4.3 Easter: A Time to Live the Good News

This unit begins with the experience of the disciples at the first Easter. It explores the presence of the risen Jesus in the parish community and in the Word of God. The unit focuses on the celebration of Easter and on the Liturgy of the Word. It locates Easter within the mission of the parish as it celebrates and responds to God’s Word.

|  |  |  |
| --- | --- | --- |
| **Values & Attitudes***Students will demonstrate that they are:* | **Knowledge & Understandings***Students will demonstrate that they can:* | **Skills***Students will demonstrate that they can:* |
| L2.1 aware of the relevance of the Scriptures to the Liturgical Season | explain major events in the life of Jesus which are recorded in the Scriptures and celebrated in the liturgical life of the Church | interpret the significant events in the life of Jesus |
| L2.2 aware of ways in which they can respond to the presence of Jesus in their lives | describe ways people respond to the presence of Jesus | create rituals which celebrate their response to the presence of Jesus |

Syllabus Outcomes
Liturgical Year – Stage 2

Classroom Outcomes

*Students will be able to:*

* explain how the disciples’ responded to the Resurrection and the appearances of Jesus.
* demonstrate an awareness of how they experience the presence of Jesus Christ in their lives.
* describe ways that they and parish communities respond to the Gospel.
* demonstrate an understanding of how the Church celebrates the Liturgy of the Word.

|  |  |
| --- | --- |
| Scripture | Doctrine |
| Matthew 28:1-10 *Jesus is risen – the angel’s message*Matthew 28:16-20 *Jesus commissions the disciples*1 Cor 12:4-6,11 *Many gifts but one Spirit* | * God raised Jesus to new life
* The Risen Jesus is with us
* The Church continues the mission of Jesus by proclaiming the Good News
* Jesus is present in the Scriptures: The Word of God
 |

Spiritual Reflection for Teachers

Who has affirmed and challenged you over the years to become the person you are today? Mother? Father? Grandparents? Close Friends?\_\_\_\_\_\_\_\_\_\_\_?

They are the most significant people in your life. They have given you love by the way they have affirmed and challenged you.

If you want to find where God is, then look at these Good News people.

They represent the little realities, and are the ones who have meant so much to you in your formation as a person.

Over and above all this is not an extra reality that we call God, but within and behind the reality of all this love is the Great Reality, Love, God. God, who loves you in and through these wonderful people in your life.

Try to look beneath the surface in your caring school community: in the staff room, in your classroom, in your parents with their children. This is where God is disguised.

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 this unit.**

656 Faith in the Resurrection has as its object an event, which is historically attested to by the disciples, who really encountered the Risen One. At the same time, this event is mysteriously transcendent insofar as it is the entry of Christ's humanity into the glory of God.

777 The word “Church” means “convocation”. It designates the assembly of those whom God’s Word “convokes”, ie gathers together to form the People of God, and who themselves, nourished with the Body of Christ, become the Body of Christ.

1154 The liturgy of the Word is an integral part of sacramental celebrations. To nourish the faith of believers, the signs which accompany the Word of God should be emphasized: the book of the Word (a lectionary or a book of the Gospels), its veneration (procession, incense, candles), the place of its proclamation (lectern or ambo), its audible and intelligible reading, the minister's homily which extends its proclamation, and the responses of the assembly (acclamations, meditation psalms, litanies, and profession of faith).

1169 Therefore Easter is not simply one feast among others, but the ‘Feast of feasts’, the ‘Solemnity of solemnities’, just as the Eucharist is the ‘Sacrament of sacraments’ (the Great Sacrament). St Athanasius calls Easter ‘the Great Sunday’ and the Eastern Churches call Holy Week ‘the Great Week’. The mystery of the Resurrection, in which Christ crushed death, permeates with its powerful energy our old time, until all is subjected to him.

Scripture: Background Information

Matthew 28:1-10 Jesus is Risen, the angel’s message

Matthew places his story of the Resurrection after the account of the indignity and seeming finality of Jesus’ death. In 27:62–65 Matthew describes the human efforts to control and contain the work of God. The sepulchre is sealed and guards are placed to secure against the possible fraud of Jesus’ followers.

