
CHRISTIANITY YEAR 4 TERM 4

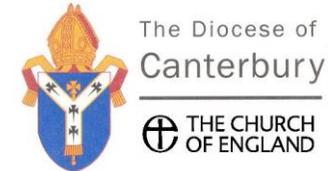
LIFE OF A VICAR, SHROVE TUESDAY, LENT, TEMPTATION, EASTER

KS2 Religious Education

JULY 2014

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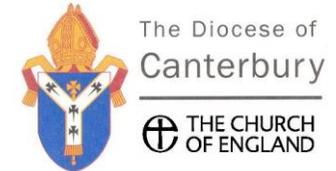


Lesson 1

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT1 Describe</p> <p>I can identify similarities and differences across denominations (L3)</p> <p>AT2 Connect</p> <p>I can ask important questions about religious teachings and practices (L3)</p> <p>AT 2 Respond sensitively</p> <p>I can ask questions about other people's experiences and feelings (L2)</p>	<p>What roles do you think a vicar has?</p> <p>Which are most important?</p> <p>Would all church leaders, regardless of denomination, have the same responsibilities?</p> <p>What similarities and differences are there between the denominations?</p> <p>Would you like to be a vicar? Why or why not?</p> <p>What attributes would make a good vicar?</p>	<p>I understand the roles and responsibilities of a church leader (L3)</p> <p>I can ask questions about the role of a church leader & their feelings and experiences. (L3)</p>	<p><i>Life of a Vicar</i></p> <p>Put up a job description for any profession e.g. teacher, doctor, dustman etc., and ask the children what the job is?</p> <p>Discuss what children think a vicar/ minister/ church leader do. What is their job?</p> <p>Look at 3 videos of church leaders (there are 5 to choose from – use most appropriate for your location)</p> <p>Whilst watching the clips, children look out for similarities and difference – could record a table or discussion afterwards.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> • Write a job description for a church leader, their roles but also personal traits that are important e.g. patience, work well with people, trustworthy etc. • Invite in your local church leader to talk about what their work involves. Ask them what their top ten responsibilities are. 	<p>Church leader invited in to answer questions & discuss their role.</p> <p>General Resources for this Term:</p> <p>Request has a wealth of stories, clips and information</p> <p>Many bible stories with accompanying power points can be found here.</p>

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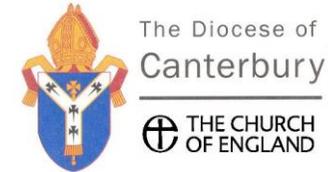


Lesson 2

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT1 Describe</p> <p>I can make simple links between beliefs and practices and people's lives (L3)</p> <p>I can describe some of the ways people express their beliefs (L3)</p> <p>AT2 Connect</p> <p>I can make links between religious teachings and values and my own behaviour and attitudes (L3)</p>	<p>How do you prepare for a big event?</p> <p>Why do we need to prepare?</p> <p>Why & how do Christians prepare for a Christian festival?</p> <p>What would you give up or take on, in preparation for an event?</p>	<p>I know about the meaning & origin of Shrove Tuesday (L3)</p> <p>I can make links between religious teachings and values and my own behaviour and attitudes (L3)</p> <p>I can ask important questions about Shrove Tuesday and Lent (L3)</p> <p>I can respond sensitively when asked a personal question. (L2)</p> <p>I can recognise the values I have and that others hold (L2)</p>	<p><i>Shrove Tuesday</i></p> <p>Starter - Give pairs of children the main Christian festivals (Advent, Christmas, Epiphany, Lent, and Easter) on paper for them to put in order & briefly discuss what happens in each.</p> <p>Now look at Lent and Shrove Tuesday</p> <p>How would you prepare to go on holiday, or to visit someone special, or for your birthday or for a big sports event?</p> <p>Discuss training, thinking about the event, planning, getting support from others etc.</p> <p>What is the time when Christians prepare for Christmas? Advent</p> <p>Then look at preparation time for Easter – Lent.</p> <p>Look at the origins of Shrove Tuesday</p> <p>Why do we eat pancakes?</p> <p>Possible activities:</p> <ul style="list-style-type: none"> • Do a class or whole school pancake relay race between teams or classes on Shrove Tuesday. • Discuss meaning of shroven & then get children to write on paper pancake the attitudes or behaviours that they will toss away. On the other side write what positive way they could prepare e.g. think about others more, use kind words, pray for those who are less fortunate etc. 	<p>Godly Play opportunity:</p> <p>The Church Year – take a lesson to do this before continuing with this lesson.</p> <hr/> <p>Times of Christian year written on paper between pairs</p> <p>Pancakes for pancake race</p> <p>Paper pancakes</p>

