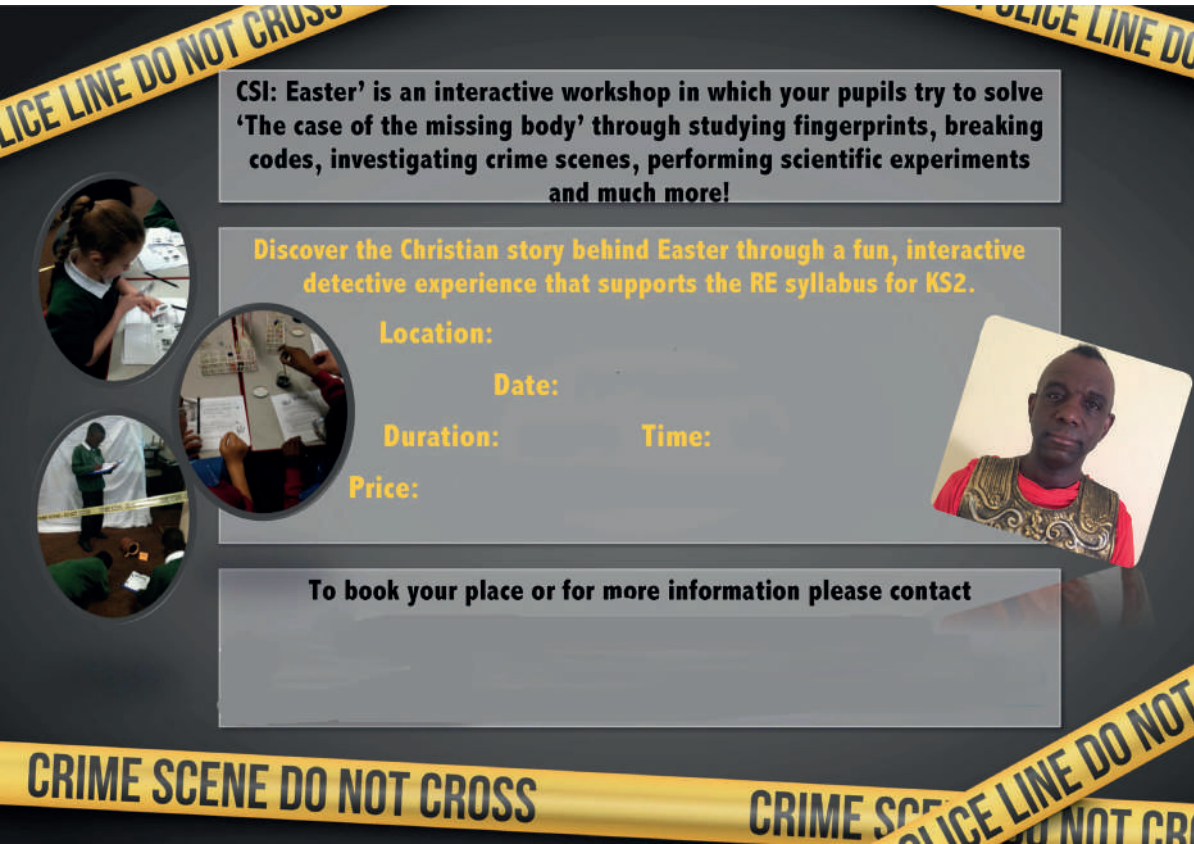
Through undertaking four investigative activities, observing three witness interviews and discovering two evidence packs, the pupils work collaboratively to discover why the tomb, originally containing the body of Jesus, has been found empty and to identify the Christian beliefs underpinning the celebration of Easter.

The intention is that churches host the event for the week(s) leading up to Easter in order to provide a fun learning experience for the pupils of local primary schools. Why not transform your worship space into a crime scene and invite multiple classes from local schools to experience the fantastic hands-on workshop?

Sample weekly planner:

Session time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00-11:30	York Rd Jr Yr 3	Kingfisher Yr 5	Unicorn Yr 3/4	Bright Rd Yr 4	St George’s Yr4
13:00-14:30	Forestdale Yr 6	Kingsmead Yr 4	Unicorn Yr 4/5	Kenning Yr5	Asherton Yr 6

Sample CSI: Easter publicity (front and back)



Goody bags

At the close of the session, why not provide a large goody bag for the class? In it you may wish to give the class a good quality Easter book or even an individual Easter comic. You may also wish to give mini Easter eggs and link Easter to new life or a tomb found empty/hollow. In addition, why not include your Easter publicity for any events or services taking place over the forthcoming season? It is also a great way to carry the case books back to school!

Sample risk assessment

Ensure that you develop your own risk assessment for your event. Below is a SAMPLE risk assessment for your information.

Activity	Hazard	Who might be affected	Harm level	Control Measures	RISK
General movement around venue including ‘Crime scene search’	Slips, trips, falls	All users	Low	Ensure that all children walk around venue and are made aware of any potential trip hazards and ways to reduce hazards, for example placing coats and bags on tables and pushing in chairs etc. Ensure that all possible means are taken to reduce trip hazards including cabling and leads being visibly highlighted and kept out of thoroughfares and walkways. Ensure that a First Aid kit is in the venue.	LOW
‘In the lab’	Spillages and contact with skin or eyes	All users	Medium	Ensure that children are supervised throughout activities, and are wearing safety glasses, aprons and gloves. Ensure that all spillages are mopped up swiftly and that contact on skin is washed off with cold water immediately. If any spillage makes contact with eyes, rinse with cold water for 10 minutes and assess the need for further advice and assistance. Ensure that children do not consume liquids. Ensure that a First Aid kit is in the venue.	LOW
‘In the lab’	Breakages, cuts and grazes	All users	Low	Ensure that all glassware is safely out of reach of children and uneven surfaces. Ensure that test tubes are safely stored in racks and containers. Ensure careful handling by all users. Ensure that any breakages are swiftly removed via damp cloth, brush and vacuum cleaner and disposed of in a ‘sharps’ bucket, wrapped safely. Ensure the ‘sharps’ bucket is in a safe position and disposed of swiftly. Ensure that a First Aid kit is in the venue.	LOW
Fingerprinting	Allergic reactions	All users	High	Ensure that staff are aware of all allergies. Ensure that all those participating in activities are not allergic to any potential allergen concealed in ink by supervising adult. Ensure that a First Aid kit is in the venue.	LOW
Toilets, car park and public spaces	Slips, trips, falls, cuts, grazes and safeguarding issues	All users	High	Ensure that all children are supervised by DBS-checked adults when going to toilet or public spaces. Ensure that main venue is locked and secure whilst children are on site. Ensure that all children are supervised and assisted when walking through car park. Ensure a First Aid kit is in the venue.	LOW

