

Alleluia – He is Risen!

In this unit students develop their understanding of the seasons of Lent and Easter. They explore how they grow closer to God and others during Lent, especially through a commitment to the Lenten practices of fasting, prayer and almsgiving. Students examine the symbols, stories and celebrations of Easter. They participate in a liturgy which recalls and celebrates the death and resurrection of Jesus Christ as the gift of hope.

DOCTRINAL FOCUS

In planning to teach this unit the following references from the Catechism of the Catholic Church and the Compendium of the Catechism of the Catholic Church are recommended:

#1 God, infinitely perfect and blessed in himself, in a plan of sheer goodness, freely created man to make him share in his own blessed life. For this reason, at every time and in every place, God draws close to man. He calls man to seek him, to know him, to love him with all his strength.

(See *Compendium #9 What is the full and definitive stage of God's revelation?*)

#1091 In the liturgy the Holy Spirit is teacher of the faith of the People of God and artisan of 'God's masterpieces', the sacraments of the New Covenant. The desire and work of the Spirit in the heart of the Church is that we may live from the life of the risen Christ.

(See *Compendium #223 How does the Holy Spirit work in the liturgy of the Church?*)

#1589 'We must begin by purifying ourselves before purifying others; we must be instructed to be able to instruct, become light to illuminate, draw close to God to bring him close to others' (*St Gregory of Nazianzus*).

(See *Compendium #533 What is the greatest human desire?*)

SPIRITUAL REFLECTION FOR TEACHERS

The very first statement of the Catechism points to what the whole volume in one way or another is all about: 'sharing the life of God' and how God draws close to human beings. Reflect on an experience of intimacy with God.

The point of the seasons of the Church year and the liturgy of the Church is that we should 'live from the life of the Risen Christ' and become closer to him. How can I as the religious leader of my class use this period of Lent/Easter to know Jesus Christ better so as to 'live from his life'?

In what ways will prayer, fasting and giving figure in my own living during Lent and in my class program?

In what ways will praise, feasting and 'building the kingdom of God' feature in the Easter season in my classroom?

LINKS WITH STUDENTS' EXPERIENCES

In an individualistic society sacrifice may be a difficult concept to grasp. Family life is one context in which students at this level may have developed an understanding of sacrifice. *What are students' experiences, stories and understandings of sacrifice? Is*

sacrifice understood as something that brings good and life or as something that is irrelevant or even destructive?

Students are developing a more complex understanding of practices and traditions connected to Lent and Easter. *How do they experience hope, and how do they connect the Easter symbols, stories and rituals with the experience of hope? Can students recognise new growth out of death in the natural world, and make connections with the Easter experience?*

EXPLANATION OF SCRIPTURE

Mt 6: 1–18 Deeds of Loving Kindness, Prayer and Fasting

The Sermon on the Mount is the setting for these verses from Matthew. The mount represents Mount Sinai, the mountain where God gave Moses the law. Matthew is probably writing for a community made up of both originally Jewish and originally Gentile Christians. He wants both to assure the originally Jewish Christians that Jesus Christ is in continuity with Judaism, and also to assure the originally Gentile Christians that they are not locked into Judaism in a way that makes them second rate Christians to those of Jewish heritage. Matthew presents Jesus Christ as another Moses, but Jesus Christ transcends Moses. Jesus Christ is the new law-giver, he gives an authoritative interpretation of the Law.

These deeds of loving kindness reflect the Jewish priorities of Matthew's community. Almsgiving, prayer and fasting – these are things we do in Lent, and hopefully all year round. But the distinction Jesus and Matthew make is that they are better done quietly without a lot of fuss. They are part of life. One could see them as natural virtues that are good for society, the community and the individual.

Prayer and meditation are well-known traditions of holiness, health and wholeness that should be nurtured in children.

Mt 28: 1–10 The Empty Tomb, the Angel's Message

Matthew places his account of the Resurrection after the account of the indignity and seeming finality of Jesus Christ's death. In Chapter 27: 62–65 Matthew describes the human efforts to control and contain the work of God. The sepulchre is sealed and guards are placed to secure against the possible fraud of Jesus Christ's followers.

