

KS1 Unit 3, Lesson 4: Is Easter happy or sad?

This lesson could be linked to the previous lesson.

Learning Outcomes:

- That the story of Jesus' death and resurrection is the focus for the celebration of Easter ·
- That Easter is a time of contrasting emotions.
- That Jesus' death and resurrection were both part of God's plan

Essential Core:

- Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.
- Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.
- Recognise **the order** of the key events in the Biblical narrative.

Resources: pictures of faces, camera.

Vocabulary: Bible, faith, important, belief, Christians, book, pages, verses, chapter, happy, sad, angry, jealous

INTRODUCTION

Empathy: Use pictures of large faces showing different emotions, and ask pupils to see if they can guess the emotions being expressed – and what might have made the people feel that way. Think about the fact that Christians believe that God made people to be like him – able to feel and express emotions · Talk about the things that make pupils sad and happy.

GROUP DISCUSSION WORK:

Explain that the story behind the celebration of Easter has two parts – a sad part, and a happy part. · Empathy: Make a set of large 'stepping stones' and physically 'walk' the whole story together, asking pupils to think about the differing emotions connected with the events. · In groups, 'dramatise' each event using freeze-frame faces, focussing on their reactions to the Good Friday / Easter Day parts of the story from the points of view of different people (e.g. Mary, the disciples, the crowd, Jesus, God etc.; fear / loneliness / sadness / despair / disbelief / joy / etc.) · Photos of each group should be taken as evidence of pupils' work, and for pupils to talk about afterwards. If time allows, children could annotate the photos of their groups' · You could use your hall for this lesson – or push your expressions using ICT

PLENARY:

Reflection / Empathy: How do children think Christians feel about Easter – what does it mean to them? · Do they think the emotions of the story help them to understand?

The work compiled in this lesson could be referred to throughout the unit either used as a basis for a display or used as prompts to encourage discussion.

Formative assessment/ learning goals:

Can I talk simply (e.g. happy / sad) about the emotions connected with the Easter story?

Can I retell the Easter story using prompts?

Can I identify with different characters within the Easter story and talk about the range of emotions involved?

Can I respond sensitively to the thoughts and feelings of others?

Am I able to articulate what Easter means for a Christian, making reference to the story?