Level: 1
Title: LENT and EASTER
JESUS CHRIST: Jesus of Nazareth, Saviour, Word Made Flesh

Suggested Duration: 3-4 weeks

Unit Focus
In this unit the students will be introduced to Lent and Easter as part of the liturgical year. They will explore the significance of Lent and Easter for Christians and will develop an awareness of the signs and symbols associated with Lent and Easter.

Level Outcome
By the end of Level Two students should be able to:

Recognise Jesus who reveals God’s love for us

Unit Outcomes
By the end of this unit the students should be able to:

1. Identify Ash Wednesday as a special day, the first day of Lent.
2. Recall the story of the first Palm Sunday.
3. Recall and share family experiences of Easter.
4. Recognise signs and symbols associated with Lent and Easter.

STRAND

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<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
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<td>Jesus Christ</td>
<td>1. Jesus is a human person like us.</td>
<td>464, 469</td>
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<td>5. Jesus shows us the way God wants us to live.</td>
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<td>Church</td>
<td>2. The Church is a believing, welcoming, serving, caring and celebrating community.</td>
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<tr>
<td>Scripture</td>
<td>1. The Scriptures tells us about God’s love for us and we learn from and pray with them.</td>
<td>104, 125</td>
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Key Understandings for Students
- Lent begins with Ash Wednesday.
- Holy Week begins with Passion (Palm) Sunday.
- Easter is the most important celebration in the Church.
- At Easter we celebrate that Jesus is with us.

Curriculum Links - VELS

Victorian Essential Learning Standards
The unit Lent and Easter can be used to assess aspects of VELS. The table below gives an example of how Level 1 standards could be assessed.

<table>
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<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students…</th>
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<td>Physical, Personal and Social Learning</td>
<td>Interpersonal Development</td>
<td>Building Social Relationships</td>
<td>“They contribute to the development of positive social relationships in a range of contexts. Students describe basic skills required to work cooperatively in groups.”</td>
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### Curriculum Framework Context

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<td>Lent and Easter</td>
<td>Lent</td>
<td>Easter</td>
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<td>How Do We Journey to New Life During Lent?</td>
<td>How Do We Prepare for Easter?</td>
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### Student Context

Level One students are beginning to separate fantasy from reality and are ready to understand the meaning behind symbols. They are developing the ability to think symbolically and to use symbols, including words and images, in communicating ideas with others.

They possess a vivid imagination, responding well to stories and re-enactments of exciting events. They are interested and easily motivated to be involved in learning related to the Lent and Easter story especially when we are mindful of the developmental characteristics mentioned.

### Theological Background for Teachers

- The name of the first day of Lent, Ash Wednesday, comes from the old custom of blessing ashes and marking the foreheads of the people with ashes on this day. Today the ashes are prepared by burning the palms from the preceding Passion Sunday. The symbol of ashes comes from the Old Testament practice of mourners or penitents clothing themselves in sackcloth and sprinkling their hands and faces with dust or ashes.

- On the first “Passion Sunday” Jesus entered Jerusalem with a triumphal welcome in the week before the traditional Jewish feast of the Passover. Jewish crowds who were there for the feast days waved palm branches (a custom of the time used to welcome visiting kings) and cheered Jesus’ arrival on a donkey.

- Passion Sunday is celebrated in Catholic Parishes as the beginning of Holy Week. Passion Sunday is also known as Palm Sunday. The Gospel reading for the Sunday liturgy recalls the triumphal entry into Jerusalem as well as the passion and arrest of Jesus.

- Holy Week begins on Passion Sunday and comprises the seven days before Easter. The Easter Triduum (meaning “three days”) of the passion and resurrection of the Lord begins with the evening Mass of the Lord’s Supper, reaches its high point in the Easter Vigil, and closes with the evening prayer on Easter Sunday, the Sunday of the Lord’s Resurrection. (Roman Missal: Calendar nn.18-19)

- Proclaiming Alleluia! Christ is Risen on Easter Sunday is a joyous event. It is a time of great hope, for death has been overcome by God’s Power and grace. God has made this great promise to all of us by raising Jesus from the dead: Life, not death will have the final say, Love is stronger than hate, Hope is stronger than despair, and God's peace is stronger than our fears.
  