Matthew's account of the Resurrection is a rich theophany (revelation of God). The power of God is illustrated in the earthquake, the stone rolled away and the shocked reactions of the guards. The angel reminds us of Jesus Christ's transfiguration when his clothes and face shone brighter than any earthly bleach. Dressed in white, sitting on the stone, this messenger is a herald of victory: God's victory over evil, death and human efforts to control. For those who believe, Jesus Christ's Resurrection ushers in the reign of God on earth. Jesus Christ triumphs and is vindicated at last – hope has returned. The angel's message is one which brings wonder, joy, awe and fear. However, far from being debilitating, this fear energises. The women are commanded not to be afraid but to go quickly and tell the disciples. The emphasis here is on the word 'quickly'. Do not hesitate in bringing this great news to others: Jesus Christ is Risen!

The appearance of the risen Jesus to the women first is surprising. The testimony of women did not count in law courts of the time. The message Jesus gives them is comforting: 'Peace be with you ... Do not be afraid'. Then Jesus instructs them to tell the men to return to Galilee where they will find him. Despite their legal status, the women are faithful witnesses to the risen Christ: They have seen him die and watched him get buried. They have kept vigil at his tomb. They have seen his empty tomb and in this scene they see the resurrected Christ.

John 20:19-29 Jesus Appears to the Disciples

This account of a post-resurrection appearance of Christ takes place on the evening of the resurrection day: the first day of the week. Jesus does not *enter* the room where his frightened disciples are gathered but '*came and stood among them*'. The mode of his presence to his disciples has changed from the previous ordinary familiar relationship he has shared with the disciples. He is 'other' but is no less real. His greeting, completely free from recrimination or blame, fills them with joy and his spirit breathed into them will enable them to go out as witnesses to everything they have seen and heard. Thomas's human need to see and touch the Risen Jesus culminates in his great act of faith in Jesus Christ, the Word made flesh: 'My Lord and my God'.

Luke 24:36-43 Jesus Appears to the Disciples

This is another account of Jesus' post resurrection appearances. It complements the excerpt from John by stressing the humanity of the risen Lord as he appears to the disciples who fear that he is a ghost. Jesus appeals to the most basic of the senses, touch, inviting his friends to reassure themselves of his presence and reality. To make his bodily presence even more concrete (ghosts don't eat !) he asks for and eats a portion of food.

POSSIBILITIES FOR PRAYER AND WORSHIP

- Decorate the prayer place in purple, with a Cross, bowl of ashes, candle and Bible on the table.
- As a class, celebrate a structured Liturgy of the Word based on the gospel reading for the coming Sunday. During Lent, introduce the gospel with an acclamation such as 'Glory and praise to you, Word of God, Lord Jesus Christ!' During the Easter season, introduce the gospel with a sung 'Alleluia', e.g. 'Alleluia, We Will Listen', or 'Alleluia Ch-Ch' (Paul Inwood, *Children At Heart*, OCP Publications). Ask a student to hold the Bible high during the singing of the acclamation.
- Find pictures to accompany the scriptural *Stations of the Cross* below. Using the suggested gospel passages, pray the scriptural *Stations of the Cross* during Lent. You may wish to pray two or three stations each week.

1. Jesus Christ in the Garden of Gethsemane	<i>Mt 25: 36–41</i>
2. Jesus Christ, Betrayed by Judas, is Arrested	<i>Mk 14: 43–46</i>
3. Jesus Christ is Condemned by the Sanhedrin	<i>Lk 22: 66–71</i>
4. Jesus Christ is Denied by Peter	<i>Mt 26: 69–75</i>
5. Jesus Christ is Judged by Pilate	<i>Mk 15: 1–5, 15</i>
6. Jesus Christ is Scourged and Crowned with Thorns	<i>Jn 19: 1–3</i>
7. Jesus Christ Bears the Cross	<i>Jn 19: 6, 15–17</i>
8. Jesus Christ is Helped by Simon to Carry the Cross	<i>Mk 15: 21</i>
9. Jesus Christ Meets the Women of Jerusalem	<i>Lk 23: 27–31</i>
10. Jesus Christ is Crucified	<i>Lk 23: 33–34</i>
11. Jesus Christ Promises His Kingdom to the Good Thief	<i>Lk 23: 39–43</i>
12. Jesus Christ Speaks to His Mother and the Disciple	<i>Jn 19: 25–27</i>
13. Jesus Christ Dies on the Cross	<i>Lk 23: 44–46</i>
14. Jesus Christ is Placed in the Tomb	<i>Mt 27: 57–60</i>

