2.2 Lent and Holy Week

This unit focuses on the season of Lentand introduces the Lenten practices of this season. The story of Zacchaeus explores the idea of ‘beginning again’; this is called repentance. The story of The Poor Widow explores the practice of ‘giving’. The unit also looks at the events of Jesus’ life that are celebrated during Holy Week.

Outcomes

Students will be able to:

S1.2 demonstrate growing familiarity with Scripture stories

S1.3 demonstrate basic knowledge and understanding of Jesus and his teachings

S1.7.1 identify the key times of the liturgical year

|  |  |
| --- | --- |
| Scripture | Doctrine |
| **Students are introduced to doctrine through Scripture and the living Tradition of the Church.** | |
| Luke 19:1-10 *Zacchaeus*  Mark 12:41-44 *The Poor Widow*  John 12:12-15 *Entry into Jerusalem* | * Jesus loved us and is always ready to forgive * God created us with free will; we can choose to love others |
| John 13:12-15 *The Washing of the Feet* | * Jesus lived a life of love and service |
|  | * Jesus suffered, died and rose to new life |

Spiritual Reflection for Teachers

**The transforming experience of forgiveness**

Rubin ‘Hurricane’ Carter, an African-American, spent more than two decades in jail for a crime he did not commit. He now travels the world speaking of his experience and working for human rights. When in Australia he was asked how he felt about the people who had contributed to his wrongful imprisonment.

At first he spoke of the intense anger that burned within him for many years. He said that he reached a point where he could no longer hold on to this resentment and made a decision to forgive and to let go. He reflected that this experience of forgiveness had been one of the most transforming moments of his life. He had already spent twenty years in prison and he was not going to allow himself to spend the rest of his life imprisoned by hatred.

The honesty, compassion and humility experienced when we forgive and when we are forgiven can make these moments some of the most liberating and life giving in our lives.

*Recall and reflect upon an experience of forgiveness in your life.*

*Think of the times you have experienced the forgiveness of God?*

Catechism of the Catholic Church

**Excerpts from the Catechism of the Catholic Church are included below as information for teachers. They present the Church’s teachings contained in the unit.**

**540** Jesus' temptation reveals the way in which the Son of God is Messiah, contrary to the way Satan proposes to him and the way men wish to attribute to him. This is why Christ vanquished the Tempter *for us:* "For we have not a high priest who is unable to sympathize with our weaknesses, but one who in every respect has been tested as we are, yet without sinning." By the solemn forty days of *Lent* the Church unites herself each year to the mystery of Jesus in the desert.

**1009** *Death is transformed by Christ.* Jesus, the Son of God, also himself suffered the death that is part of the human condition. Yet, despite his anguish as he faced death, he accepted it in an act of complete and free submission to his Father's will. The obedience of Jesus has transformed the curse of death into a blessing.

[**1104**](javascript:openWindow('cr/1104.htm');) Christian liturgy not only recalls the events that saved us but actualizes them, makes them present. The Paschal mystery of Christ is celebrated, not repeated. It is the celebrations that are repeated, and in each celebration there is an outpouring of the Holy Spirit that makes the unique mystery present.

**1490** The movement of return to God, called conversion and repentance, entails sorrow for and abhorrence of sins committed, and the firm purpose of sinning no more in the future. Conversion touches the past and the future and is nourished by hope in God's mercy.

**1969** The New Law *practises the acts of religion:* almsgiving, prayer and fasting, directing them to the "Father who sees in secret," in contrast with the desire to "be seen by men" …

Scripture: Background Information

**Luke 19:1-10 Zacchaeus**

The story of Zacchaeus is a familiar one. He is a tax collector for the Roman Empire and he keeps some profit for himself. His own people would regard him as a collaborator with the occupying Romans. So he is an unpopular individual. Yet Jesus chooses to eat with him. Zacchaeus returns the trust by showing he can change. He gives away half his wealth to the poor and anyone he has cheated he repays four times the amount. This is a very generous change (conversion) indeed. Such extravagance fits in with the Gospel’s theme of Jubilee – the abundant care and love of God. Jesus does not call Zacchaeus a sinner as many others would. No, he calls him a “son of Abraham” (verse 9) to show that God always loves and forgives us. We are always a part of God’s family.

