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| **Strands** | The Bible and Christian Belief; the Story of the Church | | | |
| **Stage of Development** | Early Childhood (Years K-2) | **Created** May 2021 | | **Review** 2025 |
| **Aim** | This unit considers the events leading up to the crucifixion and resurrection. This unit helps students put the Easter events in order and understand how Lent, Palm Sunday and Easter fit together. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * Jesus is fully God and fully man * The Gospels tell us about the life, death and resurrection of Jesus * The importance of Easter and Holy Week to Christians * Important Easter symbols and traditions | | **Religious Studies Skills & Virtues**   * Critical thinking * Concept Cracking * Faith | |
| **Resources** | The Jesus Storybook Bible, Sally Lloyd-Jones | | This Bible has beautiful illustrations and considerable effort has been put into developing each story so Children can understand the meaning. | | |
| The Beginner’s Bible, Candle Books | | This is a very simple Bible great for younger students. | | |
| Bible Gateway [www.biblegateway.com](http://www.biblegateway.com) | | This website allows you to look up Bible passages. It has different translations. You can change the translation to find translations that are more appropriate for Children and easier to understand e.g. New Living Translation. | | |
|  | RE:Quest [www.request.org.uk](http://www.request.org.uk/) | | This website has been developed by an agency of the Anglican church in the UK and has great videos of key Bible stories. | | |
|  | A Prayer Book for Australia [APBA] | | Readings and prayers from Ash Wednesday to Easter Day pages 481 - 505 | | |
|  | ASC video on Christian festivals | | This is a short 3-minute video, available on the ASC website that outlines the Christian festivals of Easter and Christmas. | | |

| **Lesson** | | **Key Questions** | **Lesson Activity Ideas** | | **Resources** |
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| **1** | Jesus the Saviour | What do you know about Jesus?  What does Christ (Jesus’ name) mean? | 15min  5min  5min  20min | Game: Stand the students in two concentric circles. Each student should have a partner. Ask the students to go around the circle and ask their partner who is in their family and what their favourite food is. Ring a bell or make a noise when it is time for the students to move on (NB: it’s easier if the students in the outer circle move one place in a clockwise direction).  Discuss: How we find out things about people and events. Ask the students what they know about Jesus. Show the students a Bible and show students the Gospels and explain that these are stories/reports about Jesus, then show a Children’s Bible and ask students what they know about some of the stories as you flick through.  Discuss: Ask the students if they know what their name means. Share what your name means. Tell the students that in the ancient world name meanings were very significant. Ask the students if anyone knows what ‘Christ’ means. Explain that ‘Christ’ means anointed one/saviour and unpack what this might mean.  Read a shorted version of Charlotte’s Web or another children’s story where a character is saved from someone or something. Unpack what the word saviour means. | Bell/open space  Bible  Whiteboard   * What do you know? * What questions do you have? * What would you like to know?   Picture book of Charlotte’s Web or another children’s story. |
| 2 | Lent | What happened to Jesus in the desert?  Did Jesus trust God?  Why is Lent a time of reflection for Christians? | 20min  10min  10min  5min | Game: Design a small obstacle course. Give each student a partner. Blindfold one student. The blindfolded student must trust the student with vision to guide them along the obstacle course. Discuss with the students’ reasons why we struggle to trust God.  Read: the story of Jesus in the desert going without water in a Children’s Bible (Matt 4:1-11). Discuss how Jesus was getting ready for doing God’s work and fasting was preparing him to focus on what was important.  Explain to the students why Christians might participate in Lent. (When we give up the luxuries of life, we focus on what is really important and this is what Jesus was doing. Focusing on God for all things.) Students identify things they could give up / take on during Lent – share or list.  As a class, write a prayer that the class can use each day during Lent, to remind them to think about God. | small obstacle course, blindfold  If the Church Year Unit has already been studied, remind students Lent is one of those “preparation” times |