- Introduce the practice of *Lectio Divina* using the gospel story in *KWL*, 2nd edn, Year 4, Chapter 5, p. 39 (Mt 28: 1–8). Read the passage slowly. Ask the students to focus on one word or short phrase from the gospel. Invite them to close their eyes and meditate on that particular word or phrase for at least one minute (in silence). Slowly read the gospel again. If it helps the class, have some very quiet, reflective music playing in the background.
- Celebrate a Liturgy of the Word prepared by a class group for morning prayer during the Easter season. This may involve prayerfully listening to a passage from Scripture, singing a song, or praying some intercessions. One style is found in *Children's Daily Prayer Under the Southern Cross* by Elizabeth McMahon Jeep and Sr Margaret Smith SGS.
- Participate in a class liturgy that gives thanks for the many people who share the good news of Jesus Christ with others, e.g. each student's family; St Vincent de Paul Society; the catechists of the parish; those who take communion to the sick, etc. Invite family and representatives from the parish to your liturgy.
 - Reading: 1 Cor 12: 4–6,11.
 - Students read prayers giving thanks for the many gifts and acts of service in the parish that help proclaim the Good News.
 - All sing 'Though We Are Many/Make Us A Sign' (Bernadette Farrell, *Share the Light*, OCP Publications).
 - End with a Rite of Dismissal.

Related Chapters – *KWL*, 2nd edn, Year 4: Chapter 5, Coming Closer to God Through Lent and Easter.

Faith concepts: remembering, sacrifice, practice, resurrection, hope, seasons, story.

Seeking understanding:

How can we grow closer to God during Lent?

How is the Easter story a story of hope?

Understandings:

During Lent Christians grow closer to God and others through prayer, fasting and almsgiving.

Easter is a time to remember and celebrate when Jesus Christ died and rose from the dead.

The greatest event in the Church’s year is Easter.

The death and resurrection of Jesus Christ is a gift of hope.

Christians can bring hope to the world.

Unit specific learning:

Students will learn about	Students will learn to	Students will undertake to
<i>Knowledge and Understanding</i>	<i>Reasoning & Responding</i>	<i>Personal & Communal Engagement</i>
<ul style="list-style-type: none"> • The Lenten practices of fasting, prayer and almsgiving as they are expressed in Scripture and in the Catholic tradition, and their application to contemporary living. • The main seasons of the Church’s liturgical calendar: Advent, Christmas, Lent, Easter and Ordinary Time. • The liturgical events leading up to Easter Sunday: Palm Sunday, Holy Week, Triduum (Holy Thursday, Good Friday, Easter Vigil, Easter Sunday). • Images of hope in the Easter scripture texts, e.g. the empty tomb, the Cross, 	<ul style="list-style-type: none"> • Decide how to incorporate the practices of fasting, prayer and almsgiving into their own living and into the life of the class during Lent. • Identify what they have learned about themselves, and how they have grown during Lent. • Use a Lenten journal as a way of reflecting on feelings, thinking and spiritual growth throughout Lent. • Express their ideas, beliefs and thinking about the stories of the empty tomb. 	<ul style="list-style-type: none"> • Plan and carry out a classroom Lenten project that involves praying, fasting or almsgiving. • Prepare and celebrate an Easter liturgy.