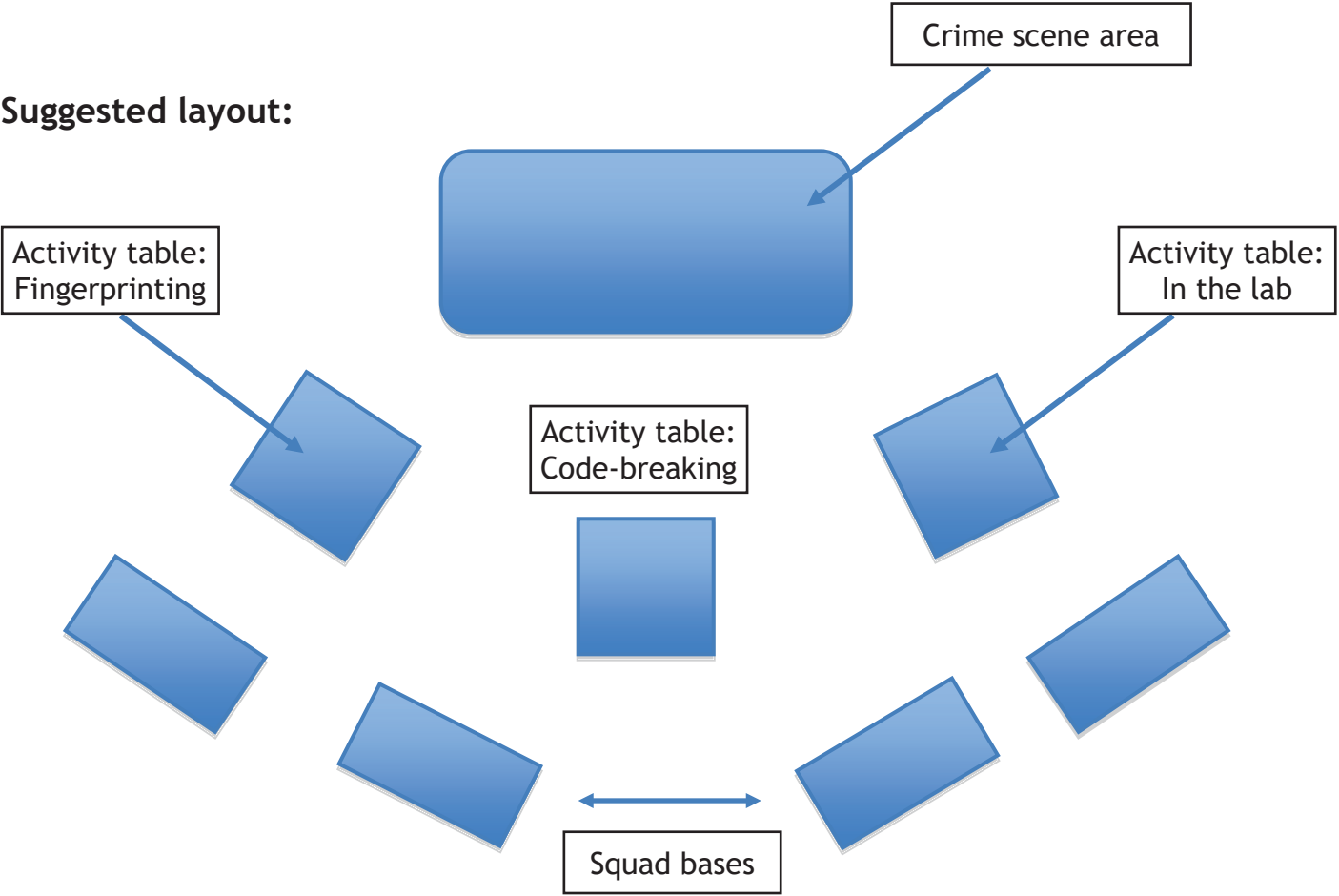
Setting

In order to run *CSI: Easter – The case of the missing body*, you will need a large indoor space. Try to make your space look like a crime scene by using police tape, missing body posters and leaders dressed as police officers! You may wish to play police-themed music as the pupils enter the space and whilst they are undertaking an activity to add to the experience.

Your venue will need:

- four squad bases (four tables with eight chairs)
- three activity areas (three tables with eight chairs)
- one crime scene area (set up as described on page 19)
- large screen, projector and speakers.

Suggested layout:



Planning your programme

Can we run *CSI: Easter*?

An important question! In order to run this educational project, you will need to ascertain if you have the appropriate venue, links, funding and team.

Venue: Have you got an appropriate venue to hold 30 pupils as well as tables and crime scene (see page 7)?

Links: Do you have links with local primary schools in order to build relationships and to invite to the event or is this an outreach initiative to begin to develop close relationships with schools? If so, how will you continue to develop those links after the event?

Funding: Have you got adequate funding for publicity and resources? *CSI: Easter – The case of the missing body* can be entirely self-supporting if you charge a small cost per class. However, you must remember that you will need to provide the initial monies until the schools have paid! In March 2015 it cost approximately £1.50 per head to run the event, but this was achieved through borrowing equipment from local schools and shopping around.

Team: Have you got people to organise, plan and run the project? You will need a core team, an event team and a set-up team.

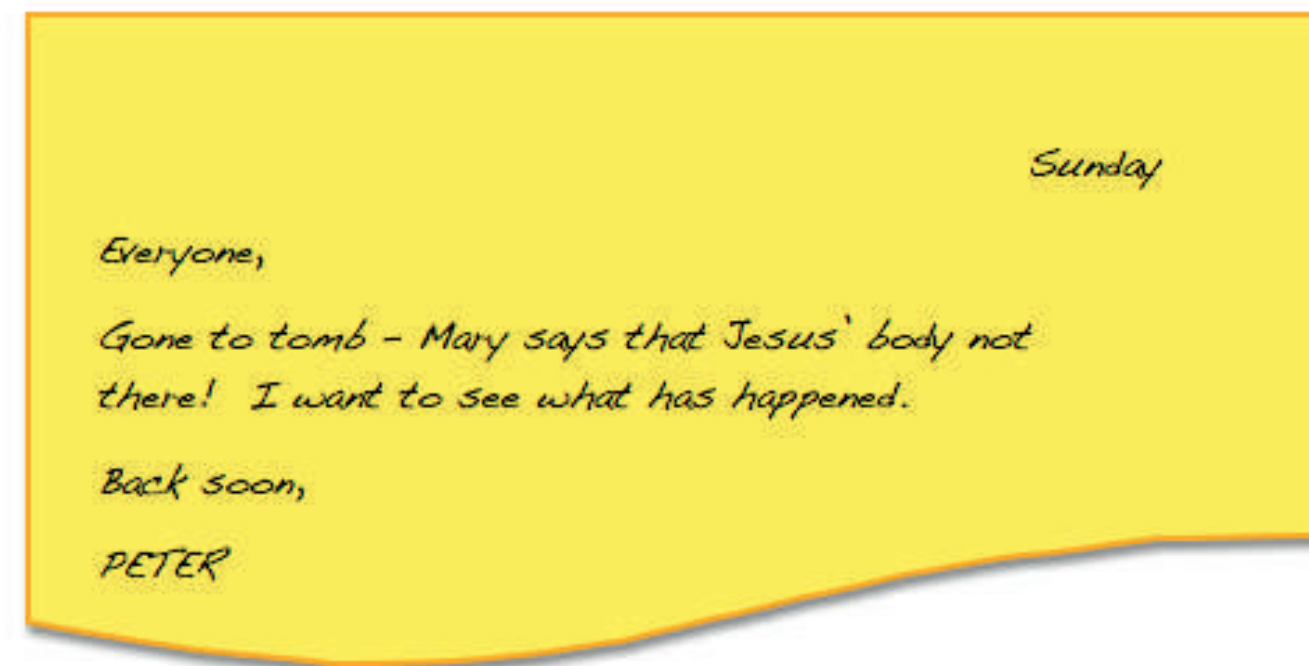
Core team - this ideally should include the overall leader, presenter and an administrator. This small team is responsible for the planning, preparing and publicising of the event.