Matthew’s account of the Resurrection is a rich theophany (revelation of God). The power of God is illustrated in the earthquake, the stone rolled away and the shocked reactions of the guards. The angel reminds us of Jesus’ transfiguration when his clothes and face shone brighter than no earthly bleach. Dressed in white, sitting on the stone, this messenger is a symbol of victory: God’s victory over evil, death and human efforts to control. For those who believe, Jesus’ Resurrection ushers in the reign of God on earth. Jesus triumphs and is vindicated at last. The angel’s message is one which brings wonder, joy, awe and fear. However, far from being debilitating, this fear energises. The women are commanded not to be afraid but to go quickly and tell his disciples. The emphasis here is on the word ‘quickly’. Do not hesitate in bringing this great news to others: Jesus is Risen![[1]](#footnote-1)

The appearance of the risen Jesus to the women first is surprising. The testimony of women did not count in law courts of the time. Their role was in the home. The message Jesus gives them is a comforting: “Peace be with you…Do not be afraid”. Then Jesus instructs them to tell the men to return to Galilee where they will find him. This suggests that the presence of the risen Jesus is experienced in their homes, with their families: in their ordinary lives. This undoubtedly is what Matthew’s community found. In Galilee, at home, doing everyday things they found the risen Jesus again.

**Matthew 28:16-20 Jesus commissions the disciples**

The women do as they are instructed by Jesus. They proclaim the risen Jesus to the apostles. The eleven return to Galilee and there they are commissioned by Jesus, “though some hesitated”, to go out to all nations. This is a political and religious statement that reflects the position of the Matthean community. They are struggling with the question of accepting gentiles into the community and the practice of Judaism. The community finally and somewhat painfully realise that they must move away from Judaism to the Gentiles. A major decision for this embryonic Christian community.

**1 Corinthians 12:4-6,11 Many gifts but one Spirit**

In this text from the Letter of St Paul to the Corinthians, Paul offers guidance to the community on how the Spirit is manifested within the community. This advice is to help form the early Church. Paul emphasises the great diversity of gifts and how they are distributed. All gifts flow from the Holy Spirit and unite us with Jesus. The gifts are to help build up the community. There should be no spiritual elite. All who respond to the Spirit of Jesus working within them show that spirit in the service of others.[[2]](#footnote-2)

The Church’s Teaching and Lived Tradition

In Tradition: *To Know, Worship and Love,* Year 4, p47

*The Apostles’ Creed*

One of our most basic needs as human beings is the need to belong, to be social and to be in relationship to others. Through the Trinity Jesus taught us that our one God is a loving community of three Persons. This leads us more and more to realise that the Church must be a reflection of this loving community. From St Paul we read of the importance of the richness and diversity of the spiritual gifts of each person who belongs to the Church. From the Apostles’ Creed our belief in the Communion of Saints teaches that through Baptism we belong to an immense, extended spiritual family. We see that for those who belong to the Church there is no barrier even through time.[[3]](#footnote-3)

In Tradition*: To Know, Worship and Love,* Year 4, p56

*Rite of Dismissal at Mass*

The Dismissal forms the final part of the Concluding Rite of the Mass. The assembly is commissioned, or sent forth, having been nourished at both the table of the Word and the table of the Eucharist, to live God’s Word and to be the visible face of the risen Christ for others.[[4]](#footnote-4)

Vatican II

Indeed, when the Scriptures are proclaimed in the assembly, Christ is present in the Word since it is he himself who speaks through them. (Constitution on the Sacred Liturgy 7)

Lectionary GIRM 4

The Word constantly proclaimed in the liturgy is always a living, active word through the power of the Holy Spirit. It expresses the Father’s love that never fails in its effectiveness towards us.

Celebration: Prayer and Liturgy

**Celebration is a key part of Religious Education. The following suggestions provide opportunities throughout the unit for celebration in prayer and liturgy. Most of these suggestions are included as ‘teaching/learning’ activities in Unit Content sections.**

* As a class, celebrate a structured Liturgy of the Word. See activities in the 2nd unit content. Children could use the readings of the day, or readings of their choice.
* Celebrate the Liturgy of the Word prepared by each group for morning prayer. This may involve prayerfully listening to a passage from Scripture, singing a hymn, or praying some intercessions. One style is found in *Children’s Daily Prayer Under the Southern Cross*, by Elizabeth McMahon Jeep. Try to develop a sense of reverence for Scripture.
* Participate in a class Liturgy of the Word giving thanks for the people of our parish:

Class Liturgy of the Word: ‘The Risen Lord is with us’.

