

The Easter story: What does it mean for me?

YEAR 1/2

This sequence of lessons is around the Easter events and how they are connected to us today. They endeavour to help students retell the Easter story, but also to make connections to their lived experience.

PROCESS	LEARNING INTENTION	RESOURCES	ACTIVITY	CONTENT DESCRIPTORS
<p>Provocation</p>	<p>To stir thought, wonder, curiosity and further questions in the learners.</p>	<p>A crucifix, cross with Jesus on it, or a picture of one.</p> <p>(Note: The pictures can easily be found online.)</p>	<p>Using a large sheet of paper or their RE exercise book, ask students to write down everything they know about the crucifix. It can be single words or phrases. Ask: Who is on the cross?</p> <p>Why is he there?</p> <p>What happened?</p> <p>The idea is to ask good questions to start the thinking process. Finish the dialogue by asking students to write in their RE exercise book a sentence or two explaining why the cross is so important.</p>	<p>R&R – Interpret the signs, symbols and actions of key liturgical events and celebrations in relation to own experiences.</p>
 <p>How do I encounter this? What do I think and sense?</p>	<p>To engage students in what they understand or think of the importance of the cross/crucifix.</p>	<p>Thick markers, paints (if possible), paper, RE exercise book, six to eight small sticks from the garden.</p>	<p>Using the sticks from the garden and some thread or an elastic band, have students make their own cross.</p> <p>Ask students where they have seen crosses and prompt them to draw different crosses that they have seen.</p> <p>Explain the story of Good Friday to students, in the context of the Easter story.</p>	<p>K&U – Explain the significance of key events and celebrations within the liturgical year (Easter).</p>
 <p>How do others encounter this? What do others think and why?</p>	<p>To find out what other people think and why.</p> <p>To see how the new information influences their opinions.</p>	<p>Skype, FaceTime or similar.</p> <p>RE exercise book.</p>	<p>Ask students to find out what other people think about the importance of the cross.</p> <p>Have them ask someone at home, a grandparent or an older family friend and any of their classmates, the following two questions:</p> <ul style="list-style-type: none"> • What does the cross mean? • Why is it so important to you? <p>Note: Don't worry if they ask someone who doesn't see the cross as a meaningful symbol. It is great to get another perspective.</p> <p>Have students record their findings in their RE exercise book, and then write a sentence about what they have learned.</p>	<p>R&R – Interpret the signs, symbols and actions of key liturgical events and celebrations in relation to own experiences.</p>

PROCESS	LEARNING INTENTION	RESOURCES	ACTIVITY	CONTENT DESCRIPTORS
 <p>How is this encountered in the Catholic faith?</p> <p>What does the Catholic Church teach and why?</p>	<p>To explore a Catholic understanding of the Triduum, and how the Easter story and celebrations happen in three parts.</p>	<p>John 13: 3-8</p> <p>A large sheet of paper and drawing materials.</p> <p>Luke 22: 19-21</p> <p><i>Note: There are lots of Masses available online. Teachers may wish to have one ready to go at this part of the consecration and share it with students.</i></p> <p>RE exercise book.</p> <p>Luke 23: 44-47</p>	<p>Holy Thursday Easter starts on Holy Thursday.</p> <p>Easter celebrations started with a big Jewish celebration called the Passover, and Jesus had a meal with all of his friends for the last time called the Last Supper. Two very important things happened at that meal.</p> <p>Read from the linked scripture and ask students to describe what is happening. Ask: What do you think about it? What would it be like to wash someone's feet if they came to your house for a meal?</p> <p>Invite students to draw a comic strip that shows the order of events at the Last Supper so far. Make sure the paper is large enough to add in further frames (details below).</p> <p>Begin the lesson by sharing the linked scripture.</p> <p>Again, ask students to describe what is happening in the story.</p> <p>Ask them if the words sound familiar and if they have ever heard them before. Ask:</p> <ul style="list-style-type: none"> • What do you think is happening here? • What do you think about that? • Why does the priest say these exact words at Mass? <p>Allow the dialogue to continue freely.</p> <p>Then, have students complete the comic strip to include the institution of the Eucharist.</p> <p>When they have completed their comic strip, ask students to put a thought bubble on each frame and write what they think that person is thinking at that stage of the meal.</p> <p>In their RE exercise book, have students record any signs or symbols they think come out of this part of the story.</p> <p>Good Friday Remind students that they started this set of lessons by looking at the crucifix.</p> <p>Read the linked scripture passage and allow students to respond to it however they wish. Ask them what they think about the story, and if they know anything else about what happened just before this scene.</p>	<p>R&R – Interpret the signs, symbols and actions of key liturgical events and celebrations in relation to own experiences.</p>