**Mark 12:41-44 The Poor Widow**

Jesus draws the attention and admiration of his disciples to a poverty-stricken widow whom he describes in terms of her great generosity. She gave everything she had, her entire living. In this instance, Jesus is drawing a comparison between those who try to make their lives secure by making themselves rich (Mark 12:40) and those who lose everything but are truly rich in the sight of God.

**John 12:12-15 Entry into Jerusalem**

All four Gospels record this event but all four are different. The version in John is the shortest. It is also the only one to mention palms. The other Gospels have greenery or branches from the trees – probably olive branches. It seems that palms are not native to Jerusalem. They were usually brought into Jerusalem for the feast of Tabernacles. Perhaps here they symbolise victory or the welcome given to a king or visiting dignitary. So we have a variety of customs in our Sunday liturgies for “Palm” Sunday – palms, olive branches, greenery. This reflects our multi-cultural Church in Australia. We all welcome Jesus and each other. This is in keeping with the theme of loving service that the Gospel of John, in particular, highlights.

**John 13:12-15 The Washing of the Feet**

In the Gospel of John, The Last Supper focuses on loving service and hospitality and not on the Eucharist. In fact, it is not mentioned. Washing guest’s feet in the Ancient Near East was a sign of welcome and was usually done by servants. But here we see Jesus doing the feet washing as a humble sign of his love and an example for us to follow. John’s Gospel is using the Last Supper to remind his community of Jesus’ great love and just how much they should love each other. Thus, John presents another perspective with varied insights into the life and message of Jesus.

Suggested Assessment

**Suggestions for determining students’ development towards the achievement of the outcomes are included below:**

**S1.2 demonstrate growing familiarity with Scripture stories**

The student typically might:

* respond to the stories of ‘Zacchaeus’ and ‘The Poor Widow’

**S1.3 demonstrate basic knowledge and understanding of Jesus and his teachings**

The student typically might:

* make simple statements about Jesus and Palm Sunday, Holy Thursday, Good Friday or Holy Saturday

**S1.7.1 identify the key times of the liturgical year**

The student typically might:

* talk about the actions on Ash Wednesday and during Lent
* reflect on individual preparation for Easter

Resources

***To Know Worship and Love* – Book 2, Chapter 6, Parts 1 and 2, Chapter 16 (2005), James Goold House Publications, Melbourne, Victoria**

***To Know Worship and Love* – Big Book, *Stories about Jesus,* ‘Zacchaeus’**

***To Know Worship and Love* – Big Book, *A Journey to New Life,* ‘Lent’, ‘Holy Week’**

**Teacher Resources**

Council for Christian Education in Schools, (2001), *Let’s Start, Cycle 2 Part 1,* The Council for Christian Education in Schools, Melbourne, Victoria

Macdonald Anthony Sr, (2004), *To God on a Magic Carpet: Meditating with Children,* Spectrum Publications, Richmond, Australia

Reehorst J, (1986), *Guided Meditations for Children*, Wm C Brown Company Publishers, Dubuque, Iowa

**Music**

Burland J, (2005), ‘Hosanna! Shout Hosanna!’ and ‘Lord, By Your Cross’ in *Lord, Teach Me Your Ways,* Ovation Music, Sydney

**Websites**

<http://twb.catholic.edu.au/reled/site/index.html> story of Zacchaeus

<http://home.rochester.rr.com/gocek/images/christn/> collection of crosses

<http://home.att.net/~wegast/symbols/symbols.htm> collection of crosses

**NOTE: See** [**RE Online**](http://www.ceo.syd.catholic.edu.au/portal/site/re/?epi_menuItemID=8e598d1f3784c2f5414de233404101ca&epi_menuID=4f4e0a6b567a05c5414de233404101ca&epi_baseMenuID=de1e8e5b7f37c3c5414de233404101ca) **for additional resources for this unit.**