* First Reading: 1 Corinthians 12:4-6,11.
* Responsorial Psalm
* Gospel Acclamation
* Gospel: Matthew 28:16-20.
* Use students’ prayers to give thanks for the many gifts and acts of service in the parish that help proclaim the Good News.
* End with the Dismissal Rite (KWL Year 4, p56). Use the [new translation](http://www.togetheratonealtar.catholic.edu.au/receive/dsp-content.cfm?loadref=50) of the Roman Missal.

Assessment

**Interim Assessment Statement 2014**

The identification of Teaching/Learning strategies as ‘suggested assessment’ has been removed from the 3-6 RE curriculum. The type of assessment activity and the way evidence of learning is gathered will vary, depending on such factors as; the outcomes being assessed, the evidence being gathered, the teaching and learning activity, context and students’ learning needs (NSW Board of Studies, <http://syllabus.bos.nsw.edu.au/support-materials/k-6-assessment-strategies/>) .

Assessment in Religious Education is based on the same principles as in other key learning areas. Please refer to the CEO Sydney site supporting the implementation of the Australian Curriculum in the context of the NSW BOS Syllabus. At this site <https://sites.google.com/a/syd.catholic.edu.au/professional-learning-modules/home> professional learning modules are provided to support teachers as they engage with the NSW BOS Syllabuses for the Australian Curriculum.

**Module 4, Assessment and Planning** explores the principles of effective assessment ***for***, ***as*** and ***of*** learning and considers a range of strategies and methods for assessing student learning. Activities focus on moving beyond assessment as an index of learning, towards assessment that motivates, enhances learning and achieves deeper understanding to meet the diverse learning needs of all as students. Participants are encouraged to reflect on assessment as a driver for improvement in teaching and learning.

**Religious Education Curriculum and Assessment**

In Year 3-6 Religious Education Curriculum, both Syllabus Outcomes and Classroom Outcomes are key reference points for decisions about students’ progress and achievement. Classroom outcomes are more specific to the unit content. Unit Content statement and *Students will learn* statements in each unit should also be taken into account in planning and developing learning and assessment opportunities. Outcomes and Unit Content Statements are derived from Syllabus objectives.

Effective Religious Education involves teaching the Catholic faith (Scripture, doctrine, traditions, prayer and sacraments) and nurturing the faith of the child. There is no attempt to assess the child’s faith. Assessment is concerned with skills, knowledge and understanding of the Catholic faith taught in the curriculum and supported in the religious life of the school.

Resources

***To Know, Worship and Love*, Year 4, Chapters 5, 6 and 7, (2003) James Goold House Publications, Melbourne, Victoria**

Catholic Lectionary

Copley B and D’Arcy T, *Break Open The Word: The Book of Readings for*…, The Liturgical Commission, Sydney

McMahon Jeep E, *Children’s Daily Prayer Under the Southern Cross*, (published each year by Desbooks)

Wood D, *Grandad’s Prayers of the Earth*, Walker Books, London

Woods L, (1993), *The Bible: God’s Word*,Dove Collins, Sydney

Parish personnel: People in the parish could speak to the children about the work they do. These could be leaders in different groups or significant people within the parish. For example: minister of the Eucharist, reader, Sunday School coordinator, member of the Social Justice group.

[Together At One Altar](http://www.togetheratonealtar.catholic.edu.au/index.cfm) – web based resource

Key to Symbol

✪ denotes higher order activity

Unit Content 1

The early followers of Jesus continued the message of Jesus by spreading the Good News

*Students will learn:*

* about the disciples’ response to the Resurrection
* to explore feelings of fear, doubt, faith and joy

Unit Content: Background Information

The Easter Triduum is the central celebration of the Church’s year. The Easter Vigil liturgy is the highpoint of the Triduum. The Easter season, a period of 50 days, is the longest season in the Church’s Liturgical Year as it celebrates Jesus’ Resurrection – a key mystery of our faith. It also celebrates the presence of the risen Lord with us today. The season concludes with the feast of Pentecost (see CCC 1169).