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Lesson 3

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT1 Relate</p> <p>I can suggest why religious actions are performed (L2)</p> <p>Describe</p> <p>I can give a basic description of the key features of a religion (L3)</p> <p>AT2 Respond sensitively</p> <p>I can respond sensitively when asked a personal question (L2)</p>	<p>What is the symbolism of the cross, burning and putting ashes on a person?</p> <p>What do some Christians do on Ash Wednesday? Why do they do this?</p> <p>How do these actions help Christians to make changes and focus on God?</p>	<p>Follow on from lesson 2</p> <p>I know about the meaning and origin of Shrove Tuesday (L3)</p> <p>I can make links between religious teachings and values and my own behaviour and attitudes (L3)</p> <p>I can ask important questions about Shrove Tuesday and Lent (3)</p> <p>I can recognise the values I have and that others hold (L2)</p>	<p><i>Lent</i></p> <p>Without explanation, take a palm cross and burn it in front of the children. Then ensure the ash is cool and put the sign of the cross on your forehead. (If you are uncomfortable with this, put the ash cross on a picture of a face) Respond to children's reactions & questions.</p> <p>Then explain what has happened and why some Christians do this on Ash Wednesday.</p> <p>Ash Wednesday Information</p> <p>Discuss significance of 40 – 40 days of flood, 40 days at lent, 40 years in the wilderness with Moses.</p> <p>Share the traditional Ash Wednesday prayer. Children to write out this prayer & later will put their ash cross over it.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> • Get the children to write down what they are sorry for (emphasise that they don't need to share it with anyone). Collect up the scrunched up bits of paper as a class & burn together. Once the ashes have cooled the children may use them to put a cross on or by their prayer or on their hand. • Get children to sum up what they have learnt by writing down 5 new things they have learnt about Ash Wednesday/Lent, or how they felt. 	<p>Information for Teachers about Lent</p> <p>Consider risk assessment for use of fire in classroom (or preferably outside)</p>

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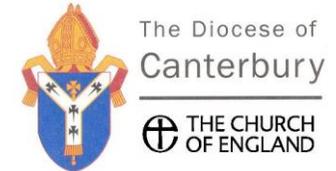


Lesson 4

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT1 Describe</p> <p>I can make simple links between beliefs and practices and people's lives (L3)</p> <p>AT2 Respond sensitively</p> <p>I can respond sensitively when asked a personal question (L2)</p>	<p>Have you ever been tempted? What tempted you? How did you feel? What was your response or other people's response?</p> <p>What is the story that Christians remember at Lent?</p> <p>What did Jesus do when he was tempted?</p> <p>How/what can we learn from his example?</p> <p>What will you do in future when tempted?</p>	<p>I understand temptation and how Christians respond to it (L3)</p> <p>I know the story of Jesus being tempted in the desert (L3)</p> <p>I can talk about my own experiences of being tempted (L2)</p>	<p>At the beginning of the day set up a <i>temptation</i> for your class e.g. leave a sweet in each child's tray, have an open chocolate bar on your desk etc. OR put something exciting in front of the class & get them to verbalise how they feel e.g. I really want to eat that cake and lick the chocolate off my lips.</p> <p>Starter – did you see the? What were you tempted to do with it? What would have been the right thing to do? Ensure that children understand we are all tempted and whatever they have done (e.g. eat the sweet), it is part of the lesson, not trying to catch them out. At the end of the lesson share the temptation (cake / sweet)</p> <p>Explore the feelings of temptation - children to discuss their own experiences of temptation e.g. with siblings, queue jumping etc.</p> <p>What part of the Lord's prayer may help a Christian when they are tempted? <i>Lead us not into temptation but deliver us from evil</i> (Read Matthew 4:1-11 and Luke 4:1-13)</p> <p>Level 2 children to recount or storyboard the story of Jesus' temptations. Level 3 children to be given parts of the story to stick in their books and write how Christians remember and respond to this. <i>(children's possible response in italics)</i></p> <p>e.g. Jesus was tempted for 40 days</p> <p><i>Christians given something up, over Lent, for 40 days.</i></p> <p>Jesus quoted the Bible at the devil</p> <p><i>Christians read the Bible regularly and try to learn verses off by heart</i></p> <p>Jesus spent time alone with God</p> <p><i>Christians pray and read the Bible on their own.</i></p> <p>Jesus followed God's commandments, when tempted by the devil.</p> <p><i>Christians try to follow the 10 commandments and what God teaches them in the Bible.</i></p> <p>Jesus didn't give up, even when he was hungry, alone and tempted.</p> <p><i>Christians keep trying to do the right thing, even when it's hard.</i></p> <p>End the lesson with a quiet time of reflection, perhaps have quiet music on & children may sit or close their eyes & think about this question: What will you do in future when tempted?</p>	<p>Information about Lent (Request)</p> <p>This is an opportunity for AT1 assessment activity. For level 2 children will be retelling the story and suggesting why practices are performed. Suggest why religious practices are performed. (L2)</p> <p>Retell religious stories in your own words. (L2)</p> <p>For level 3 children will be Make simple links between beliefs/practices & people's lives. (L3)</p> <p>Describe some of the ways people express their beliefs. (L3)</p>