Event team - this team should include the presenter, four assistant leaders and technical assistant. The presenter is responsible for welcoming, presenting and guiding the 'officers' (pupils) through the session. He/she needs to be a good communicator, skilled in teaching as well as adaptable and clear. The assistant leaders need to be able to lead a squad (small group of pupils) through the undertaking of an activity. They need to be capable and competent in supervising, assisting and enabling pupils to achieve a task. A technical leader is needed to oversee the witness statement video clips, downloadable from the Southwark Diocese website (southwark.anglican.org/cypmm) and any audio aid you may wish to include (for example, music and/or a microphone).

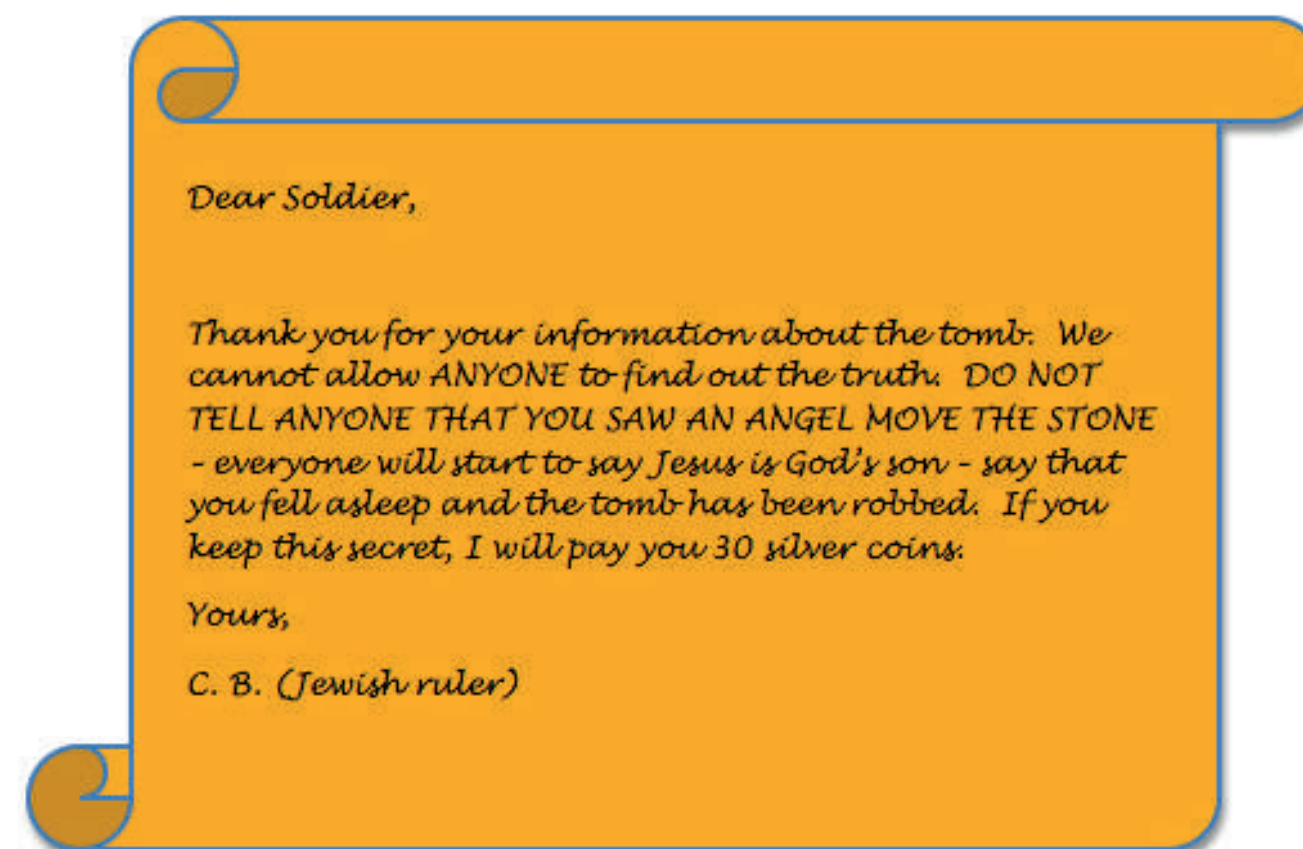
Set-up team - this team is responsible for the setting up and packing down of the equipment, tables, chairs etc. They need to be able to prepare the venue before and after the event.

If you think that you have the appropriate venue, funding and team then you are ready to run your very own *CSI: Easter – The case of the missing body*.

Evidence A:



Evidence B:



Resources – Evidence A and B

During the session, each squad will receive TWO evidence packs: Evidence A (note from Peter) and Evidence B (letter from a religious leader). The two evidence packs provide the ‘officers’ with useful clues as to what happened to the missing body and identify a possible person to have entered the tomb.

Per class you will need:

Four sets of Evidence A placed in a large brown envelope labelled ‘Evidence A - Do not open’.

Four sets of Evidence B placed in a large brown envelope labelled ‘Evidence B - Do not open’.

Preparation (before the session):

Photocopy and laminate four sets of Evidence A.

Photocopy and laminate four sets of Evidence B.

Place each into a separate large brown envelope and label ‘Evidence A - Do not open’ and ‘Evidence B - Do not open’.

Set-up plan:

Place one of each envelope at each squad base so that each squad has an Evidence A pack and an Evidence B pack to open when instructed.