In the first resurrection story told in this Unit Content section, two women disciples find the tomb empty, receive the message of an angel and meet the Risen Lord. They do what Jesus asks of them and hurry off to tell ‘their brothers’. In the continuation of this story, in the second appearance story in this section, ‘the eleven disciples’ go to Galilee to meet Jesus. There, despite the fact that some doubted, Jesus commissions them in what is known as The Great Commission.

As the disciples experienced the Resurrection they were confused and full of doubt. It was a normal human reaction to an extraordinary event. However, they also had a firm faith and joy. With this faith, they were able to continue the mission of Jesus by spreading the Good News. In most of the Resurrection and appearance accounts Jesus tells his disciples to continue his work. Despite their fear and doubts they do take up this challenge in faith. Like the disciples, we have faith and times of doubt. Everything is not clear. But within the doubt and confusion we affirm a ‘yes’ to God in faith. It is this ‘yes’ that develops a personal relationship with Jesus and leads to living the Good News.

Suggested Teaching/Learning Strategies

* Tell the story, ‘4.3 - Our Easter Prayer Place’ as you set the prayer place. See Resource Sheet 1 for suggested script and materials.
* Display a chart of the liturgical seasons or the cycle of the liturgical calendar. What are the liturgical seasons of the year? Advent, Christmas, Lent, Easter, Ordinary Time. Include Pentecost even though it is not a season, it is a significant day called a solemnity. Students fill in a table using the following format to match liturgical season/days with colour, what we do and events in the life of Jesus we remember.

|  |  |  |
| --- | --- | --- |
| Liturgical Season | Description | Jesus Event |
|  |  |  |

* Explore the season of Easter. How many Sundays are in the Easter season? What do we celebrate during this season? What symbols do we use during the Easter season? Explore the symbols.
* Tell the story ‘Jesus is Risen’ (Mt 28:1-10). See Resource Sheet 2 for suggested script and materials.
* Engage students in wondering using wondering statements provided as a guide.

I wonder what Mary Magdalene and the other Mary were thinking about as they went to the tomb that morning.

I wonder how they felt when the earth moved and the angel came with a message for them.

I wonder why they felt both fear and great joy as they headed off to tell the disciples.

I wonder how they felt when they saw Jesus and he spoke to them.

I wonder why Jesus appeared first to the two women and gave them the message for his disciples.

I wonder which part of this story you think is the most important.

(*Remember, there is no one response to these wondering statements).*

* Give students the opportunity to explore / stay with the story by encouraging them to choose work they would like to do on the story. Make available art and craft materials, the story materials, KWL books (p39) and children’s bibles and writing paper.
* The following suggestions could be offered for students who prefer to choose from a range of options.
* Dramatise the story using soundscape, liquid pictures or another drama activity.
* List words to describe how the disciples might have felt after the death of Jesus.
* List the characters in the Gospel passage and explore their roles using the hot seat technique. What did each say and do?
* Brainstorm the feelings of the women. Students express the feelings of the women through artwork or using modelling clay.
* Create digital photos that depict the followers of Jesus in fear and doubt and then in joy and faith.
* In pairs students write a dialogue between characters in the story, Matthew 28:1-10. Ask the students to include in the dialogue indications of what the characters may have thought and felt and how they responded. If this is too difficult to begin with, a Y Chart could assist them in organising their thoughts.
* Begin a retrieval chart of the appearance experiences and the responses of the characters.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Bible Reference | Character | Experience | Response | Feelings |
|  |  |  |  |  |

* Tell the story, ‘Jesus Commissions the Disciples’ (Mt 28:16-20). See Resource Sheet 3 for suggested script and materials. This story follows directly from ‘Jesus is Risen’ in Matthew’s Gospel.
* Engage students in wondering. See suggested wondering statements below.

I wonder what it means to have ‘all authority in heaven and on earth’.

I wonder who could give this authority to Jesus.

I wonder why some disciples doubted when they saw Jesus.

I wonder what they doubted.

I wonder how the disciples felt when Jesus told them to go and make disciples of all nations, baptising them and teaching them to obey everything that Jesus had commanded.

I wonder what a disciple really is.

I wonder who continues Jesus’ mission today.

I wonder how Jesus could be with his disciples ‘always to the end of time’.

