Level: 2
Title: EASTER
Strand: JESUS CHRIST: Jesus of Nazareth, Saviour, Word made flesh.
Suggested Duration: 2-3 weeks

Unit Focus
In this unit students will examine the events of Holy Week and the first Easter Sunday, and the rituals and symbols we use to celebrate Jesus risen and alive. Students will have the opportunity to participate in a variety of Easter prayer experiences that will enrich and consolidate learning.

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 students should be able to:

1. **Recount the key events of Holy Week and the first Easter Sunday morning.**
2. **Contribute to and participate in a variety of prayer experiences related to the celebration of Holy Week and the Easter Triduum.**
3. **Describe how the Paschal Candle and the 'Alleluia' are used in the Easter season liturgies to celebrate that Jesus is risen.**

<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus Christ</td>
<td>1. Jesus is a human person like us.</td>
<td>464, 469</td>
</tr>
<tr>
<td></td>
<td>5. Jesus shows us the way God wants us to live.</td>
<td>1716</td>
</tr>
<tr>
<td>God</td>
<td>5. God invites us to respond in love.</td>
<td>2196, 2822</td>
</tr>
<tr>
<td>Scripture</td>
<td>1. The Scriptures tell us about God's love for us and we learn from and pray with them.</td>
<td>104, 125</td>
</tr>
<tr>
<td>Church</td>
<td>3. The Church is a community that celebrates and shares God's love.</td>
<td>752</td>
</tr>
<tr>
<td>Christian Prayer</td>
<td>3. Prayer involves rituals, symbols, celebrations and silence.</td>
<td>2663</td>
</tr>
<tr>
<td></td>
<td>4. Prayer is a way of thanking and praising God for life and creation.</td>
<td>2637, 2638</td>
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Key Understandings for Students
- Jesus shows us how to pray.
- Jesus prayed to his Father often.
- Jesus shared a special meal, called the Last Supper with his friends.
- We celebrate our love for each other in special meals.
- Jesus died and rose from the dead.
- The Easter candle is a symbol of the risen Jesus who is with us today.
- At Easter we celebrate Jesus who is alive and risen.
- Jesus is present with us when we celebrate the Eucharist, when we pray and when we help others.
Curriculum Links - VELS

Victorian Essential Learning Standards

The unit *Easter* can be used to assess a range of VELS. The table below gives examples of how Level 2 standards could be assessed.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal and Social Learning</td>
<td>Interpersonal Development</td>
<td>Building Social Relationships</td>
<td>“identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions. They take appropriate steps to resolve simple conflicts.”</td>
</tr>
<tr>
<td></td>
<td>Working in Teams</td>
<td></td>
<td>“work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly. With teacher support, they describe their contribution to the activities of the team.”</td>
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<tr>
<td>Interdisciplinary Learning</td>
<td>Information and Communications</td>
<td>ICT for Visualising Thinking/ ICT for Creating</td>
<td>“students manipulate text, images and numeric data to create simple information products for specific audiences. They make simple changes to improve the appearance of their information products. With some assistance, students use ICT to locate and retrieve relevant information from a variety of sources.”</td>
</tr>
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</table>

**Curriculum Framework Context**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lent and Easter</td>
<td>Lent</td>
<td>Easter</td>
</tr>
</tbody>
</table>

**Student Context**

At this level students are increasingly able to separate fantasy from reality and to understand the meaning of key symbols of faith. With this ability comes the opportunity for education concerning the significance of symbols such as the Paschal Candle.

Students would already have some experience of Lent and Easter liturgies and may have participated in class and school celebrations of the Eucharist. For many though this may be the first recognition that there is a connection between the Last Supper and the Eucharist. They would have also experienced a variety of ways of praying: formal, informal, communal and private prayer.

**Theological Background for Teachers**

- Eastertide includes the whole period of fifty days starting with the Easter Vigil and concluding at Pentecost. It commemorates Jesus’ Resurrection, Ascension and the coming of the Holy Spirit.