Timetable/planner

When	What	Notes
Six months before	<ul style="list-style-type: none">Book venueRecruit Core teamBegin to build relationships with local primary schools	Venue: large space needed, for example a hall or church. Can you provide a lunchroom if needed? Core team: ideally an overall leader, presenter and administrator. Build relationships: for example, assemblies, visits, governing body etc.
Four months before	<ul style="list-style-type: none">Create publicityRecruit team and undertake safeguarding procedures	Publicity: create clear, eye-catching, informative publicity for <i>CSI: Easter</i> and print it. Event team: one presenter, four assistant leaders, one technical assistant.
Three months before	<ul style="list-style-type: none">Publicise event to schoolsConfirm bookings	Publicity: ideally, it would be on teachers’ desks for the first week of the spring term. Bookings: ensure that you send an invoice and confirmation letter to schools once booking forms have been received.
Two months before	<ul style="list-style-type: none">Order resourcesCreate and order Easter publicity	Resources: see the resource list in this book. Easter publicity: are there any flyers for services or events taking place at your church? Add them to the goody bag!
One month before	<ul style="list-style-type: none">Recruit set-up teamUndertake risk assessments	Set-up: are there five or six willing volunteers to help set up the venue? Recruit them now. Risk assessment: ensure that you fully risk assess your site – schools will require a copy.
Two weeks before	<ul style="list-style-type: none">Photocopy and create case booksLabel test tubes & droppersCreate signs and postersMeet team and discuss rolesCollate goody bags	Case books: ensure that you have one copy per person. Do you need large print for anyone? Team meeting: meet the team to discuss the session programme and the four different activity areas. Remember to discuss safeguarding procedures. Goody bags: why not give each class an Easter storybook and Easter egg alongside any future Easter publicity?
One day before	<ul style="list-style-type: none">Set up venueTechnical rehearsalPrepare test tubes for ‘Science lab’	Set-up: ensure the venue is set up and all areas are ready. Technical: run through PowerPoint, clips and sound. Lab: fill test tubes and prepare petri dishes.

Running the session

The session duration is 90 minutes per class and takes the form of:

Time	Activity	Notes
10 mins (running total: 10 mins)	Introduction (Case book, page 3)	Where: Squad bases What: Sort pupils into four squads (Red, Yellow, Green, Blue) and seat in squad bases. Introduce case and leaders. Say: Read crime brief and key questions (Case book, page 3), introduce assistant leaders and explain rotation of activities. Tip: <i>Promote teamwork and ask ‘officers’ (children) to provide evidence to support their findings in order to answer all four key questions. Encourage ‘officers’ to complete the puzzle pages if they finish a task early.</i>
8 mins (running total: 18 mins)	Activity area 1 (In the lab, case book, pages 4-5, Fingerprinting, case book, pages 6-7, Crime scene search, case book, pages 8-9, Code-breaker, case book, pages 14-15)	Where: Activity stations What: Squad teams move to their first activity area and perform task. Assistant leaders lead activity in each activity area, ensuring that all pupils are aware of the key question(s) the activity will help to answer. Say: Invite the ‘officers’ (children) to move to the first activity and try to answer a key question by following the instructions in their case book and of the assistant leaders. Tip: <i>Ensure that all pupils try to gather evidence to help support the answer to the key question(s) investigated.</i>
5 mins (running total: 23 mins)	Witness statement 1 (Case book, page 10)	Where: Squad bases What: Squad teams return to base and watch Witness statement 1. Note important information on page 10 of the case book. Say: The police have interviewed a witness and want the ‘officers’ to note any important information. Tip: <i>Encourage pupils to take notes to help answer questions: What happened to Jesus on Friday? Did Jesus actually die? Who entered the tomb?</i>
8 mins (running total: 31 mins)	Activity area 2 (In the lab, case book, pages 4-5, Fingerprinting, case book, pages 6-7, Crime scene search, case book, pages 8-9, Code-breaker, case book, pages 14-15)	Where: Activity stations What: Squad teams move to their second activity area and perform task. Assistant leaders lead activity in each activity area, ensuring that all pupils are aware of the key question(s) the activity will help to answer. Say: Invite ‘officers’ to move to the second activity and try to answer a key question by following the instructions in their case book and of the assistant leaders. Tip: <i>Ensure that all pupils try to gather evidence to help support the answer to the key question(s) investigated.</i>

Script – Witness statement 2 (Mary Magdalene, part 1)

My name? Yes, it’s Mary Magdalene. I’m a follower of Jesus. I’ve seen him do such incredible things! I’ve seen him feed 5,000 people with just a few loaves and fish. He’s healed the sick, he’s even brought the dead back to life... *[aside]* ...well that should have alerted me to something...it seems so obvious...

Sorry, yes - I saw him die. It was terrible, horrendous; the worst moment of my life. He’d never done anything wrong to hurt anybody; he’d only ever brought love and peace and spoke of God as his father. But some Jewish leaders, they didn’t agree with him so they had him killed. I was there when the soldiers teased him, when the crowd jeered and then...Jesus died.

I was there when Nicodemus and Joseph took down Jesus’ body, wrapped it in cloths and took him to the tomb. I was there when the enormous stone was rolled across the entrance. I was there. My heart was beating, but...I’m sorry, can we stop please?



Script – Witness statement 3 (Mary Magdalene, part 2)

Yes, thank you, I am happy to continue. As I said, I saw where Jesus was buried. I went back home with the others and prepared some jars with spices and oils in order to anoint Jesus’ body. However, because it was Friday, and the day of rest was coming, I couldn’t return to the tomb until Sunday morning.

Just before dawn, Joanna, the other Mary and myself went to the garden where the tomb was. As we were approaching, we were discussing how we would remove the stone as it was far, far too heavy for any of us to move it, but when we arrived the tomb was already open!

I ran to look inside and found that Jesus’ body was not there! Two men, dazzling in white were there. They said, “Why are you looking for the one who is alive amongst the dead?”

I couldn’t believe it – I sat outside weeping. I know I’m smiling now, but I was crying and then I heard a voice asking me why I was crying. At first I thought it was the gardener so I asked him who had moved the stone and removed the body. Then he said one word...one amazing word, “Mary.” He said my name! In that one moment I went from heart breaking to heart exploding – it was Jesus!

It was Jesus, there, alive right in front of me! I leapt up, ran to him and threw my arms around him! I laughed and I cried and I laughed again!

I saw the marks on his hands and his feet and the love in his eyes and...and... He’s alive! He’s alive!

Set-up plan – Witness statement scripts

Over the course of the session there are three witness statements: one by a Roman soldier and two by Mary Magdalene. They can be found on the PowerPoint and played from there OR you may wish to invite two actors to act in role and record them.

Script – Witness statement 1 (Roman soldier):

My name? Of course, it's Legionary Gaius Alexander of the Fourth Legion. My job is to oversee all the crucifixions of the city of Jerusalem. As usual, I was called to undertake the crucifixions of all the criminals sent to me by Pontius Pilate, the Roman governor. Friday morning was no exception. I was called to crucify the man known as Jesus of Nazareth - whose body is now missing. Due to the unusual nature of his crime (he was accused of being a king) the men decided to tease and mock the man and I regret to say that we put a crown of thorns on his head and a cloak around his shoulders. Now I am ashamed to say that we did tease and mock him as we continued to crucify him. The crucifixion was carried out as normal, with the nails and so on and so forth, during which time the men decided to roll dice to see who would win Jesus' cloak once he'd died. His death was reasonably quick, about six hours in all. I did check personally to see if he was dead and I can guarantee that was the case.



A couple of men then came, two Jewish men by the names of Joseph and Nicodemus. They came and took down the body of Jesus of Nazareth and took him to a tomb. It was at that point that myself and my second-in-command decided to guard the tomb. We have to guard it against tomb robbers, we have a lot of those around here and we had to guard it against the followers of Jesus, his disciples. We didn't want anybody interfering. So that's what we did. We stood guard all night. But, err, unfortunately during the night that was when the body disappeared... We fell asleep and that's when it happened.