* Exploring – Students have the opportunity to further explore / respond to this story using art / craft / drama e.g. liquid pictures, journaling, writing a poem.
* Students read Mt 28:16-20 from their Bibles.
	+ What does Jesus ask his disciples to do?
	+ Who are his disciples today?
	+ How do his disciples today do what he asked of them in the Gospel passage. Students could represent their ideas in designing a poster, writing, illustrating / painting, digital photos, drama or another means of communication chosen by the students.

Unit Content 2

**We can experience and respond to the presence of Jesus through:**

* **love of our families**
* **care within our school community**
* **celebrating the Eucharist**
* **hearing the Word of God**
* **praying together**

*Students will learn:*

* about the variety of ways we can experience the presence of Jesus
* to celebrate the Liturgy of the Word
* to reverence God’s Word through their experience of liturgy and prayer

Unit Content: Background Information

The disciples experienced the presence of the Risen Jesus in the context of the ordinary events of their lives. All of creation is redeemed in Christ and the presence of the risen Jesus is with us in every part of our lives. Jesus is present with us today, as individuals and as a community. The Christian challenge is to see Jesus in the ordinary events, places and people of our lives.

Jesus is particularly present to us in the Eucharist and the Word. This section focuses on the structure, and presence of Jesus, in the Liturgy of the Word. Celebrating a Liturgy of the Word is prayer. It is a communal celebration. Liturgy, as prayer, builds our relationship with God as individuals and as a community. We cannot live the Good News without this relationship with God.

The readings of the Sunday Mass have a 3 year cycle: Years A, B, C. Each year focuses on a particular Gospel:

Year A: The Gospel of Matthew

Year B: The Gospel of Mark

Year C: The Gospel of Luke

The Gospel of John is often used for Sundays during Lent and Easter. John is also used during Year B because Mark is a short Gospel. In this way worshippers are exposed to a variety of scripture passages.

When the lectionary was being developed, the Gospel for the day was chosen first, followed by the first reading, from the Old Testament. The first reading was chosen to complement and harmonise with the Gospel. The second reading, chosen from the epistles, may have no direct relationship with the other two readings. For a detailed explanation of the three year cycle and how readings are chosen see the Lectionary or *Break Open The Word.*

**The Structure of the Liturgy of the Word:**

First Reading

Responsorial Psalm

Second Reading *(not on a weekday)*

Gospel Acclamation

Gospel

Homily

The Creed. *(not on a weekday)*

Prayer of the Faithful *(General Intercessions)*

In Year 3 students explored Jesus’ presence and saving power in the celebration of the Eucharist. Their reverence for the Eucharist was encouraged and needs to continue throughout their religious education. Reverence for our Sacred Scriptures is also important. How do we reverence the Bible: the Word of God, in our classrooms, schools and parish?

Suggested Teaching/Learning Strategies

* Explore the idea of presence using literature, e g Grandad’s Prayers of the Earth by Douglas Wood.
* ✪ Students brainstorm ways they experience the presence of the risen Jesus. What does presence mean? In pairs, children create a PowerPoint presentation, or slide presentation, photoboard, to communicate how they experience the presence of the risen Jesus.
* Visit the parish church. What symbols show us it is Easter? Discuss the meaning of the paschal candle. Direct the attention of students to the lectern, and if possible the lectionary. What happens here during Mass? Why do we reverence the Scriptures? Make a class statement about why we reverence the Scriptures. This statement should reflect the doctrinal statements. How do we reverence the Scriptures? Brainstorm and practise the ways we reverence Scripture, e g bowing, genuflecting.
* How do we show reverence for the Scriptures in our classroom? Refer to the Prayer Place which has been set up with the Bible.
* Read KWL Year 4, p52 - 53 (top of page) with the students. Briefly review basic knowledge of the Eucharist from Year 3.
* Students explore the structure of the Liturgy of the Word and review responses within the Liturgy using ‘Together at One Altar, – [God Speaks, We Listen](http://www.togetheratonealtar.catholic.edu.au/receive/dsp-content.cfm?loadref=41). This provides an explanation and photo of each part of the Liturgy of the Word and the option to bring up the Mass responses in the new translation. Students can also view the photos and text on p53, KWL, Year 4.
* Sequence the parts of the Liturgy of the Word, and match these to a description of each part (Resource Sheet 4).
* Read KWL Year 4, p57 ‘Did You Know’. Show children the cycle of readings, Year A, B and C. Highlight that the readings for each Sunday fit a pattern and theme for the liturgical seasons/year. What year are we in now? What Gospel is predominantly used this year?
* Prepare and celebrate a Liturgy of the Word for the Easter season.
* Teacher models the preparation and celebration of a short liturgy. This could be celebrated at the beginning of this section on the Liturgy of the Word.
* ✪ In groups of 2 or 3, students prepare a short Liturgy of the Word for the class. Celebrate these for morning prayer each day. Students could use the readings of the day, or Sunday Gospels of the Easter season. See assessment section.
* Read the words of the Rite of Dismissal from ‘In Tradition’ section of KWL Year 4, p56. Look up and use the [new translation](http://www.togetheratonealtar.catholic.edu.au/receive/dsp-content.cfm?loadref=50) for these words from the Mass. When do we hear these words? Who says these words? What do they mean? Draw out with the students the relationship between hearing the Word proclaimed, celebrating the Eucharist and the Dismissal. We go out to live what we have heard and celebrated. The next Unit Content explores how the parish lives the Word proclaimed.