Unit Content A: Ash Wednesday and Lent

**Lent is a time in the Church’s year when we are invited to turn to God again, and prepare to celebrate Easter.**

Students will:

* listen and respond to the stories of Zacchaeus and The Poor Widow
* reflect on ways they can follow Jesus during Lent

Background Information

Lent is a time in the Christian Church when we are invited to make new beginnings. It is a forty day period. In biblical writing, forty days simply means a very long time. There are many references to 40 throughout the Scriptures. In the Great Flood it rained for forty days and forty nights. The Israelites wandered in the desert for forty years. To prepare for his public life, Jesus’ went into the desert for forty days.

For forty days, during Lent, we prepare to celebrate at Easter the new life of the Risen Jesus. Prayer, fasting and almsgiving, or giving to the poor, are traditional practices of preparation. The liturgical colour of the season is purple, a colour of repentance.

This Unit Content begins with the story of Zacchaeus’ change of heart. Through this story we introduce the notion of repentance and ‘beginning again’. These are key aspects of the Lenten season. Zacchaeus was not a popular man because he was a tax collector and he took more of the people’s money than he should. However, when Jesus came along, he reached out to Zacchaeus and even offered to eat in his home. This was a mark of great respect. Zacchaeus changed. We ponder with the students what caused this change. We also look at Zacchaeus and how he had changed.

We should note for ourselves that Jesus saw the good in Zacchaeus and initiated a relationship with him. As teachers we know the importance of seeing the good in our students and building a respectful relationship with them, especially with those we find challenging!

The Church’s Lenten practices are introduced. These are fasting, almsgiving and prayer. The children are invited to respond to the Church’s invitation to prepare for Easter.

‘The Poor Widow’, (also known as The Widow’s Gift / Offering) is the second story of this section of the unit. ‘The Poor Widow’ is a Lenten model for us all. Jesus commends her actions. In her poverty she gave all she had. The coin can be seen as a symbol of herself, her inner dedication to God and her generosity. In contrast to the rich, she gave quietly and in secret. She gave what she had.

This story provides children with the opportunity to reflect on what it means to really give. The children’s level of development needs to be taken into account.

Suggested teaching/learning strategies

**The following suggested activities are organised around the key elements of *Telling the Story, Wondering, Exploring and Prayer*. Teachers select, adapt or substitute activities, ensuring that each of the abovementioned elements is evident in the cycle of learning.**

* Invite students to get ready to listen to the story. See ‘Curriculum Introduction’, p21.

**Part 1**

* Tell the story of **‘Zacchaeus’** (based on Luke 19:1-10). See ‘Resource Sheet 1’ for script from KWL Big Book, *Stories About Jesus*, ‘Zacchaeus’. Use 3D concrete materials to tell the story.
* Invite the students to wonder with you using some of the following statements:

I wonder …

- why Zacchaeus wanted to see Jesus  
- how Zacchaeus felt when Jesus stopped and asked to have dinner with him   
- what Jesus and Zacchaeus talked about  
- why Zacchaeus changed  
- how he felt as he gave half of what he had to the poor  
- if you have ever felt small   
- what it’s like to be short

* Give students opportunities to engage further with the story through one or more of the following suggested activities. Ideally, organize these activities so there is a choice. While the class is engaged in their work, talk with individual students about their work, using open-ended statements.
* Students write or draw a list of all their favourite toys. Ask them to cut the list in half. They imagine that they are giving half their toys away as they place one half of their list in a collection box.   
  Journal – how they felt doing this and why.   
  Keep these reflections, the collection box with one half of their toy list, and the second half of the toy list for use after listening to ‘The Poor Widow’.
* Individually or in groups, dramatize the story of Zacchaeus.
* Students choose one part of the story to work on. Paint, sketch, colour the background. Place cut-outs of Jesus and Zacchaeus on the background (perhaps in relief). Students could add text to the picture – e.g. Jesus and Zacchaeus’ conversation in speech bubbles, what the student sees happening.
* Individually or in groups, retell the story using the class story materials.
* Guided Meditation: Adapt from *Guided Meditations for Children*, Reehorst J,p55, or *To God on a Magic Carpet*, Sr Anthony, p24.
* Revisit the story, e.g.:
* Shared book experience using the Big Book, *Stories About Jesus,* ‘Zacchaeus’
* Read or listen to the story on <http://twb.catholic.edu.au/reled/site/index.html>
* Echo mime - One person says:  
   Jesus, Jesus walking down the street.   
   Class repeats:  
   Jesus, Jesus walking down the street.  
   “Here’s Jesus!” the people shouted.   
   Jesus looks up into the tree.   
   “Come on down Zacchaeus,” he calls.  
   Students could write or suggest the rest; create actions for each line.