PROCESS	LEARNING INTENTION	RESOURCES	ACTIVITY	CONTENT DESCRIPTORS
	<p>To explore a Station of the Cross.</p>	<p>Stations of the Cross story</p> <p>Matthew 28: 1–10</p> <p><i>Note: Teachers may wish to prepare a slideshow of Easter images (e.g. the Easter candle, the fire outside the church) for this part of the lesson.</i></p> <p>Large, flat stones (either from the garden, or purchased from discount stores or garden supply stores if necessary).</p> <p>Coloured markers or paint, if possible.</p>  <p>https://www.myjoyfilledlife.com/easter-story-stones/</p>	<p>Explain that before he was nailed to the cross, Jesus had to carry it a long distance. We call this journey the Stations of the Cross.</p> <p>Share the story of the Stations of the Cross.</p> <p>Have students choose one of the Stations of the Cross.</p> <p>Ask: What do you see in the picture?</p> <p>What do you think about it? What wonderings do you have?</p> <p>What signs and symbols came out of our learning about Good Friday?</p> <p>Invite students to draw a picture of Jesus on Good Friday.</p> <p>Easter Sunday</p> <p>Read the resurrection story from Matthew’s Gospel (linked). Ask students: What has happened?</p> <p>Why did Jesus rise from the dead?</p> <p>Who spoke to the women? How might they have felt about receiving this news?</p> <p>Why is this story so important to us, even today?</p> <p>An important connection here is that without the resurrection we would not have Jesus alive with us today.</p> <p>Talk about the signs and symbols that we know and recognise. Return to the cross as an example. Ask: What other signs and symbols have we spoken about in the lessons we have been doing so far?</p> <p>What symbols or signs come from today’s reading?</p> <p>After reviewing the Easter symbols, invite students to go out into the garden or on a family walk and collect stones about the size of their palms (the smoother, the better).</p> <p>Using coloured markers or paint, have students decorate their stones with Easter symbols. These stones will then help students retell the Easter story.</p> <p>Encourage students to talk about the symbols as they decorate their stones, retelling the Easter story.</p>	

PROCESS	LEARNING INTENTION	RESOURCES	ACTIVITY	CONTENT DESCRIPTORS
 <p>How am I called into a deeper relationship with others, the world and God?</p> <p>How have I been transformed by this encounter?</p>	<p>Responding to the new learning.</p>	<p>Materials to make a Resurrection Garden, i.e. a shallow tray, soil or potting mix, small bowl or hollowed out potato and stone for the tomb, three crosses made from sticks, smaller stones/gravel, plants.</p>  <p>https://wearethatfamily.com/2012/03/diy-mini-resurrection-garden/</p> <p>or</p> <p>Recipe for bread/damper and coloured, hard-boiled eggs.</p>  <p>https://www.jessicagavin.com/italian-easter-bread/</p> <p>A candle.</p>	<p>Students can respond to the learning by making a Resurrection Garden. This is made in a shallow tray with some soil, using a small bowl or hollowed out potato for the tomb and a stone for the front of the tomb. Three crosses can be placed around the edge, along with some plants, smaller stones or gravel.</p> <p>Alternatively, students could make some bread or damper with their family, adding coloured, hard-boiled eggs to decorate.</p> <p>While students are making these, they can explain the importance of each part of the task.</p> <p>Encourage students to write an Easter prayer and then gather their family around their decorated story stones, a lit candle, and their bread or Resurrection Garden. Students should say their prayer and then retell the Easter story using their stones.</p> <p>Encourage students to write an Easter prayer and then gather their family around their decorated story stones, a lit candle, and their bread or Resurrection Garden. Students should say their prayer and then retell the Easter story using their stones.</p>	<p>P&CE – Reflect on the impact that participation in key liturgical celebrations has on community.</p>

Assessment

K&U – Students explain the Catholic tradition and its elements by drawing on their experiences and the perspectives of others.

R&R – Students interpret their life in dialogue with the Catholic tradition and the cultural context by describing, wondering, and posing questions about how they live and what they believe.

P&CE – Students reflect on experiences that provoke spiritual and religious insights by considering their own thoughts and feelings and those of others, identifying similarities and differences. They integrate new insights by identifying possible implications for community.