<p>dawn, the first day of the week.</p> <ul style="list-style-type: none"> • The characters in the account of the empty tomb (Mt 28: 1–8) and their responses to the empty tomb. • Differences and similarities in the appearance accounts in Luke’s and John’s Gospels. • The symbols of the Easter liturgy and the ways in which they express Christian hope: darkness and light; the Paschal candle; oil of crism; waters of baptism; white robes of baptism. 		
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PHASES OF STUDENT INQUIRY

<p style="text-align: center;">Additional Reading for Teachers</p>	<p style="text-align: center;">Orientation to Inquiry <i>What do students already know, think or feel in relation to the topic? What are students’ questions about the topic? What experiences and reflections can we offer students to become engaged with the topic?</i></p>	<p style="text-align: center;">Assessment: for learning, as learning, of learning</p>
<p>Purple or violet is the liturgical colour used during Lent as a symbol of penance and sorrow.</p> <p>Ash Wednesday is the first day of the Lenten season. When we go to Mass on Ash Wednesday the priest will make a sign of the Cross on our foreheads with ashes. Ashes are used as a reminder that we will all die. But the Cross is the sign of Jesus Christ’s victory over death. We, his followers, will both die and rise with him. The words said as ashes are signed on our foreheads are: <i>‘Remember you are dust and unto dust you shall return’</i> or</p>	<p>Shared Experience Introduce the Season of Lent by:</p> <ul style="list-style-type: none"> – Changing the prayer cloth to purple. – Placing symbols such as a bowl of ashes or a Cross on the prayer table. – Acknowledging that the word ‘Alleluia’ is not used in liturgies during Lent. This may be done by printing the letters of the word Alleluia onto cards and putting these out of view or ‘asleep’ until 	

<p><i>'Turn away from sin and be faithful to the gospel.'</i></p> <p>Ashes were also used in the early Church by people who had separated themselves from the Church by serious sins and were seeking to return.</p> <p>Alleluia was a Hebrew cry of praise to God, 'Praise the Lord'. It was used at times of prayer and worship in the Temple. In each liturgical season other than Lent it is used before the reading of the gospel. During Lent Alleluia is never sung or said. The gospel is greeted with the words <i>'Praise and honour to You, Lord Jesus Christ'</i>, or one of the other acclamations set for Lent. The Alleluia rings out again at the first Mass of Easter to greet the gospel reading of the resurrection of Jesus Christ.</p>	<p>Easter Sunday.</p>							
	<ul style="list-style-type: none"> • Data Chart Students reflect individually on the questions contained in the data chart. Collate responses onto a large class chart. During the unit add new understandings to the chart. <table border="1" data-bbox="833 1157 1413 1396"> <tr> <td data-bbox="833 1157 1019 1361"> <p>What do we know about Lent?</p> </td> <td data-bbox="1019 1157 1205 1361"> <p>What do we want to find out about Lent?</p> </td> <td data-bbox="1205 1157 1413 1361"> <p>How can we find out about what we want to investigate further?</p> </td> </tr> <tr> <td data-bbox="833 1361 1019 1396"></td> <td data-bbox="1019 1361 1205 1396"></td> <td data-bbox="1205 1361 1413 1396"></td> </tr> </table>	<p>What do we know about Lent?</p>	<p>What do we want to find out about Lent?</p>	<p>How can we find out about what we want to investigate further?</p>				<p>Assessment for Learning This task will indicate students' prior knowledge of the Season of Lent.</p>
<p>What do we know about Lent?</p>	<p>What do we want to find out about Lent?</p>	<p>How can we find out about what we want to investigate further?</p>						

<p>During the season of Lent Christians are encouraged to prepare for Easter through prayer, fasting (especially on Ash Wednesday and Good Friday) and almsgiving (service to others).</p> <p>All through Lent, parishes and schools often participate in Penance services and celebrate the sacrament of Reconciliation. Repentance – being sorry for sin – and reconciliation – the restoration of right relationship with God – are especially emphasised in Lent.</p>	<ul style="list-style-type: none"> • Brainstorm Individually students answer the inquiry question ‘How can we become closer to God during Lent?’ They record responses in a journal. <p>Students read <i>KWL</i>, 2nd edn, Year 4, Chapter 5, p. 37, and in small groups brainstorm their ideas about and experiences of:</p> <ul style="list-style-type: none"> – fasting – praying – almsgiving 	<p>Assessment of Learning This task will assess knowledge of Lenten practices.</p>
<p>Another special focus of Lent is the last stages of the preparation of adults and children for baptism at Easter. All over the world people are preparing to enter the Church at Easter. Perhaps some people in the parish or school are preparing also. At Easter time all of us renew our baptismal promises and are sprinkled with water as a reminder of our baptism, so during Lent it is good to review what baptism means for Catholics and to pray for the catechumens who are preparing for it.</p>		
<p>Additional Reading for Teachers</p>	<p>Development <i>What experiences and religious texts will provide new learning for students? What skills will students need in order to work with these resources? What strategies and tools will enable students to think and reflect on these experiences and texts? How will students process their thinking and learning?</i></p>	<p>Assessment: for learning, as learning, of learning</p>
	<ul style="list-style-type: none"> • Lenten Practices: Unpacking Scripture 	<p>Assessment of Learning This task will assess students’ comprehension</p>