- In inviting the apostles to share a meal with him, Jesus gave them a sacrament, a sacred meal through which they could uniquely experience his presence. Vatican II states that the Liturgy “…most of all the divine sacrifice of the Eucharist, is the outstanding means whereby the faithful can express in their lives, and manifest to others, the mystery of Christ and the real nature of the true Church.” (Constitution of the Sacred Liturgy, n.2) The Council also describes the Eucharist as the ‘source and summit’ of the entire Christian life. (Dogmatic Constitution on the Church, n.11) The Last Supper on Holy Thursday evening was a special meal. Whether originally a Passover meal or farewell meal, it was celebrated with a view to the coming of the Kingdom of God. By sharing broken bread and wine poured as his flesh and blood, Jesus gave his disciples a share in the power of his death to make atonement for sins and to establish a new Covenant.
The story of the Last Supper and its links to the Eucharist challenges the students to think symbolically and to recognise symbols, including words and images. The Church’s sacramental celebrations use many symbolic actions and signs that seek to make tangible realities that are inexpressible.

‘Eucharist’ is a Greek word that means thanksgiving.

The Resurrection story is about the religious response of people to the risen Christ.

The Easter Triduum 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)

A powerful symbol used throughout the Easter season is the Paschal Candle. In the early centuries practical necessity required the lighting of a fire and lamps to provide light. This simple necessity easily took on a special solemnity and the natural symbolism of fire and light was expanded to include a reference to religious truths. The lighted Paschal candle became a symbol of Christ, Light of the world. In the blessing of the candle, a cross is traced on it. The first and last letters of the Greek alphabet, Alpha and Omega, are added above and below; then around the centre, the numbers of the current year. While making the sign, the priest says, “Christ yesterday and today, the beginning and the end, Alpha and Omega, all time belongs to him, and all the ages to him the power and the glory, through every age for ever. Amen.” Five grains of incense are placed in the Cross to represent the five wounds of Jesus. As the priest lights the Candle from the new fire he says, “May the light of Christ, rising in glory, dispel the darkness of our hearts and minds.”

Scripture

Teacher References (NRSV)

Jn 13:1-15
Now before the festival of the Passover, Jesus knew that his hour had come to depart from this world and go to the Father. Having loved his own who were in the world, he loved them to the end. The devil had already put it into the heart of Judas son of Simon Iscariot to betray him. And during supper Jesus, knowing that the Father had given all things into his hands, and that he had come from God and was going to God, got up from the table, took off his outer robe, and tied a towel around himself. Then he poured water into a basin and began to wash the disciples' feet and to wipe them with the towel that was tied around him. He came to Simon Peter, who said to him, ‘Lord, are you going to wash my feet?’ Jesus answered, ‘You do not know now what I am doing, but later you will understand.’ Peter said to him, ‘You will never wash my feet.’ Jesus answered, ‘Unless I wash you, you have no share with me.’ Simon Peter said to him, ‘Lord, not my feet only but also my hands and my head!’ Jesus said to him, ‘One who has bathed does not need to wash, except for the feet, but is entirely clean. And you are clean, though not all of you.' For he knew who was to betray him; for this reason he said, ‘Not all of you are clean.’ After he had washed their feet, had put on his robe, and had returned to the table, he said to them, ‘Do you know what I have done to you? You call me Teacher and Lord—and you are right, for that is what I am. So if I, your Lord and Teacher, have washed your feet, you also ought to wash one another’s feet. For I have set you an example, that you also should do as I have done to you.

Lk 24:1-12
But on the first day of the week, at early dawn, they came to the tomb, taking the spices that they had prepared. They found the stone rolled away from the tomb, but when they went in, they did not find the body. While they were perplexed about this, suddenly two men in dazzling clothes stood beside them. The women were terrified and bowed their faces to the ground, but the men said to them, ‘Why do you look for the living among the dead? He is not here, but has risen. Remember how he told you, while he was still in Galilee, that the Son of Man must be handed over to sinners, and be crucified, and on the third day rise again.’ Then they remembered his words, and returning from the tomb, they told all this to the eleven and to all the rest. Now it was Mary Magdalene, Joanna, Mary the mother of James, and the other women with them who told this to the apostles. But these words seemed to them an idle tale, and they did not believe them. But Peter got up and ran to the tomb; stooping and looking in, he saw the linen cloths by themselves; then he went home, amazed at what had happened.