**Part 2**

* Read KWL ch 6, ‘A Journey to New Life’, Part 1, **Ash Wednesday and Lent** or KWL Big Book, *A Journey to New Life,* ‘Lent’.
* Use some of the ‘I wonder’ statements in KWL p58.
* Attend the distribution of ashes at church or school. Bring a ‘Project Compassion’ box and a bowl of ashes from the church into the class.
* Each student writes ways he/she will try to practise goodness during Lent, e.g. what they might contribute to Project Compassion, when they will spend time in prayer, what junk food they will go without. Students fold the recording of their Lenten promises for use in the following prayer.  
  Note: Students should be made aware that this is a reflective exercise and not meant for sharing.
* Prayer: Lent is a time when we remember that Jesus loves and cares for all people. Like Zacchaeus we can begin again. Like the widow, we can be generous.

Period of silence – think about the promises you have written for Lent.

Place written promises in a bowl.

Conclusion: God of love and generosity, help us to keep our Lenten promises as we wait to celebrate Easter.

Blessing: Extend hand over children – May God be with us and bless us through the season of Lent.

* With the children, complete the Home Activity in KWL p59. Conclude with the prayer in KWL p59. Move ashes to the prayer table. Using the bowl of Lenten promises this prayer could be repeated in each week of Lent.
* Students take their copy of *To Know Worship and Love* home. Students read KWL ch 6, Part 1, or talk to their parents about what is happening. Parents can read or talk with their child. Parents may also wish to do the Home Activity.

**Part 3**

* Tell the story **‘The Poor Widow’**. See ‘Resource Sheet 2’ for script and suggested 3D materials. See also story in KWL Big Book, *Stories About Jesus*, ‘The Poor Widow’ and KWL Book 2, Ch 15. You will need to become familiar with the story and practise using the materials to prepare the key actions of the story.
* Invite the students to wonder with you about the story using some of the ‘I wonder’ statements in KWL, p156 (also under the script on Resource Sheet 2) or your own wondering statements.
* ‘I wonder what it would be like to give away all our favourite toys.’ Students place the second half of their toy list in the collection box.

Ask children to close their eyes and imagine all the favourite toys they have at home. Imagine themselves walking around the bedroom/toy room/house, picking up their toys and putting them in a box. They look around their bedroom now. I wonder how it feels. Could this have been a little like the widow who gave all her money away? Follow up with journaling and/or prayer. See prayer at end of KWL ch 15, p157

* Read ‘The Poor Widow’ in KWL Big Book *Stories About Jesus.*
* List and discuss the ways people are generous – use KWL p155 and ‘I wonder’ statements about generosity on p156. What treasures are we prepared to give away – time, talent, compassion, forgiveness, tuck shop money? Make a class list/journal. Lead children to connect with Lenten promises.
* Provide opportunities for prayer throughout the unit, which are related to the outcomes and doctrine:
* Morning or afternoon prayer – see prayers in KWL pp59 and 157.
* Prayer before lunch:   
  Generous God, help us to remember those who do not have what we have.   
  Help us to be generous in our playing at lunch time. Amen.
* Lenten Prayer:   
  Procession to prayer circle: purple cloth, Bible and candles.  
  *This is the \_\_\_\_ week of Lent.   
  During Lent we remember that Jesus came with good news for all people.*  
  Open Bible at story of Zacchaeus/or Widow’s Offering – proclaim part of the story, eg *Zacchaeus stood there and said to the Lord, ‘half of my possessions, Lord, I will give to the poor.’ This is the Gospel of the Lord.*Children respond: *Praise to you Lord Jesus Christ*.  
  Response: silent reflection – *think about what Zacchaeus did when Jesus called him down from the tree.*Concluding prayer: *God of love, may we show love and mercy to others as you show it to us. We ask this through Christ our Lord. Amen.*
* Guided Meditation: adapt from ‘The Widow Who Gave’, *Guided Meditations for Children*, p59.