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Lesson 5

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT1 Describe</p> <p>I can make simple links between religious beliefs and practices <u>and</u> people's lives (L3)</p> <p>AT2 Connect</p> <p>I can make links between religious teachings and values and my own behaviour and attitudes (L3)</p>	<p>Who do you trust? Have you been betrayed or betrayed someone else? How did you feel?</p> <p>What might Judas/Peter have been thinking before/during/after they betrayed Jesus?</p> <p>Have you betrayed anyone and what will you do next time when tempted to betray someone</p>	<p>I have explored how Peter and Judas betrayed Jesus (empathising with my torment/thoughts/ dilemma) (L3)</p> <p>I have explored issues and feelings around betrayal (L3)</p>	<p>Who do you trust? Will they let you down? Only God is faithful and totally trustworthy. All humans are fallible and will let us down, often unintentionally.</p> <p>Find a story or film clip dramatizing betrayal e.g. Scar betrays his brother by killing him (Lion King), the betrayal of Esmeralda(Hunchback of Notre Dame) or Edmund betraying his siblings to the Ice Queen (The Lion, the Witch and the Wardrobe)</p> <p>Children discuss any examples of betrayal that they know of from stories or their experience.</p> <p>Look at the main events of Holy Week- Overview of Holy Week and Easter</p> <p>Then look specifically at Judas' betrayal and Peter's denial (another form of betrayal).</p> <p>Luke 22:1-6 or John 18:1-11(Judas), Luke 22:54-62 or John 18: 15-18, 25-27 (Peter)</p> <p>Make links to last week's temptation – what tempted Judas? (Money) What tempted Peter? (Saving himself) etc. They both had a choice yet chose to betray Jesus. How did they feel afterwards? (Regret)</p> <p>Show famous painting/images of Judas or Peter's betrayal and leave up as stimulus as the children write.</p> <ul style="list-style-type: none"> Children choose to either write as Peter or Judas or record their internal monologue, grappling with temptation and what they are going to do. Give children the structure of noting their thoughts before/during and after their betrayal. Provide a scaffold by using 3 thought bubbles or a table with 3 sections. <p>End the lesson with a quiet time of reflection, perhaps have quite music on and children may sit or close their eyes and think about this question: Have you betrayed anyone and what will you do next time when tempted to betray someone?</p>	<p>Compilation of scenes of betrayal in Disney films (YouTube) (music contains bad language so would have to watch in silent mode)</p> <p>If your school is doing a production/service re-enacting the Easter story, use the music & words from this to prompt thinking about how Peter/ Judas felt etc.</p>

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Lesson 6

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p>AT1 Describe</p> <p>I can make simple links between beliefs and practices and people's lives. (L3)</p> <p>I can describe some of the ways people express their beliefs (L3)</p> <p>AT2 Respond</p> <p>I can respond sensitively when asked a personal question (L2)</p> <p>I can recognise the values I have and that others hold (L2)</p>	<p>What things/people are important in your life? How would people know they are important? i.e. what do you do/have that shows this?</p> <p>What is worship? How do people express themselves when worshipping God?</p> <p>What Christian symbols are there and what do they mean?</p> <p>What has the Easter story meant to you?</p>	<p>I can describe some of the different ways people express their beliefs (L3)</p> <p>I have explored Christian symbols (L2)</p> <p>I have responded sensitively to text, music, art as they consider the meaning of Easter (L2)</p> <p>I can suggest a meaning to each story/symbol/image (L2)</p> <p>I have made links between my own values and ideas and those of other people(L3)</p>	<p>What things/people are important in your life? How would people know they are important i.e. what do you do/have that shows this? e.g. talk about that person, give them gifts, go to football matches, wear the kit, spend time thinking about them or finding out about them</p> <p>Lead onto a discussion of what worship is (comes from the old term <i>worth-ship</i> meaning to give someone the honour they are worth)</p> <p>Watch first clip -Series of clips showing different types of worship</p> <p>Look at other forms of worship e.g. lighting a candle, saying a prayer, singing, lifting up your hands, kneeling, dancing & clapping, signing themselves with the cross, kissing an icon, bowing down (genuflecting), lighting incense etc.</p> <p>Recap & share the Christian symbols we have come across in this unit e.g. cross, egg, hot cross bun, lamb, rock in front of the tomb, empty tomb, candles, bread & wine. Discuss customs & traditions vs Christian symbols i.e. Easter bunny.</p> <p>Allow the children time to respond in whatever way they feel prompted. Have a selection of materials for them to use e.g. coloured paper, pens/pencils, craft items, plasticine, instruments, space to dance & ribbons to use, candles to light, smooth stones, sequins & other resources to inspire ideas. Also have bible verses or pictures around that they might want to read and think about.</p> <ul style="list-style-type: none"> • They may make a piece of artwork, write a prayer, make up a dance, sing a song, light a candle etc. • Get the children to fill in a speech bubble to go with their work, explaining what it means to them or what it shows they have learnt or how they felt about their chosen subject. 	<p>This lesson could be an AT2 assessment opportunity</p> <p>Whilst the children respond artistically this music could be played (3 clips) or have a CD of different Christian worship styles (music from Iona, evensong, contemporary children's praise etc.)</p> <p>N.B</p> <p><i>This is a good opportunity for the teacher to listen to what the children are saying and, without it being a threatening question, ask the children to explain what they are doing. Take notes on their responses.</i></p> <p>The children may wish to share their responses at the end but no necessity to do so. (The response is in the style of Godly Play)</p>