Unit Content 3

The Church lives the Good News in our parish community

*Students will learn:*

* about the ways the parish community responds to the Gospel
* to respond to the Good News in their daily life

Unit Content: Background Information

As a response to the life, death and Resurrection, the disciples of Jesus proclaimed the Good News of Jesus. They celebrated the Eucharist, taught others about Jesus and baptised them, and lived the way Jesus taught them. The result is that we, the Church still come together to celebrate the Eucharist and live the Good News. The Church takes up Jesus’ commission to, “Go therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything that I have commanded you” (Mt 28:16-20).

The Church is a large and diverse institution and community of people. There are many ways of expressing the Catholic faith. These include the Latin, Maronite and Melkite Catholic Churches, to name a few. The Church includes the baptised on earth, the saints in heaven and those in purgatory. For Year 4 it is sufficient to talk about the Church based on students’ experience of the local community, parish and diocese. The parish is where they celebrate liturgy and sacraments, and live the Good News.

As a community of baptised people we work together to spread the Good News. Baptism calls us to continue the mission of Jesus. In the parish community a variety of people come together in the service of the local community and beyond. In participating in the parish community, members use their gifts in the service of others. It is also important to note that the parish community supports the projects of the diocese and wider Church. Examples of these include Catholic Welfare services, St. Vincent de Paul, Caritas Australia.

Suggested Teaching/Learning Strategies

* Using the illustrations in KWL, chapter 6, students define what we mean by ‘Church’? How does the Church continue today continue to do what Jesus commissioned his disciples in Galilee? How do people continue to live the Gospel? How does our parish proclaim the Good News?
* Read KWL Year 4, p44-45. Briefly explain the structure of the Church: universal, diocese and parish. Read the ‘Did You Know?’ section on p49. Answer the questions using the Team Consult strategy: Who is the parish priest, bishop, and Pope? What is the name of the parish and diocese? Who works and ministers in the parish? Include not only paid employees but also parish members who have a ministry within the parish. What groups exist in the parish? What are the roles and responsibilities of different people and groups within the parish? Students in the class who belong to other Christian denominations, can do the same for their denomination. Compare these as a class.
* 1 Corinthians 12:4-6,11

- Prepare students to hear the text: Who is the author of this letter? For whom is the letter written? Read about the community of Corinth. See Scripture: Background Information.

- Read the passage to the class. Who gives different kinds of gifts? Whom do we serve through our actions? What do you think Paul is saying about God? about the Christian community?

- Respond to the text using 1:2:4 strategy. What gifts and acts of service are present in our class community? List these. Write a prayer of thanks for the many gifts and acts of service we display.

* Explore how the parish lives the Good News by using the different kinds of gifts and acts of service. Investigate the various ministries and groups within the parish.

- ✪ - Students design a questionnaire and administer to parents or friends in parish.

- Invite guest speakers from parish: e g priest, parish associate, communion ministers, readers, St Vincent de Paul, social justice team.