Unit Content B: Holy Week

**During Holy Week we remember the events which led to Jesus’ death and burial.**

Students will:

* become familiar with the events of Jesus’ life in Holy Week
* respond to each of these events

Background Information

Holy Week begins on Palm Sunday, the 6th Sunday of Lent, and finishes at the conclusion of the Easter Vigil on Holy Saturday evening. The events of Holy Week are told as a continuous narrative. The liturgical colour is still purple, except for Palm Sunday and Good Friday which are red, and the Mass of the Lord’s Supper which is white.

On Palm Sunday Jesus rides into Jerusalem seated on a donkey. He comes in humility, and as a man of peace. His arrival in Jerusalem is joyously greeted by the people shouting, “Hosanna. Blessings on the King who comes….”, and waving palm branches that are symbols of victory. The people had long awaited the coming of a Messiah who would be a king in the style of King David. A great and powerful warrior who would come triumphantly into Jerusalem leading a conquering army and rid the Israelites of the Roman occupation.

Rather, this Messiah comes as the humble servant, who washes the feet of his disciples, who asks them to do likewise, and to remember him in the breaking of bread and sharing of wine. Jesus had given of himself totally throughout his life. He had touched and healed the unclean, the poor and the sick; he forgave and restored people to their communities. Such actions were seen by some as false teaching, as undermining the Law and as threatening those in power. So he is killed on Good Friday.

The students are introduced to the Stations of the Cross. This is an ancient Christian prayer; it is not an intellectual exercise. Not all the stations need to be used. The children are invited to ponder some of the scenes as Jesus journeys to his death.

The unit ends with Holy Saturday, which is a Sabbath day, a day when no work is done. This was a day of rest for the Jewish people. The body of Jesus ‘rests’ in the tomb.

So ends a week of love, service, dedication and generosity, so ends a life given in total love, service, dedication and generosity.

Suggested teaching/learning strategies

**The following suggested activities are organised around the key elements of *Telling the Story, Wondering, Exploring and Prayer*. Teachers select, adapt or substitute activities, ensuring that each of the abovementioned elements is evident in the cycle of learning.**

* Place purple cloth and key images, eg a bowl of ashes in middle of the circle. Ask students to tell what they know of Holy Week. ‘Holy Week’ is the time to remember the last days of Jesus on earth, his death and Resurrection.

**Part 1**

* Read the story of **Palm Sunday,** based on John 12:12-15, in KWL Big Book, *A Journey to New Life.*
* Invite students to wonder with you using ‘I wonder’ statements, KWL p69.
* Read the story in KWL ch 6, Pt 2or Big Book, *A Journey to New Life,* ‘Holy Week’. Discuss processions, parades, marches they have seen – what do people wave, say, do? Show some palms. Talk about their experiences of Mass on Palm Sunday.
* Prepare for a class role play. Make paper palms, cloaks from lengths of crepe paper. Learn an appropriate song, ‘Jesus the Prince of Peace’, *Let’s Start, Cycle 2 Part 1,* The Council for Christian Education in Schools, p32, ‘Hosanna’ antiphons, or words used in KWL.

Role-play Palm Sunday, using a combination of reading/storytelling, movement and song.

* Students begin to make a book or a cube (see ‘Resource Sheet 3’) to represent the events of Holy Week in word, symbol and/or illustration. They add to the book or cube after each day of Holy Week is explored.