Proof? Erm... the proof is that I, err, oh yes that's right, I remember now. The proof is that I fell asleep and I woke up and I saw some of the disciples (shady characters) running away with the body of Jesus. They'd rolled the stone away, obviously and they disappeared into the night over the hill. Yes...and I was so tired and my fellow officer was so tired, that we didn't give chase, I regret to say, and they stole his body and I went back to sleep.

5 mins (running total: 36 mins)	Witness statement 2 (Case book, page 11)	Where: Squad bases What: Squad teams return to base and watch Witness statement 2. Say: The police have interviewed a second witness and want the 'officers' to note any important information. At the end, explain that the interview was paused as Mary was too upset to continue. <i>Tip: Encourage pupils to take notes to help answer questions: What happened to Jesus on Friday? Did Jesus actually die?</i>
4 mins (running total: 40 mins)	Evidence A (Case book, page 10)	Where: Squad bases What: Whilst back at base, give each squad Evidence A. Say: The police station has received a piece of evidence relating to the case. Invite 'officers' to open the Evidence A pack and record their notes on page 10 of their case books. <i>Tip: Encourage collaboration and discussion. Does this evidence help to answer a key question?</i>
8 mins (running total: 48 mins)	Activity area 3 (In the lab, case book, pages 4-5, Fingerprinting, case book, pages 6-7, Crime scene search, case book, pages 8-9, Code-breaker, case book, pages 14-15)	Where: Activity stations What: Squad teams move to their third activity area and perform task. Assistant leaders lead activity in each activity area, ensuring that all pupils are aware of the key question(s) the activity will help to answer. Say: Invite 'officers' to move to third activity and try to answer a key question by following the instructions in their case book and of the assistant leaders. <i>Tip: Ensure that all pupils try to gather evidence to help support the answer to the key question(s) investigated.</i>
5 mins (running total: 53 mins)	Witness statement 3 (Case book, page 11)	Where: Squad bases What: Squad teams return to base and watch Witness statement 3. Say: The witness, Mary Magdalene, is ready to continue her interview. <i>Tip: Encourage pupils to take notes to help answer questions: Who entered the tomb? What has happened to the missing body?</i>
4 mins (running total: 57 mins)	Evidence B (Case book, page 10)	Where: Squad bases What: Whilst back at base, give each squad Evidence B. Say: The police station has received another piece of evidence relating to the case. Invite 'officers' to open the Evidence B pack and record their notes on page 10 of their case books. <i>Tip: Encourage collaboration and discussion. Does this evidence help to answer a key question?</i>
8 mins (running total: 65 mins)	Activity area 4 (In the lab, case book, pages 4-5, Fingerprinting, case book, pages 6-7, Crime scene search, case book, pages 8-9, Code-breaker, case book, pages 14-15)	Where: Activity stations What: Squad teams move to their fourth activity area and perform task. Assistant leaders lead activity in each activity area, ensuring that all pupils are aware of the key question(s) the activity will help to answer. Say: Invite 'officers' to move to their fourth activity and try to answer a key question by following the instructions in their case book and of the assistant leaders. <i>Tip: Ensure that all pupils try to gather evidence to help support the answer to the key question(s) investigated.</i>

10 mins (running total: 75 mins)	Police report (Case book, pages 12-13)	<p>Where: Squad bases</p> <p>What: Squad teams return to squad base and discuss their findings over the course of the session. ‘Officers’ complete the police report speech bubbles on pages 12-13 of their case books.</p> <p>Say: The ‘officers’ have undertaken all of the investigations, witness statements and evidence packs. It is now time to work as a squad to decide upon their answers to the four key questions and attempt to solve the case of the missing body.</p> <p>Tip: Encourage pupils to work collaboratively to answer all four key questions and note answers on pages 12-13 of their case books. Encourage pupils to use evidence from the activities, witness statements and the evidence packs to solve the case.</p>
10 mins (running total: 85 mins)	Conclusion	<p>Where: Squad bases</p> <p>What: Leader to receive feedback and conclusions from the squads and discuss answers to each of the four key questions. Say:</p> <p>What happened to Jesus on Friday? <i>Answer:</i> Jesus was put on trial and teased with a crown of thorns placed on his head and a cloak around his shoulders. He was nailed to a cross and his cloak gambled for. After he had died, he was taken down from the cross and placed in the tomb. Evidence from CRIME SCENE SEARCH: Cross, nails, hammer, dice, cloak, crown and sign. Evidence from WITNESS STATEMENTS: Roman guard and Mary Magdalene.</p> <p>Did Jesus actually die? <i>Answer:</i> Yes. Evidence from IN THE LAB: Tests 1 and 2 (clothes and blood). Evidence from WITNESS STATEMENTS: both the Roman guard and Mary Magdalene state that Jesus died.</p> <p>Who entered the tomb? <i>Answer:</i> Peter and Nicodemus. Evidence from FINGERPRINTING: Peter and Nicodemus’ prints found inside the tomb. Evidence from WITNESS STATEMENTS: Roman guard states Nicodemus took down the body and Mary Magdalene states Peter ran inside the tomb. EVIDENCE A states Peter went to visit the tomb.</p> <p>What happened to the missing body? <i>Answer:</i> Jesus’ body was not stolen or moved but raised from the dead. There is no body, because Jesus is no longer dead. Evidence from: CODE-BREAKER: the body was not stolen or moved. Evidence from WITNESS STATEMENT: Mary Magdalene states that she saw Jesus alive. Evidence from CRIME SCENE SEARCH: Mysterious footprints. Evidence from IN THE LAB: Footprints are ‘unknown’; do they belong to the angels? Evidence from EVIDENCE B: A religious leader attempted to bribe the Roman guard to lie about seeing the disciples steal the body and to deny seeing an angel.</p> <p>Tip: Encourage ‘officers’ to mark their own report as the answers are given – you may wish to award ‘bonus points’ for each piece of evidence given. Don’t expect all of the questions to be answered completely – praise good effort and attempted answers!</p>

Set-up plan – Squad bases

In addition to the four activity bases (IN THE LAB, FINGERPRINTING, CODE-BREAKER and CRIME SCENE SEARCH) there are FOUR squad bases.

Each squad will use their bases throughout the session in order to collaborate, take notes and discuss their findings.

It is from the squad bases that all witness statements, evidence packs and police reports will be written.

Per class you will need:

- | | | |
|-----------------|---------------------------------------|---------------------------------|
| • Four tables | • Four sharpeners and erasers | Squad, Blue Squad, Green squad) |
| • 32 chairs | • Four squad signs (Red Squad, Yellow | • Four sets of Evidence A |
| • 32 case books | | • Four sets of Evidence B |
| • 32 pencils | | |

Preparation (before the session):

Photocopy and staple 32 case books.

Create four sets each of Evidence A and B (see page 27).

Photocopy and create squad signs.

Tip: Always have extra case books and pencils just in case! Do you need to produce a large copy of the case book for anyone?