Student Reference (CEV)
Mt 26:26-28a  The Lord’s Supper
During the meal Jesus took some bread in his hands. He blessed the bread and broke it. Then he gave it to his disciples and said, “Take this and eat it. This is my body.” Jesus picked up a cup of wine and gave thanks to God. Then he gave it to his disciples and said, “Take this and drink it. This is my blood and with it God makes his agreement with you.”

Jn 13:12-15  Jesus washes the Feet of his Disciples
After Jesus had washed his disciples’ feet and had put his outer garment back on, he sat down again. Then he said: Do you understand what I have done? You call me your teacher and Lord, and you should, because that is who I am. And if your Lord and teacher has washed your feet, you should do the same for each other. I have set the example, and you should do for each other exactly what I have done for you.

Lk 23:44-47  The Death of Jesus
Around noon the sky turned dark and stayed that way until the middle of the afternoon. The sun stopped shining, and the curtain in the temple split down the middle. Jesus shouted, “Father, I put myself in your hands!” Then he died. When the Roman officer saw what had happened, he praised God and said, “Jesus must really have been a good man!”

Mk 16:1-7  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. On their way, they were asking one another, “Who will roll the stone away from the entrance for us?” But when they looked, they saw that the stone had already been rolled away. And it was a huge stone! 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. Now go and tell his disciples, and especially Peter, that he will go ahead of you to Galilee. You will see him there, just as he told you.”

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Suggested Assessment Tasks

Assessment tasks for this unit may include:

**Outcome 1**  Recount the key events of Holy Week and the first Easter Sunday morning.
- Using given pictures of the key events of Holy Week and the first Easter Sunday morning as cues, students write a sentence or word to label the picture.

**Outcome 2**  Contribute to and participate in a variety of prayer experiences related to the celebration of Holy Week and the Easter Triduum
- Students contribute to celebrating Holy Week and the Easter Triduum by writing a prayer or setting up a prayer focus including Easter symbols and participate in liturgies with class, school and parish.

**Outcome 3**  Describe how the Paschal Candle and the ‘Alleluia’ are used in the Easter season liturgies to celebrate that Jesus is risen.
- Students draw and label a Paschal Candle.

*NB* Outcomes 1 and 2 lend themselves to reporting in the dimension of Knowledge and Understanding.

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Suggested Teaching & Learning Experiences

Focusing Activity

Easter art gallery – using different images of Easter, discuss what the students see in each image, similarities and differences “Expressions: Book 2.” (Ryan, Maurice).

- Paint a wall frieze of Holy Week symbols.
- Complete a find-a-word/word/crossword of words from the Holy Week events.
- Celebrate as a class school events in Holy Week

- Design and make a collage of pictures that depict people gathering for a celebration meal.

- Role play a variety of situations that show how Jesus is with us.

- Prepare and participate in whole class/school celebration focussing on the events of Easter

- Complete a Y chart (refer to icon in Planning Tool) of the Easter season (include Paschal Candle and the word ‘Alleluia’)

- Paint a wall frieze of Holy Week symbols – break open each day and discuss each day's significance to the Easter story.

- Complete a 5 Ws on each day of Holy Week


- Read “Passing On” (Dumbleton, Mike) Refer “Expressions: Book 2” p.38

- Participate in a guided meditation in which you imagine you are witnessing the events that occurred after the Resurrection.

- Prepare a class prayer describing/thanking Jesus for being with us.

- Complete; Easter is important to Christians because …..

- Decorate a large “Alleluia” and display it prominently.

- Write the Easter Story in their own words

- Prepare a drama about the First Easter morning ; groups could prepare a section each

- Jn 13:12-15 To PREPARE TO HEAR the Word – this event took place after Jesus had celebrated the Passover with his disciples. This task was usually done by servants, why do you think Jesus washed their feet?

- Jn 13:12-15 To ENCOUNTER the Word after reading the text students, - Chorus Play “Just Imagine” (Wintour, Rina)

- Jn 13:12-15 To RESPOND to the Word – choose to do something of service for your family e.g. wash the dishes, walk the dog or tidy your room.

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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.