- ✪ - Invite guest agencies the parish supports in outreach: Catholic Welfare, Centacare, Caritas. List the various activities and people.

In pairs children present what they have learnt about parish life in the medium of their choice e.g. a poster, PowerPoint presentation, flow chart etc…

* + Write letters of thanks to different members of the parish for their service to the community. You may like to invite different parishioners to a Liturgy of Thanksgiving.
	+ Class Liturgy of the Word: ‘The Risen Lord is with us’.
* First Reading: 1 Corinthians 12:4-6,11.
* Responsorial Psalm
* Gospel Acclamation
* Gospel: Matthew 28:16-20.
* Use students’ prayers to give thanks for the many gifts and acts of service in the parish that help proclaim the Good News.
* End with the Dismissal Rite (KWL Year 4, p56). Use the [new translation](http://www.togetheratonealtar.catholic.edu.au/receive/dsp-content.cfm?loadref=50) of the Roman Missal.

Where possible, invite members of the parish to the Liturgy and organise a morning tea in thanks for the work they do.

**Resource Sheet 1**

4.3 **4.3 Our Easter Prayer Place**

**YOU WILL NEED:**

\* a small table

\* a box or basket, containing a white cloth, Bible, bookstand and Paschal candle (candle with markings on it to look like the Paschal candle).

*Invite children to sit reverently in a circle in the part of the classroom where you intend to set up a prayer place. Begin by saying…*

**As Easter begins we’re going to change our prayer place. During Easter we’ll have different symbols and objects on our prayer place.**

*Cover the table with the white cloth*.

**At this time of the Church’s year we place a white cloth on the table.**

**White is the colour of joy. Easter is the season we joyfully celebrate the resurrection of Jesus, that is, God raising Jesus to new life. Easter is the greatest season of the Church’s year, the ‘feast of feasts’.**

*Hold the Bible up for all children to see. Be conscious of handling the Bible in a reverent manner.*

**The Bible is our sacred book. At this time in the Church’s year we listen to stories about different ways the disciples responded to the resurrection.**

*Demonstrate how to carry the Bible as you would in a procession.*

*Place the Bible on a bookstand on the table.*

*Hold the paschal candle and show to children.*

**This candle is like the paschal candle in the church. The letters and numbers show that the risen Jesus is still and will always be with us.
We will light the candle when we are talking and praying to God, and when we are listening to the stories from the Bible.**

*Place the candle on the table.*

**Other symbols appropriate to the 4.3 Easter unit can also be added.**

**This is our prayer place for Easter.**

*Point to the symbols and objects as you name them again.*

**It has a *white* cloth, a Bible and a paschal candle.**

**Let us pray………Pause.
We give you thanks most gracious God for raising Jesus to new life.
Your love gathers us as one.
As we celebrate with joy the great season of Easter, we ask that you give us a spirit of loving reverence for you, and of service to each other. We ask this through Christ out Lord. Amen.**

**Resource Sheet 2**

**Jesus is Risen**

**Mt 28:1-10**

**You will need:**

* beige or brown felt
* 3 or 4 flat rocks made into a tomb, (one of which is the ‘stone’ that is rolled away) facing the students on one side of the felt underlay.
* 4 peg figures – Mary Magdalene, the other Mary, angel (peg figure in white), Jesus

*Lay out the felt underlay as you introduce the story. Place tomb the on left side of the underlay. Roll away one of the stone.*

**This is the season of Easter, and our story today is about the mystery of Easter.** **It is taken from Matthew’s Gospel.**

*Move Mary Magdalene and the other Mary from the right side of the overlay to near the entrance of the tomb.*

**At dawn on Sunday morning the first day of the week, Mary Magdalene and another Mary (not Jesus’ mother) went to the tomb.**

*Place the angel on the rolled-away stone.*

**Suddenly there was a great earthquake for an angel of the Lord came and rolled back the stone. The angel’s coming was like lightening and the angel’s clothing was as white as snow.**

*Turn the angel to face the women.*

**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.”**

*Move angel further to entrance of tomb, facing women.*

**“Come and see the place where he lay. Then go and tell his disciples that he has been raised from the dead and is going ahead of you to Galilee, where you will see him.”**

*Move women half way back to the right side of overlay.*

**So they hurried away with fear and great joy.**

*Bring Jesus along from* *the edge of the right side of underlay to stand near the women.*

**Suddenly Jesus met them and said, “Greetings!”**

*Lay the women down at Jesus’ feet*.