9	10

5 mins (running total: 90 mins)	Summary & dismissal	<p>Where: Squad bases</p> <p>What: Discuss relevance of the case to Christians and give out goody bags.</p> <p>Say: For Christians, this is not just a fun and exciting story but one that Christians believe to be true. Although we have made it into an exciting police case, Christians believe that Jesus is real, that theses events actually took place and that Jesus is still alive. This is what is celebrated at Easter time. Explain the goody bag and invite ‘officers’ to any Easter events that are upcoming. Dismiss the class.</p> <p><i>Tip: Ensure that you state ‘Christians believe...’ AVOID saying, ‘We believe...’ as this could cause offence and be inappropriate within a school context.</i></p>
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Programme – at a glance

10 mins (running total: 10 mins)	Introduction	5 mins (running total: 53 mins)	Witness statement 3
8 mins (running total: 18 mins)	Activity area 1	4 mins (running total: 57 mins)	Evidence B
5 mins (running total: 23 mins)	Witness statement 1	8 mins (running total: 65 mins)	Activity area 4
8 mins (running total: 31 mins)	Activity area 2	10 mins (running total: 75 mins)	Police report
5 mins (running total: 36 mins)	Witness statement 2	10 mins (running total: 85 mins)	Conclusion
4 mins (running total: 40 mins)	Evidence A	5 mins (running total: 90 mins)	Dismissal & goody bag
8 mins (running total: 48 mins)	Activity area 3	= 90 mins	

Set-up plan – In the lab

Each squad will visit the activity ‘IN THE LAB’ once over the course of the session.

When completing ‘IN THE LAB’ the ‘officers’ will work in pairs (maximum four pairs per squad) to undertake three very simple science experiments. Following the instructions on pages 4-5 of the case book, the ‘officers’ will investigate with three tests;

- Test A: whose grave clothes were found at the scene? (ANSWER: JESUS’)
Test B: is the blood sample from someone dead or alive? (ANSWER: DEAD)
Test C: what is the origin of a dust sample taken from the crime scene? (ANSWER: UNKNOWN).

Due to the nature of the activity, four clean petri dishes each containing three new strips of universal indicator paper (a pH indicator) will need to be replenished in between each squad. However, the rest of the equipment will remain throughout the session.

Per class you will need:

- Four test tube racks*
- 16 petri dishes
- 12 disposable droppers
- Eight disposable aprons
- Eight pairs of safety glasses*
- One beaker of white vinegar (Liquid A)
- One beaker of distilled water (*found in supermarkets*) (Liquid B)
- One beaker of tap water (Liquid C)
- 36 strips of universal indicator paper pH 1-11 (UIP)
- Eight pairs of disposable gloves

12 test tubes (four labelled ‘A’, four labelled ‘B’ and four labelled ‘C’)

*it may be possible to borrow these from a local school

Preparation (before the session):

- Label test tubes (four each of ‘A’, ‘B’ and ‘C’).
- Label the disposable droppers (four each of ‘A’, ‘B’ and ‘C’).
- Half fill the four ‘A’ test tubes with white vinegar.
- Half fill the four ‘B’ test tubes with distilled water.
- Half fill the four ‘C’ test tubes with tap water.
- Put three individual strips of UIP into each of the 16 clean petri dishes.

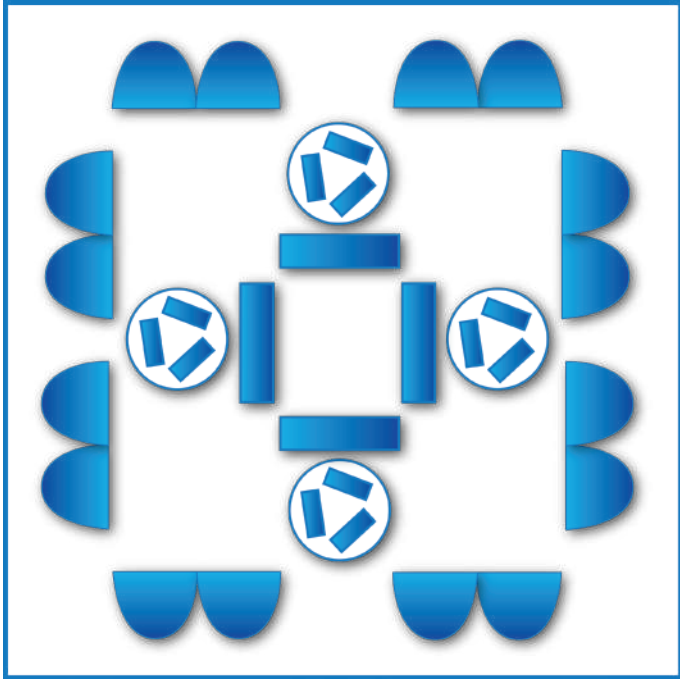
Tip: You may wish to have TWO sets of test tubes and droppers labelled in case of breakages or cross-contamination!

Safety measures are in place as a precaution, but the chemicals are everyday items and should be relatively harmless.

5	6
7	8

1	2
3	4

Set up activity table as follows:



Key:



Test tube rack containing: Test tube A and dropper A, Test tube B and dropper B, Test tube C and dropper C (all pre-filled).



Petri dish containing three strips of UIP
 (NOTE: this needs to be replaced with a clean set per SQUAD)



Safety glasses AND one pair of disposable gloves
 (NOTE: one disposable apron on the back of each chair)

Set-up plan – Fingerprinting

Each squad will visit the activity ‘FINGERPRINTING’ once over the course of the session.

When completing ‘FINGERPRINTING’ the ‘officers’ will work in pairs (maximum four pairs per squad) to study TWO sets of fingerprints found inside the tomb as well as their own.

Following the instructions on pages 6-7 of the case book, the ‘officers’ will discover the three main shapes (arch, loop and whorl) as well as study Fingerprint A and Fingerprint B closely to find out to whom they belong (ANSWERS: NICODEMUS and PETER).

Per class you will need:

- Eight magnifying glasses*
- Four sets of Fingerprint A (laminated if possible)
- One pack of baby wipes
- Four ink pads
- Four sets of Fingerprint B (laminated if possible)
- One wash bowl and paper towels (a separate area is best)

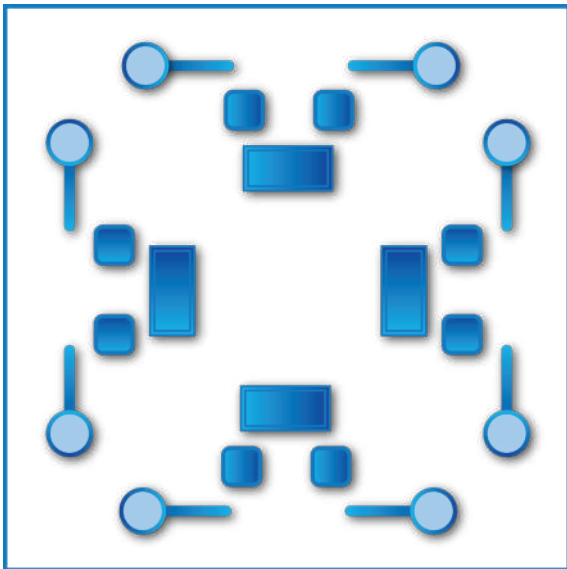
*it may be possible to borrow these from a local school

Preparation (before the session):

Print and laminate four sets of Fingerprint A.