### Scripture

**Teacher Reference (NRSV)**

**Mt 21:1-11**

When they had come near Jerusalem and had reached Bethphage, at the Mount of Olives, Jesus sent two disciples, saying to them, “Go into the village ahead of you, and immediately you will find a donkey tied, and a colt with her; untie them and bring them to me. If anyone says anything to you, just say this, ‘The Lord needs them.’ And he will send them immediately.” This took place to fulfill what had been spoken through the prophet, saying,

“Tell the daughter of Zion,
Look, your king is coming to you,
humble, and mounted on a donkey,
And on a colt, the foal of a donkey.”

The disciples went and did as Jesus had directed them; they brought the donkey and the colt, and put their cloaks on them, and sat on them. A very large crowd spread their cloaks on the road, and others cut branches from the trees and spread them on the road. The crowds that went ahead of him and that followed were shouting,
“Hosanna to the Son of David!
Blessed is the one who comes in the name of the Lord!
Hosanna in the highest heaven!”

When he entered Jerusalem, the whole city was in turmoil, asking, “Who is this?” The crowds were saying “This is the prophet Jesus from Nazareth in Galilee.”

Mt 28:1-10
After the sabbath, as the first day of the week was dawning, Mary Magdalene and the other Mary went to see the tomb. And suddenly there was a great earthquake; for an angel of the Lord, descending from heaven, came and rolled back the stone and sat on it. His appearance was like lightning and his clothing white as snow. For fear of him the guards shook and became like dead men. But the angel said to the women, “Do not be afraid; I know that you are looking for Jesus who was crucified. He is not here; for he has been raised, as he said, come see the place where he lay, then go quickly and tell his disciples, ‘He has been raised from the dead and indeed he is going ahead of you to Galilee; there you will see him.’ This is my message for you.” So they left the tomb quickly with fear and great joy, and ran to tell his disciples. Suddenly Jesus met them and said, “Greetings!” And they came to him, took hold of his feet, and worshiped him. Then Jesus said to them, “Do not be afraid; go and tell my brothers to go to Galilee; there they will see me.”

Jn 20:1-9
Early on the first day of the week, while it was still dark, Mary Magdalene came to the tomb and saw that the stone had been removed from the tomb. So she ran and went to Simon Peter and the other disciple, the one who Jesus loved, and said to them, “They have taken the Lord out of the tomb, and we do not know where they have laid him.” Then Peter and the other disciple set out and went toward the tomb. The two were running together, but the other disciple outran Peter and reached the tomb first. He bent down to look in and saw the linen wrappings lying there, but he did not go in. Then Simon Peter came, following him, and went into the tomb. He saw the linen wrappings lying there, and the cloth that had been on Jesus’ head, not lying with the linen wrappings but rolled up in a place by itself. Then the other disciple, who reached the tomb first, also went in, and he saw and believed; for as yet they did not understand the scripture, that he must rise from the dead.

Student Reference (CEV)

Mk 11:1-11 Jesus Enters Jerusalem
Jesus and his disciples reached Bethphage and Bethany near the Mount of Olives. When they were getting close to Jerusalem, Jesus sent two of them on ahead. He told them, "Go into the next village. As soon as you enter it, you will find a young donkey that has never been ridden. Untie the donkey and bring it here. If anyone asks why you are doing that, say, 'The Lord needs it and will soon bring it back.' “The disciples left and found the donkey tied near a door that faced the street. While they were untying it, some of the people standing there asked, "Why are you untying the donkey?" They told them what Jesus had said, and the people let them take it. The disciples led the donkey to Jesus. They put some of their clothes on its back, and Jesus got on. Many people spread clothes on the road, while others went to cut branches from the fields. In front of Jesus and behind him, people went along shouting, "Hooray! God bless the one who comes in the name of the Lord! God bless the coming kingdom of our ancestor David. Hooray for God in heaven above!" After Jesus had gone to Jerusalem, he went into the temple and looked around at everything. But since it was already late in the day, he went back to Bethany with the twelve disciples.

Mk 16:1-2 Jesus Is Alive
After the Sabbath, Mary Magdalene, Salome, and Mary the mother of James bought some spices to put on Jesus' body. Very early on Sunday morning, just as the sun was coming up, they went to the tomb.

Mk 16:5-6
The women went into the tomb, and on the right side they saw a young man in a white robe sitting there. They were alarmed.

