

# SLIDE OVERVIEW – THE LITURGICAL YEAR TE TAU ME ONA RITENGA TAPU

## THE FEAST OF EASTER

### LEVEL 4 Year 8 Resource 1

Print off this slide overview to supplement your planning.

Refer to Teacher's Notes for background information related to the resource content and suggested Teaching and Learning Experiences in the Teacher's book or in the Teacher's material under Resource Notes on the Resource Home Page.

If worksheets are used in this resource these can be printed from PDF files that are available on-line in (lesson) Resource Documents.



#### Slide 1 Easter - Te Aranga

Use this slide as a focussing strategy to introduce the resource topic. Read the title together and invite students to share something they know about the Feast of Easter. Look closely at the Image and make a statement about what is happening and what part of the Easter story it is about.

There are a number of Easter clips in this resource. You may decide not to use

them all.

Teacher's Notes

#### Slide 2 Learning Intentions

Create an Easter Prayer focus with bright yellow cloths and candles to give a sense of the joy and hope of the feast and season. Include some Resurrection images and symbols. Try to convey to the students the change in the mood of the Easter season compared with the sadness of Holy Week. Read the after-Easter stories at prayer time – these are very important stories for the

students to become familiar with to get a sense of what life was like for the apostles and the risen Jesus.

Include

Luke 24:13-35, The road to Emmaus,

John 20: 19-31, 21: 1-19 Jesus appears to various people.

Children could create some Easter bunting to decorate the classroom with Easter words, symbols and images. It could be a great artwork theme. It can last for 50 days until Pentecost. Remember the mood change from Holy Week to Easter and try to capture this in your prayer focus, readings, songs and prayers. Explain to the children the greatest liturgy of the whole year is the Easter Vigil Mass on Easter Saturday night. A vigil is usually held at night and it is a time of waiting and praying and being with others. Vigils are sometimes held before funerals or before special feasts to prepare for the time of celebration. The most solemn of these is the Easter Vigil which is the most beautiful liturgy in the Catholic Church. It focusses around beautiful symbols, music, readings from Scripture, celebration of Sacraments along with ancient rituals as we await anticipating the joy of Easter and the celebration of Jesus' Resurrection. The atmosphere in the church is different as the Vigil is prepared for: the holy water fonts are drained, all the lights are out, the tabernacle is empty, the Paschal Candle symbolising Christ is prepared. The service begins outside the church. Ask the children to find out the times and places the Easter Vigil will be celebrated where they will be at Easter.

Teacher's Notes



### Slide 3 The Resurrection Event according to John

Make a copy of the Worksheet for each student to complete and add to their RE Learning Journals. Read the Resurrection story according to John. Give the children time to think and talk about the story. Note that Mary is the only person who speaks in the story so children can imagine what the disciples said from their actions. Children complete their worksheet and add it to their

RE Learning Journal. Then working in small groups using some of the dialogue they have written on their worksheets, they present the story using human statues which hold their stance and move slowly on the spot as they share the story with their class.

**Note:** For Jewish people Saturday is their Sabbath day and each day began at sunset until the following sunset. Sunday is the first day of the week.

Teacher's Notes



### Slide 4 What happened next in the Resurrection story?

Work through each statement and refer to the Scripture reading if necessary. Draw students' attention to the words in the last bullet point. They are very important as they record the moment when the apostles were given the power to forgive sins. This was the moment when the Sacrament of Penance/Reconciliation was established and was passed down through the

apostles who were the first bishops who passed it to priests as part of their ordination to priesthood when they receive the Sacrament of Holy Orders. This power has been passed down through the centuries through the bishops to the priests we have today who through the power of the Holy Spirit forgive our sins.

Watch the clip

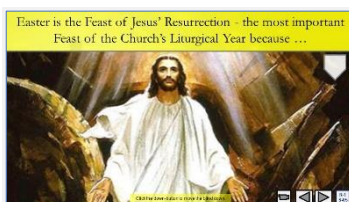
<https://www.youtube.com/watch?v=ePspzvGfDkE>

John 20:19-23 (1:20 minutes)

Encourage children to respond to the clip. What do you think the disciples were most afraid of in the time following Jesus' Resurrection?