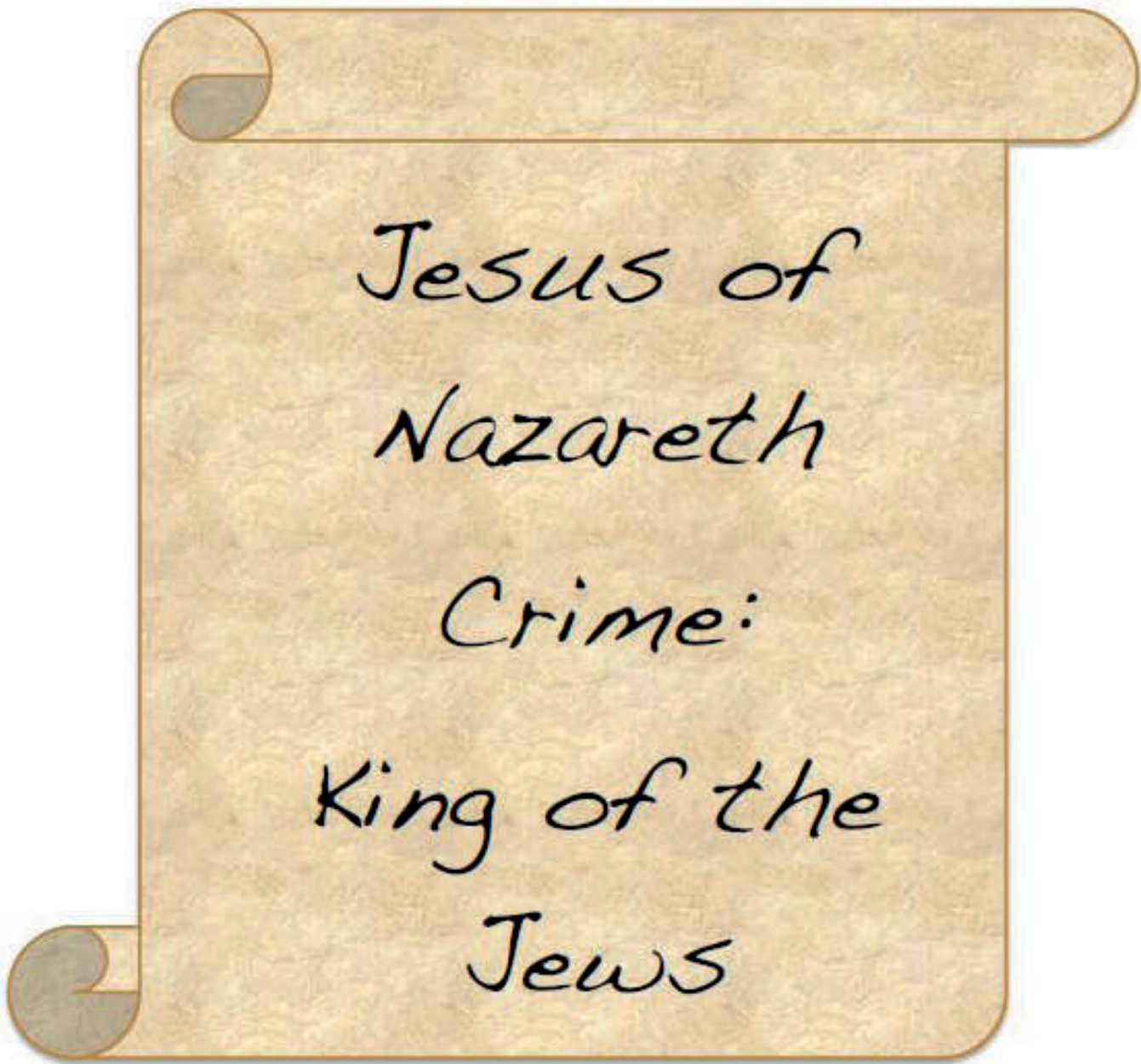
Print and laminate four sets of Fingerprint B.

Set up activity table as follows:



Key:

-  Magnifying Glass  Fingerprint A and B  Ink pad





Set-up plan – Code-breaker

Each squad will visit the activity ‘CODE-BREAKER’ once over the course of the session.

When completing ‘CODE-BREAKER’ the ‘officers’ will work in pairs (maximum four pairs per squad) to study TWO coded messages that have come in to the police station.

Following the instructions on pages 14-15 of the case book, the ‘officers’ will discover two clues to help to identify what has happened to Jesus’ body (ANSWER: NOT STOLEN and NOT MOVED).

Per *class* you will need:

- Four code wheels (see below)
- Four split pins

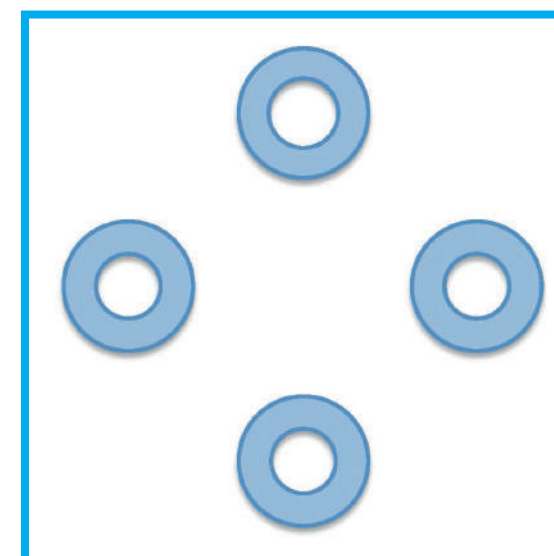
Preparation (before the session):

Print and make four code wheels.

To make code wheel: Photocopy code wheel template onto card and cut out. If you are using your own template, write each letter of the alphabet in order in each box, ensuring that ‘A’ is placed in the box with the arrow and that you write clockwise.