	<p>Provide students with copies of the scripture passages below:</p> <ul style="list-style-type: none"> – Mt 6: 1–4 – Mt 6: 5–8 – Mt 6: 16–18 <p>In small groups students underline unknown words from the passage and find their meanings using a biblical dictionary. Reread the passage to gain further understanding. Each group reports back to the class answering the following questions:</p> <ul style="list-style-type: none"> – What is Jesus talking about? – What does this mean for me today? 	<p>of the practices of fasting, almsgiving and prayer as they are described in Matthew.</p>
<p><i>Project Compassion</i> is one way students can grasp the corporate meaning of Lent as a time when <i>all</i> Catholics join together in a common commitment to prayer, penance and giving.</p>	<ul style="list-style-type: none"> • Journal Read <i>KWL</i>, 2nd edn, Year 4, Chapter 5, pp. 36–37. Discuss the connection between fasting, praying and almsgiving. For example, we do without and provide for the poor and pray for others and ourselves. Students relate these practices to their own lives through reflection in the Lenten Journal by completing the following sentences: <ul style="list-style-type: none"> – I can fast this Lent by ... so that ... – I can pray this Lent by ... so that ... – I can give this Lent by ... so that ... <p>For example:</p>	<p>Assessment of Learning This journal will indicate students' understanding of Lenten practices, and how students relate these to their own lives.</p>

	<p><i>I can fast this Lent by not buying sweets once a week, so that I can put the money in the Project Compassion box.</i></p> <p><i>I can pray this Lent by reading and praying for the people in the Caritas profiles so that I can feel care and compassion for others.</i></p>	
	<ul style="list-style-type: none"> • Personal Lenten Pledges and Prayer Using their journal entries as a prompt, students complete a Lenten pledge incorporating fasting, praying and almsgiving. These can then be incorporated into the daily prayer routine. • Classroom Lenten Project Having discussed the concepts of praying, fasting and giving alms, decide as a class on a Lenten Project, such as: <ul style="list-style-type: none"> – Project Compassion – Visitations – Prayer Commitment 	

<p>At Easter the Church celebrates the resurrection of Jesus Christ. Easter is the most significant season in the Christian liturgical calendar. It celebrates the Christian belief that even the most violent and destructive expressions of human sinfulness cannot destroy God's love and activity in the world.</p> <p>In the northern hemisphere Easter coincides with springtime, so the season itself became a sign of the new life celebrated in the Liturgy of the Church. Many of the popular (and now commercialised) signs of Easter come from the fact that it was a springtime feast in Europe. This is where the idea of the Easter egg originated: just as an apparently lifeless object (the egg) contains new life (the chick) so Jesus Christ comes forth from the tomb. The Easter egg can be a good reminder of what Easter is all about when we know its real meaning.</p> <p>Holy Week or Passion Week leads up to Easter. It begins on Palm Sunday, which is also called Passion Sunday, as Catholics focus on the Passion of Jesus Christ as well as the triumphant entry into Jerusalem. During this week extra prayer and efforts to remember fasting and giving are made, and at the Mass the events of the last week of Jesus Christ are read in the gospels.</p>	<ul style="list-style-type: none"> • Easter Investigation In pairs students explore the season of Easter by investigating one of the following questions: <ul style="list-style-type: none"> – How is Ash Wednesday connected to Easter Sunday? – What are the main events leading up to Easter? – Why does the date of Easter Sunday change? – How many Sundays are in the Easter Season? – What symbols do we use during this season? – Why is Easter the most important season? – What do we celebrate during this season? – Why is Easter a season of hope? <p>Resources to explore these questions could include <i>KWL</i>, 2nd edn, Year 4, Chapter 5; Liturgical Calendar in <i>KWL</i>, Year 4, Chapter 5, p. 40; bible; websites (see Resources section).</p> <p>Collate responses as a class and create a class display in a mode decided by students.</p> 	<p>Assessment of Learning This investigation will indicate the students' knowledge of the seasons of Lent and Easter.</p>
<p>The Triduum (three days) begins on the evening of Holy Thursday with the Mass of the Lord's Supper, moves through the Liturgy</p>	<ul style="list-style-type: none"> • Signs of Hope: the Empty Tomb Read Mt 28: 1–8 (see <i>KWL</i>, 2nd edn, 	