**Part 2**

* Read the story of **Holy Thursday**, based on John 13:12-15, in KWL Big Book, *A Journey to New Life.*
* Invite students to wonder with you using ‘I wonder’ statements from KWL p69.
* Read the ‘Holy Thursday’ section in KWL pp62-63 and pp27-28.
* Students add part of the story or a symbol to their book/cube.
* Share a meal of hot cross buns, talk about other meals shared. Talk about the Last Supper.

**Part 3**

* + Read the story of **Good Friday** in KWL Big Book, *A Journey to New Life.*
* Invite students to wonder with you using ‘I wonder’ statements, KWL p70.
* Read the ‘Good Friday’ section in KWL ch 6, Pt 2.
* Show various crosses and crucifixes.

Sources could be:

<http://home.rochester.rr.com/gocek/images/christn/> <http://home.att.net/~wegast/symbols/symbols.htm>, click C, go to cross.

Students bring their own cross from home. Discuss differences in the various crosses and crucifixes.

Students draw, paint or construct a cross. Add this to their book/cube.

* Pray the Stations of the Cross – use the pictures from above, or appropriate stations in the church. Direct the children to look carefully at the image. Respond in silence, spontaneous prayer, written prayers, or use prayer in KWL p71 as a refrain after silent refection on the image.
* At the end of the day, trace a cross on each child’s forehead, saying, “May you love others as Jesus loves you.”

**Part 4**

* + Repeat the process of reading the story, wondering and responding for **Holy Saturday**.
* When someone has died and the funeral is over, relatives and friends go back to a relative’s house to share food. They sometimes have pictures of the deceased. They tell stories about the dead person, eg: Remember when …….. . Invite the children to share their favourite stories about Jesus.

**or** - I wonder what the friends of Jesus would have talked about after they had buried him.

* Students put together either their book or cube, leaving the top side open. They leave their cubes, or books, at school over the Easter break. Teacher fills each cube, or hides in each book, an Easter surprise for children, to be discovered upon return from the Easter holidays.

**Resource Sheet 1**

**Zacchaeus**

**KWL Big Book, *Stories About Jesus,* ‘Zacchaeus’**

**(Luke 10:29-37)**

**You will need:**

* light yellow or cream felt background - the area between Jericho and Jerusalem was desert
* felt road
* 3D figures: Jesus; Zacchaeus, crowd
* tree
* Jericho and Jerusalem (optional)
* Bible

*Children are seated in a semi-circle ready to listen to the story. When the children are settled, go to the shelf and carry the materials as you would the Bible. Place these beside you.*

*Place class Bible in front of you with your hand on it.*

**This story comes from our special book, the Bible, so we know it will tell us something about God.**

*Place Bible beside you. Place the felt background in the middle of the story space.*

*Lay the road on top of the background.*

*Place Jerusalem at the end of the road away from you. Place Jericho at the end of the road closest to you.*

**Every year the people of Israel travelled to the great city of Jerusalem to celebrate the feast of the Passover. Many passed through the city of Jericho on their way to Jerusalem.**

*Place tree on one side of the road part-way down, close to Jericho.*

*Place Zacchaeus in front of Jericho.*

**Zacchaeus lived in Jericho. His job was to collect money for taxes.**

**He took more money than he needed and he was very rich.**

*Place crowd in between Jericho and Zacchaeus.*

**People did not like Zacchaeus.**

*Move Jesus through Jericho. Move Zacchaeus backwards and forwards trying to see Jesus over the crowd.*