| **3** | Palm Sunday | What is the story of Palm Sunday about?  What does Hosanna mean?  Why did Jesus ride on a donkey?  Who do the crowds think Jesus is? | 10min  10min  15min  10min | Game: set up a small tub with plastic animals it. You could also fill the tub with water. Provide students with a pair of tongs and ask them to rescue/save the animals. Ask the students again what it means to save someone/something.  Read the story of Palm Sunday from a Children’s Bible (Matthew 21: 1-11). You may like to bring some props to the lessons to help you tell the story e.g. toy donkey, palm branches. Discuss the significance of the different elements of the story. Including: the donkey, the palm branches and the crowds calling out ‘Hosanna, Son of David!’  Activity: students make palm branches out of paper and discuss why they are being waved.  Activity: students use their palm branches to act out the story while the teacher reads it a second time. If you have access to other props use these in the re-telling of the story. | Plastic tub, plastic animals, tongs  Children’s Bible  APBA page 494  Worksheet: Palm leaf template  Green paper  Scissors  Optional pipe cleaners (or sticks), sticky tape and paperclips  You could also show students palm crosses. |
| **4** | Maundy Thursday | What happened at the Last supper?  Why is Communion significant for Christians?  Why did Jesus wash the disciples’ feet? | 5min  10min  15min  15min | Share: Ask the students to recall special meals they have shared with their family e.g. a Birthday. Explain that we are about to read, is the story of a special meal Jesus had with his friends the night before he died on the cross.  Read to students the story of Holy or Maundy Thursday, the Last Supper from a Children’s Bible (John 13:1-29).   * recall special mealtimes, and how the Passover was special for the Jewish people * Discuss why Christians see Communion, the Eucharist, Mass, as a meal of special significance. * discuss what it was like to wash someone’s feet – why do you think Jesus did this? What does it mean to have your feet washed by Jesus? Can Jesus wash our feet?   Washing activity: Students could wash toys and talk about why we wash things or students could wash each other’s feet. Alternatively ask the Chaplain to join in and celebrate a class Communion.  Worksheet: Maundy Thursday | APBA page 497  Children’s Bible  [Teacher](https://request.org.uk/festivals/holy-week-and-easter/maundy-thursday-in-the-church/) Resource on Maundy Thursday  APBA pages 128-129 or page 140  Resources required depends on activity selected.  Worksheet: Maundy Thursday |
| **5** | Good Friday | What happened to Jesus on Good Friday?  Why do Christians celebrate Good Friday?  What does the cross mean to Christians? | 10min  10min  10min  10min  5min | Watch: The Tale of the Three Trees (6 min) Discuss with the students why the third tree ‘points people to God’.  Read: The Good Friday story in a Children’s Bible (Matt 26-27, Mark 14-15, Luke 22-23, John 18-19). Get a couple of students to re-tell the story in their own words.  Activity: ask the students to draw their favourite emoji and talk about what it stands for. Discuss why the cross is an important symbol for Christians.  Reflection: Draw a labyrinth on the floor with chalk and ask students to walk the labyrinth in silence. Labyrinths were historically included in the grounds of Christian Cathedrals to symbolise ‘the long winding path to salvation’. Just as Jesus’ path involved great suffering so can ours. You could include a picture of the cross at the centre of the labyrinth for students to reflect on.  Discuss the symbolism of the cross on the hot cross buns – eat!  Extension: Talk about why the colour is different in the Chapel and why crosses and pictures might be covered up. | Story: [The Tale of the Tall Trees](https://people.howstuffworks.com/culture-traditions/holidays-christmas/christmas-tree-stories4.htm)  Video: [The Tale of the Tall Trees](https://www.youtube.com/watch?v=DjlOViJlM3U)  Children’s Bible  APBA page 498-500  Paper  [Teacher resource](https://request.org.uk/festivals/holy-week-and-easter/good-friday/)  Hot cross buns |
| **6** | Easter Day | Why do Christians celebrate new life on Easter Sunday?  Why do we have Easter Eggs at Easter? | 10min  20min  15min | Read: the Easter Sunday story from a Children’s Bible (Matt 28:1-10, Mark 16:1-10, Luke 24:1-11, John 20:1-29). Ask the students to re-tell this story in their own words.  Worksheet: Timeline for Holy Week. This activity should help you summarise the unit.  Activity: students paint hollow / hard boiled eggs with bright decorations or use the egg template and ask the students to decorate with bright colours. Discuss the symbolism of the egg and Easter Sunday (i.e. new life).  Extension: Talk about the Paschal Candle in the Chapel – “The light of Christ.”  Complete the Easter Story Word search | Children’s Bible  APBA page 501 - 505  Worksheet: Holy Week Timeline  Worksheet: Egg Template |