<p>of Good Friday, and culminates on Saturday night with the Easter Vigil and the first Mass of Easter.</p> <p>The symbols of Easter are the new fire of the Easter Vigil, the light of the Paschal candle, the great Exsultet (a song of praise and Easter joy), the Alleluia, the waters of Baptism, the white garments of those being baptised, the oil of chrism, the bread and wine presented for the celebration of the Eucharist.</p> <p>The Easter season lasts for a whole 50 days and concludes with the feast of Pentecost, long after every Easter egg has disappeared from the shops.</p>	<p>Year 4, Chapter 5, p. 39). Dramatise this story using soundscape, liquid pictures or freeze frames.</p> <p>List words which describe how the disciples would have felt after the death of Jesus Christ. List the characters and explore what each said and did. Predict reasons for why they said and acted as they did.</p> <p>Ask students:</p> <ul style="list-style-type: none"> – I wonder which character you relate to most in this text? – I wonder which character puzzles you most in this text? – I wonder what you would have thought, felt or done if you had been in the story? 	<p>Assessment of Learning This task will assess the students' understanding of and response to the Resurrection story.</p>				
	<ul style="list-style-type: none"> • Visual Art Create a diorama depicting the story of the Empty Tomb (Mt 28: 1–8). 					
<p>The word angel means messenger, and angels are best understood as pure spirits who are messengers or manifestations of aspects of the mystery of God. Often in Scripture angels delivered messages, e.g. Gabriel at the Annunciation, and the host of angels who gave the message of the birth of Jesus Christ to the shepherds on the hillside near Bethlehem. In the Easter story, when the disciples arrived at the tomb, they found 'two men in dazzling clothes' who gave the women the message that the Lord had risen.</p>	<ul style="list-style-type: none"> • Extension- Signs of Hope: Appearance Accounts In groups students read and compare the appearance accounts: <ul style="list-style-type: none"> – Jn 20: 19–29 – Lk 24: 36–43 <p>As a class fill in a retrieval chart with pictures and/or words as set out below:</p> <table border="1" data-bbox="837 1353 1413 1385"> <tr> <td>Character</td> <td>Feelings</td> <td>Experience</td> <td>Response</td> </tr> </table> 	Character	Feelings	Experience	Response	
Character	Feelings	Experience	Response			

<p>Both the time and setting of the Resurrection are significant. It was at dawn that the women found Jesus Christ, the Son, already risen. Just as God set Adam in a garden at the dawn of creation so Jesus Christ, the new Adam and the firstborn of the new creation, came forth into a garden.</p>	<div style="border: 1px solid black; width: 100%; height: 15px; margin-bottom: 10px;"></div> <p>What are the similarities and differences in the stories?</p> <p>What are the words, actions or signs of hope in each story?</p> <ul style="list-style-type: none"> • Easter Images of Hope Ask students to identify Easter images of hope from the resurrection accounts in Scripture, such as the empty tomb, the first day of the week, dawn, or an angel. Students respond in words, pictures or sculpture to these images. The following questions may be asked to deepen students' reflection: <ul style="list-style-type: none"> – How do you imagine this scene or this image in a scene? – Does this image remind you of anything (another place, time or person)? – Where have you seen an image like this? – What characters do you associate with this image? – Why might the author have included this image in the text? 	<p>Assessment of Learning This task will provide evidence of how students understand Easter as a season of Christian hope.</p>
<p>Additional Reading for Teachers</p>	<p style="text-align: center;">SYNTHESIS</p> <p><i>How will students demonstrate their understandings, beliefs, values, skills and feelings in relation to the topic? How will students take action based on their learning? What strategies and tools will enable students to discern their action, to plan and implement action and to evaluate their action?</i></p>	<p style="text-align: center;">Assessment: for learning, as learning, of learning</p>
	<ul style="list-style-type: none"> • Have We Brought Hope? Classroom 	<p>Assessment of/as Learning</p>