**One day Jesus was going through Jericho on his way to Jerusalem.**

**Zacchaeus wanted to see Jesus. But he was a short man. He couldn’t see over the crowd.**

*Move Zacchaeus up the tree.*

**So he ran ahead and climbed up into a sycamore tree.**

*Move people in front of tree. Move Jesus along the road to the tree.*

**When Jesus got to the sycamore tree, he looked up and said, "Zacchaeus, hurry down! I want to stay with you today."**

*Move Jesus and Zacchaeus together on the road back towards Jericho.*

**Zacchaeus hurried down. He gladly welcomed Jesus and took him to his home.**

**People did not like Zacchaeus, but Jesus did.**

*Turn crowd to face each other.*

**Everyone who saw this started grumbling, "This man is a sinner! And Jesus is going home to eat with him."**

**People did not like Zacchaeus, but Jesus did.**

*Place Jesus and Zacchaeus facing each other in front of Jericho.*

**At the end of the day Zacchaeus stood up and said to Jesus in a strong voice, "I will give half of my property to the poor.”**

**Zacchaeus was changing.**

*Turn people to face Jesus and Zacchaeus.*

**He continued firmly, “And I will now pay back four times the amount to everyone I have ever cheated."**

**Jesus said to Zacchaeus, "Today you have been saved.”**

*Pause quietly for a moment, and then begin to wonder together.*

**I wonder:**

* + **why Zacchaeus wanted to see Jesus**
  + **how he felt when Jesus stopped and asked to have dinner with him**
  + **what Jesus and Zacchaeus talked about**
  + **why Zacchaeus changed**
  + **how he felt as he gave half of what he had to the poor**
  + **if you have ever felt small. I wonder what it’s like to be short**

*Carefully pack story materials into storage box and put on shelf. Ensure that children are watching so they know how to pack the materials away and where to find them.*

**Resource Sheet 2**

**The Poor Widow**

(Mark 12: 41-44)

**YOU WILL NEED:**

* A basket to contain underlay and all materials
* A bible and candle
* Felt underlay (brown or tan) & decorative cloth
* 3D figures to represent Jesus, 1 poor widow,

2 disciples, 2 rich adults & 2 rich children

* A small box open at the top
* wooden or laminated cut out of Jerusalem (could be from Good Samaritan story)
* 5 coins (2 large & 2 small)

*Students are seated in a semi-circle ready to listen to the story. When the children are settled, get the materials and carry them respectfully to the storytelling place as you would the Bible. Place these beside you.*

*When the group is ready lay out a piece of felt underlay which defines the storytelling area. (See map at the end of the script for additional information on layout.)*

* *place the wooden representation of Jerusalem toward the front right hand side of the felt underlay (be careful not to obscure the students’ vision)*
* *place small box at the centre of the underlay near the edge closest to you.*
* *place the figures representing 2 rich adults and 2 rich children in the centre of the felt underlay*

*Begin by picking up the bible, opening it and saying:*

**This story is about a poor widow. We find it in Mark’s Gospel (12: 41-44).**

*Hold the bible out in front of the students and then reverently place the open bible on the small prepared cloth.*

*Place figures of Jesus and two disciples with the other figures on the underlay. Turn the figure of Jesus toward the money-box as if watching.*

**One day when Jesus was in the temple at Jerusalem he sat down and watched the people as they put money into a money-box.**

*Scatter the large coins in front of the money-box.*

**Jesus saw many rich people put in lots and lots of money.**

*Place the figure of the Poor Widow in front of the money-box. Place two small coins with the large coins.*

**Then a poor widow came and gave two small copper coins which were worth very little.**

*Move the figure of the poor widow to the front of the underlay facing the students.*

*Turn the figure of Jesus back toward the disciples.*

**Jesus turned to his disciples and said, “Truly I tell you, this poor widow has put in more than all those who are rich. They gave from what they had to spare. She had very little and she put in everything. She gave all she had to live on.”**

*Pause quietly for a moment and then begin to wonder together.*

**Suggested Wondering:**

* I wonder how the people decided the amount of money to put in.
* I wonder how the woman felt when she put in her two small coins.
* I wonder why she decided to give everything she had to live on.
* I wonder why Jesus said that this woman gave more than all the others.
* I wonder what it really means to be generous.

Adult and children figures

Money box

Jerusalem

Figures of:

* Jesus
* 2 disciples
* 2 rich adults
* 2 children
* 1 poor widow

Poor widow

\

**Resource Sheet 3**

Blackline Master cube