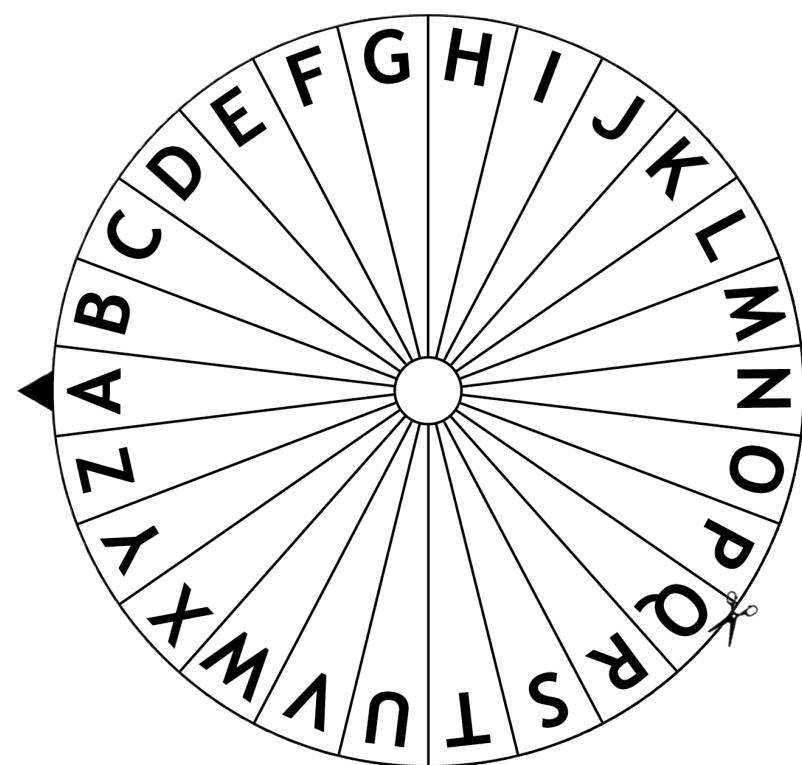
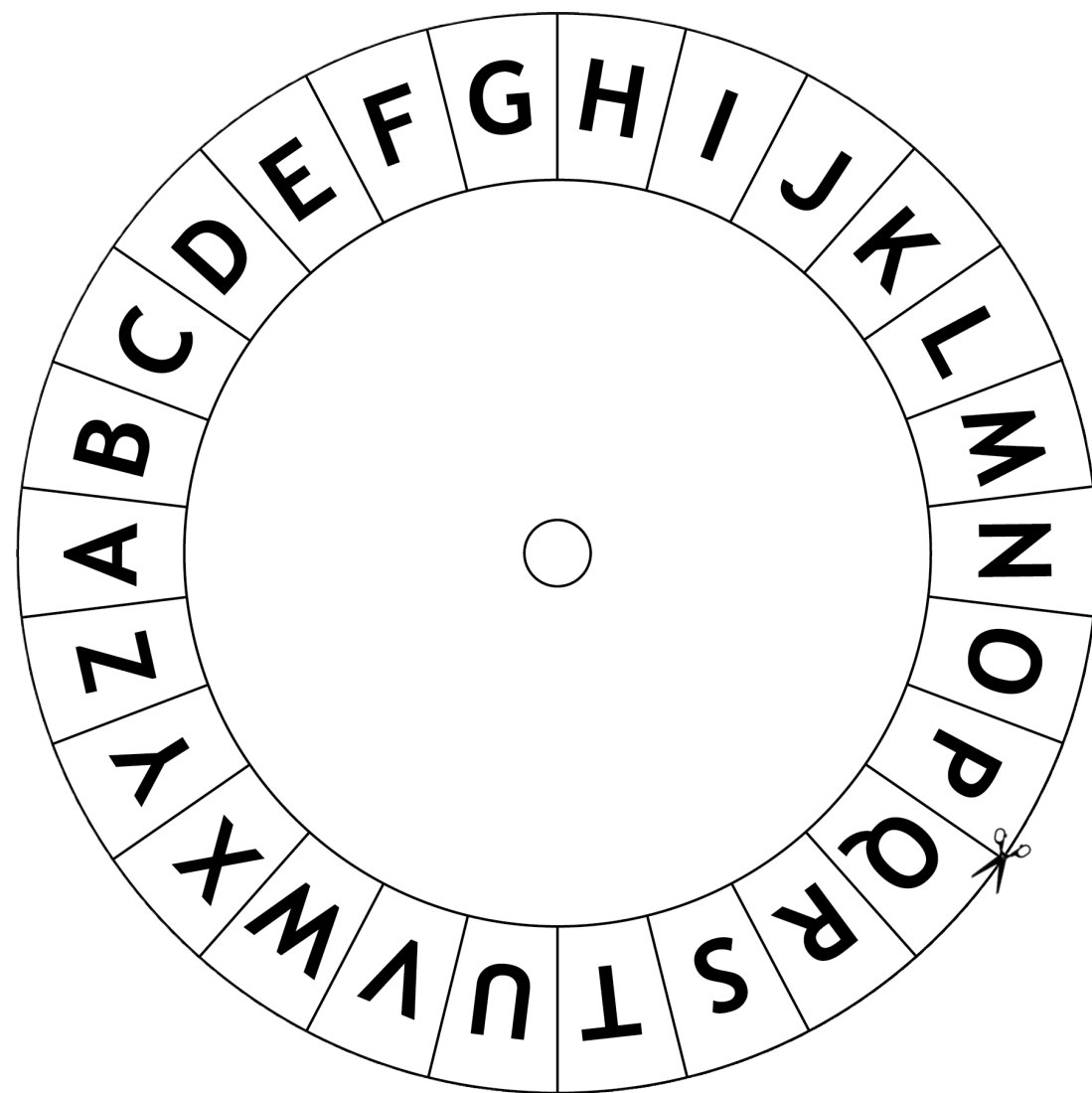
Once copied, push and attach split pin through the centre of the disks so that the smaller wheel rotates in the centre of the large disk.

Set up activity table as follows:



Key:





Set-up plan – Crime scene search

Each squad will visit the activity ‘CRIME SCENE SEARCH’ once over the course of the session.

When completing ‘CRIME SCENE SEARCH’ the ‘officers’ will carefully enter the crime scene in order to make careful notes of the items found and the positioning of objects as clues.

Following the instructions on pages 8-9 of the case book, the ‘officers’ will discover clues to help to identify what happened to Jesus on Friday and what has happened to the missing body (ANSWERS: CROSS, NAILS, HAMMER, SIGN = HUNG ON CROSS. CLOAK, CROWN AND DICE = TEASED BEFORE DEATH. JAR, FOLDED CLOTHES, DUSTY FOOTPRINTS = JESUS RAISED FROM DEAD, ANGEL PRESENCE).

Per class you will need:

- One large wooden cross
- Four long nails
- One hammer
- One sign (laminated)
- Eight clipboards*
- One red cloak/material
- One crown of thorns (made of twigs)
- One canopy/tent (tomb)
- One long, low table (bed)
- One set of 1-10 card markers
- One folded white cloth
- Two footprints (glitter)
- Four dice
- One earthenware jar
- ‘Crime scene’ tape

*it may be possible to borrow these from a local school

Preparation (before the session):

Photocopy and cut out footprint stencil template and sign for cross.

Photocopy and make numbered marker cards (numbered 1-10).

Set up crime scene, positioning: A) cross, hammer, sign and nails close together; B) cloak, dice and crown of thorns close together; C) jar ‘knocked over’ outside tomb; D) folded grave clothes on low covered table (bed) and two glittery footprints at foot of bed on floor inside the ‘tomb’.

Place numbered marker cards beside each item, ensuring ‘number 1’ is placed beside folded grave clothes as per the example in the case book.

Enclose crime scene with ‘crime scene’ tape.