	<p>Lenten Project Finalise the Classroom Lenten Project by completing one or more of the following tasks:</p> <ul style="list-style-type: none"> – Write a class article for the school newsletter, detailing the success of the project. – Create a class letter, detailing your efforts, to the organisation you fundraised for. – Write an article for the Parish newsletter, detailing your class's project. 	<p>These tasks will enable students to reflect on and evaluate their response and engagement in the unit through the Lenten project. It will demonstrate their understanding of and attitude towards practices of prayer, fasting or almsgiving as ways of expressing Easter hope.</p>
	<ul style="list-style-type: none"> • Journal Students revisit journal entries which stated what they could do to prepare for Easter. Invite students to respond to the inquiry question 'How have you grown closer to God in Lent?' 	<p>Assessment of Learning This task will allow students to reflect upon how they have grown closer to God during Lent.</p>
	<ul style="list-style-type: none"> • Liturgy As a class prepare and celebrate an Easter liturgy. Points to consider when planning: <ul style="list-style-type: none"> – Alleluia–Acclamation returns to the liturgy – Easter hymns – Liturgical colour – white/gold – Symbols – Paschal candle, water, oil – Texts – Resurrection or appearance stories 	

RESOURCES

To Know, Worship and Love, 2nd Edition

Year 4: Chapter 5, Coming Closer to God Through Lent and Easter.

Teacher Resources

Farrell, Bernadette, *Share the Light*, OCP Publications, USA.

Inwood, P *Children at Heart*, OCP Publications, USA.

Jeep, Elizabeth McMahon and Smith, Margaret 2007, *Children's Daily Prayer Under the Southern Cross*, Sisters of the Good Samaritan, Five Dock.

Websites

Colours and Symbols of the Liturgical Year

<<http://www.blestarewe.com/litcal/index.cfm>>

<<http://www.cresourcei.org/colorsof.html>>

<<http://www.stjames-hamptonhill.org.uk/WshSer/ColChYear.htm>>

Images of Butterflies

<http://www.mikephoto.com/butterflies/?p=/butterflies_images/butterflies_3111.jpg>

Symbols, Colours, Actions and Themes of Easter

<<http://www.bbc.co.uk/religion/religions/christianity/holydays/calendar.shtml>>

<<http://www.request.org.uk/main/festivals/easter/Easter02.htm>>

<<http://www.topmarks.co.uk/easter/EasterSunday.aspx>>

Holy Week

<<http://www.request.org.uk/infants/jesus/easter/easter00.htm>>

The story of Easter with audio

<<http://www.ngfl-cymru.org.uk/vtc/ngfl/re/b-dag/ngfl-container/re-unit2-en.html>>

Easter as a moveable feast

<<http://www.topmarks.co.uk/easter/Easter.aspx>>

Hope and Easter

<<http://www.refuel.org.uk/curric/festivals/easterGarden/index.html>>

<<http://www.refuel.org.uk/curric/festivals/easter/link9.html>>

The symbol of light in the Christian tradition

<http://www.refuel.org.uk/curric/infant_topics/light/light.html>

Easter in the Eastern Orthodox Tradition

<http://www.request.org.uk/main/churches/orthodox/orthodox04.htm>

RELIGIOUS EDUCATION STANDARDS

This unit may be used to assess some of the Level 3 standards.

Students identify with biblical characters and people in the past and present Church by making inferences about their actions, feelings and motives. Students collaboratively plan liturgy using appropriate symbols, words and actions, following a given liturgical form. Students interpret key actions, signs and symbols of liturgy and sacrament by providing a meaningful explanation of their significance.