The man said, "Don't be alarmed! You are looking for Jesus from Nazareth, who was nailed to a cross. God has raised him to life, and he isn't here. You can see the place where they put his body.
**Suggested Assessment Tasks**

**Assessment tasks for this unit may include:**

**Outcome 1**  Identify Ash Wednesday as a special day, the first day of Lent.
- Students complete a drawing/painting showing what is special about Ash Wednesday and finish the sentence “On the first day of Lent we ....”

**Outcome 2**  Recall the story of the first Palm Sunday.
- Students retell the “story” of Jesus entering Jerusalem from Mk 11:1-11. It could be dramatised in groups and presented for the class, parents or other groups within the school.
- Students create a picture or painting showing the joy of people welcoming Jesus

**Outcome 3**  Recall and share family experiences of Easter.
- Students create a written/oral report of special things families could do in Lent and/or at Easter.
- Students construct a collage/play dough sculpture showing people engaged in activities associated with Lent or Easter.

**Outcome 4**  Recognise signs and symbols associated with Lent and Easter.
- Students complete a “matching” activity putting appropriate symbols of Lent and Easter onto large squares with “Ash Wednesday”, “Palm Sunday”, “Holy Thursday”, “Good Friday” and “Easter Sunday” titles.

N.B Outcomes 1, 2 & 4 lend themselves to reporting in the dimension of Knowledge and Understanding.

**Suggested Teaching & Learning Experiences**

**Focusing Activity**
Students colour in pictures of; flowers, butterflies, chickens and frogs (living things that change their form) then wrap these pictures into cocoons and hang them and open at Easter.

- Mk 11:1-11 To PREPARE TO HEAR the Word – Bethany and Bethpage are small villages close to Jerusalem. Explain to students, the people welcomed Jesus as a king and shouted Hosanna which means ‘save us’.

- Mk 11:1-11 To ENCOUNTER the Word after reading the text students role play the story using props.

- Mk 11:1-11 To ENCOUNTER the Word after reading the text students complete a story map highlighting; plot, setting, events and characters.

- Mk 11:1-11 To RESPOND to the Word list the many ways that we welcome Jesus into our lives.

- Mk 11:1-11 To RESPOND to the Word students write words of welcome on cut out palms

- Students receive the cross of ashes on their foreheads as part of a school or class liturgy on the day. Explain to them that they will be given a special cross on their foreheads to remind them to be kind to everyone and everything during this time of Lent as we prepare together for Easter.

- Students brainstorm ways that we can let Jesus come into our hearts. Students brainstorm ways for us to be caring after recalling Ash Wednesday and the theme of Lent introduced to them earlier.

- Colour the front of a large hand or heart shape and cut it out. On the back of the shape children draw what it is they will do to help others during Lent?

- Lenten theme Mural. Children colour in and cut out, or draw pictures, depicting other people as well as themselves, being kind to another person or something in the environment, display as class mural.

- With teacher/parent assistance children write on “Palm leaf” shaped cards a short prayer. Prayers are collected in a container on the prayer table and a number are read each day.

- Lent/Holy Week Tree. Place a small branch stripped of most of its leaves in a pot near the prayer table. Over the days of the last weeks before Easter gradually get the students to colour in and place on the tree leaves and flowers indicating the growth of new life. Add the symbols of Easter to the “tree”. Discuss.
• Echo mime of The Last Supper. (Wintour, Rina. *Just imagine.*)

• Teach children the Holy Week Song in (Ryan, Maurice. *Expressions: Book 2.* p.27). Dramatise the song.

• Students interview their parents on how their family celebrates Easter. Students form a living bar graph according to the different ways their family celebrates Easter – going for a picnic, having dinner at Grandma’s, going to the Church for a special Mass, giving each other Easter eggs, going to the coast, participating in Stations of the Cross, etc.

• Use the story “The Very Hungry Caterpillar” (Carle, Eric) as a stimulus to share experiences of life changes e.g. the life cycle or new life from death to assist students’ understanding of Jesus’ new life after death. Students retell the story in words, paintings, pictures or drawings.

• Compile a sequence of new life – seed to plant etc.

• Big Book – “The Easter Story” (Moffat, Sue) – From Death to Life

• After Easter bring out the Alleluias that were hidden and have a special prayer centred on the concept of new life and hope. Sing a suitable song from the Music Resource list.

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**Resources**

For resources to support this unit, refer to the online planning tool. For additional resources, refer to the Resource Centre Catalogue: [http://www.ceoballarat.catholic.edu.au](http://www.ceoballarat.catholic.edu.au) and follow links to Resource Centre.