**And they took hold of his feet and worshipped him.**

**Jesus said to them, “Do not be afraid; go and tell my disciples to go to Galilee where they will see me.”**

*Pause quietly for a moment, look up from the story to the students and begin to wonder together.*

**I wonder what Mary Magdalene and the other Mary were thinking about as they went to the tomb that morning.**

**I wonder how they felt when they heard the message of the angel.**

**I wonder why they felt both fear and great joy as they hurried off to tell the disciples.**

**I wonder how they felt when they saw Jesus and he spoke to them.**

**I wonder why Jesus appeared first to the two women and gave them the message for his disciples.**

**I wonder which part of this story you think is the most important.**

(*Remember, there is no one response to these wondering statements).*

*Carefully pack story materials into storage box and put away*

**Resource Sheet 3**

**Jesus Commissions the Disciples**

**Mt 28:16-20**

**You will need:**

* Bible, with ribbon marking the Gospel of Matthew
* Beige or brown felt cloth
* 12 peg figures
* Flat river rock (symbolise mountains)

Note: This story follows almost directly after ‘Jesus is Risen’ in Matthew’s Gospel and consequently this script follows on from the story before it in Unit Content 1.

*Place a flat river rock- to symbolise mountains -in the centre of the story space. Move the 11 disciples into a semi-circle near the flat river rock as you say*

**The two women did as Jesus had asked and told the disciples to go to Galilee. So the eleven disciples went to Galilee to the mountain where Jesus would meet them.**

*Move Jesus in and place him on the rock facing the children (and disciples). Move each of the disciples to bow to Jesus.*

**When they saw Jesus they worshipped him, but some doubted.**

**Jesus said to them,**

*Raise hands over the disciples with your palms facing down.*

**‘All authority in heaven and on earth has been given to me.’**

**‘Go therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit and teach them to obey everything that I have told you. And remember I am with you always to the end of time.’**

**20**

*Turn all the figures to face out including Jesus*

**This was the last time they saw Jesus, but they knew he was with them where ever they went, just as he had promised.**

*Close the Bible and carefully pack story materials into storage box and put away.*

*Pause quietly for a moment and then look up at students and begin to wonder together.*

**I wonder what it means to have ‘all authority in heaven and on earth’.**

**I wonder who could give this authority to Jesus.**

**I wonder why some disciples doubted when they saw Jesus.**

**I wonder what they doubted.**

**I wonder how the disciples felt when Jesus told them to go and make disciples of all nations, baptising them and teaching them to obey everything that Jesus had commanded.**

**I wonder what a disciple really is.**

**I wonder who continues Jesus’ mission today.**

**I wonder how Jesus could be with his disciples ‘always to the end of time’.**

*Reminder: Students may not offer responses to all wonderings. We leave them with the wondering /s still open as they continue to work with the story and to wonder.*

**Resource Sheet 4**

Sequence the parts of the Liturgy of the Word. Read each description carefully and match them to the parts of the Liturgy of the Word.

|  |
| --- |
| Part of the Liturgy |
| Gospel | General Intercessions |
| Homily | First Reading |
| Profession of Faith | Gospel Acclamation |
| Second Reading | Responsorial Psalm |

|  |
| --- |
| Description |
| The sung or read response to the First Reading. | A person reads a passage from the Old Testament. |
| Usually begins with the people singing or saying “alleluia, alleluia…” and prepares us for the gospel reading. | A person reads from the New Testament. The reading is selected from the Letters of Paul, James or John. |
| The priest preaches to the community about the scripture passages and their meaning. | Prayers are read as intercessions for the church and the world. |
| The Nicene Creed is recited by the community. | The priest reads from one of the four Gospels. |

1. KWL, Teaching Companion, 3b, p73-74 [↑](#footnote-ref-1)
2. KWL, Teaching Companion, 3b, p82 [↑](#footnote-ref-2)
3. KWL, Teaching Companion, 3b, p83 [↑](#footnote-ref-3)
4. KWL, Teaching Companion, 3b, p88 [↑](#footnote-ref-4)