What caused this fear? What helped them to overcome it?

Teacher's Notes



### Slide 5 Easter is the Feast of Jesus' Resurrection - the most important Feast of the Church's Liturgical Year because ...

Read and discuss each blind reveal. Children share their explanation in their own words with a partner.

This clip recaps the Feast of Easter and puts it in its context which is good for the children to appreciate.

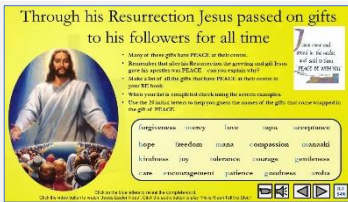
Watch the clip

<https://www.youtube.com/watch?v=0HY9PM9sWhw>

Easter Sunday 3:27 minutes

Give students time to discuss the reasons why Easter is the pinnacle of the Christian Liturgical Year and help them to be able to explain this in their own words.

Teacher's Notes



### Slide 6 Through his Resurrection Jesus passed on gifts to his followers for all time

Children work through the points on the slide and see how many peace centred words they can suggest and check on the slide.

Watch the clip

<https://www.youtube.com/watch?v=GhPTLMS1-TE>

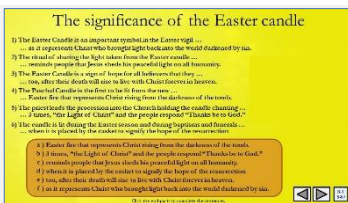
### Jesus Easter Video (3:52 minutes)

The clip recaps the events leading up to Jesus death and Resurrection. This could be used during class prayer. Remind students after all Jesus had suffered – betrayal, denial, cruelty, injustice, rejection, humiliation he did not seek darkness, vengeance or retribution instead he came full of forgiveness, light and love and his first greeting to those he met was **PEACE**. Invite children to suggest reasons why the disciples would be in need of the gift of **PEACE**.

- |             |               |           |            |            |
|-------------|---------------|-----------|------------|------------|
| forgiveness | mercy         | love      | tapu       | acceptance |
| hope        | freedom       | mana      | compassion | manaaki    |
| kindness    | joy           | tolerance | courage    | gentleness |
| care        | encouragement | patience  | goodness   | aroha      |

### Sing using the MP3 'He is Risen Tell the Story'

#### Teacher's Notes



### Slide 7 The significance of the Easter candle

Select a statement from the a) to f) list to complete the sentence correctly. Check it with the floater and read each one and discuss its meaning.

Read and discuss the meaning of each statement. Check it with the floaters. ANSWERS: 1) f, 2) c, 3) e, 4) a, 5) b, 6) d

Adapt Teaching and Learning Experience 3.

If the Church is close, visit it with the children after Easter so they can see where the Paschal Candle is, what it symbolises, how it was featured during the Easter Vigil and what the symbols mean.

#### Teacher's Notes

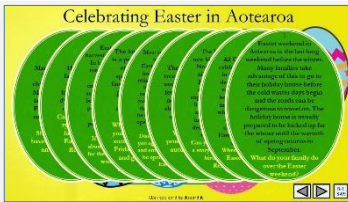


### Slide 8 The Symbols of Easter

Remind children that Easter in Aotearoa is not in spring but in autumn. What is happening around Easter in the Southern Hemisphere is opposite to the Northern Hemisphere. As the earth in the Northern Hemisphere is waking after a long hibernation time during autumn and winter, in the Southern Hemisphere the earth is beginning a 'dying' time as Jesus did in the tomb.

Jesus had to die before he could rise and bring new life back into the world. Invite children who have experienced Easter in the Northern Hemisphere to describe how what is happening in the natural world reflects the new life of Easter.

#### Teacher's Notes

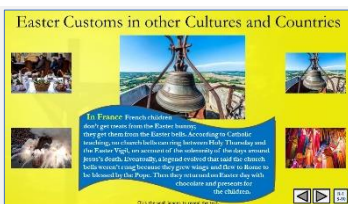


### Slide 9 Celebrating Easter in Aotearoa

Invite children to share 3 ways they celebrate Easter. Read the flip cards through and discuss and respond to the questions. Notice how many of the ANZ customs have a religious connection. Make a summary statement about the influence of religion on how people in ANZ celebrate a religious festival.

What does this say about the place of religion in our country? Use this as the subject of a class debate. Half the class can be on the affirmative the other negative. Remind children they need evidence and examples to back up their argument. It's a good way to get children thinking about this issue and generate discussion about it in their families over the Easter break. Plan to have the debate during the week after they return to school. Invite an adjudicator to judge the teams and summarise the results and the arguments and add it to the school and parish newsletters.

Teacher's Notes



### Slide 10 Easter Customs in other Cultures and Countries

Adapt Teaching and Learning Experience 4

Read and discuss the customs and how they relate to the real meaning of Easter. Invite children from other cultures to share their Easter customs and celebrations.

Teacher's Notes



### Slide 11 Aotearoa New Zealand Artist, Colin McCahon's Resurrection Triptych

Read through the flip cards and discuss the life and works of Colin McCahon an amazing New Zealand artist who lived among ordinary people. Watch out for his artworks in galleries especially the ones with religious themes. Have a conversation with someone you know who is interested in art and find out more about him.

Find a picture of Colin and put a face to the name. Perhaps there is an undiscovered Colin McCahon in your class?

Children may like to select a quote from one of the Resurrection accounts and create their own triptych. They could be displayed in the church foyer to share with parishioners during the fifty days of the Easter season.

Teacher's Notes

**Check up**

- 1) Name and describe 3 of the 21 symbols across Joseph's Resurrection (Slide 1)
- 2) Create an image of an Easter Candle with the correct symbols and words and make a list of 5 facts that you could share with your family including what it symbolises and why it is significant (Slide 2)
- 3) Make a poster of 5 different Easter symbols and a short explanation about them to share with younger children at home or at school. Make a checklist of them to the school or church. Etc. (Slide 3)
- 4) Describe 3 ways in which the Resurrection and 2 ways other countries and explain how each relates to the Resurrection of Jesus. Drawers done and share them with your family. (Slide 4)
- 5) Show 3 things you found about Colin McCulloch and explain to find out more about his work and see more examples of his religious art works.
- 6) Which activity do you think helped you to learn best in this resource?
- 7) Questions I would like to ask about the topics in this resource are ...

### Slide 12 Check Up

This formative assessment strategy will help teachers to identify how well students have achieved the Learning Intentions of the resource. Teachers can choose how they use the slide in their range of assessment options.


A worksheet of this slide is available for students in Years 5-8 to complete.

The last two items are feed forward for the teacher.

Recording the students' responses to these items is recommended as it will enable teachers to adjust their learning strategies for future resources and target the areas that need further attention.

Teacher's Notes

**Time for Reflection**



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### Slide 13 Time for Reflection

The MP3 is played to help create a reflective atmosphere and bring the students to stillness and silence as the teacher invites them to reflect *on the reasons why Easter is the greatest feast in the whole year and how Jesus' Resurrection is the most remarkable event in all human history – he is the only person ever to have risen from the dead. Ask yourself – how will I celebrate*

*this amazing event this year?*

Teacher's Notes

**The Resurrection Event according to John**

Read John 20:1-10

Read the words and actions of the characters in the story. Add their words from your imagination that were spoken.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_  
 State: \_\_\_\_\_  
 Country: \_\_\_\_\_

### Slide 3 The Resurrection Event according to John WORKSHEET

This worksheet relates to slide 3

Teacher's Notes

**Check up**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 1) How did Joseph of Arimathea prepare the body for burial? (John 19:38-42)
- 2) How did Joseph of Arimathea prepare the body for burial? (John 19:38-42)
- 3) How did Joseph of Arimathea prepare the body for burial? (John 19:38-42)
- 4) Describe three things you learned about the Resurrection of Jesus. (John 20:1-10)
- 5) How did Joseph of Arimathea prepare the body for burial? (John 19:38-42)
- 6) How did Joseph of Arimathea prepare the body for burial? (John 19:38-42)

Worksheet

### Slide 12 Check Up WORKSHEET

This worksheet relates to slide 12

Teacher's Notes