

## LESSON 7: Lent - A Change of Heart



### AIM

To help the children deepen their understanding of the meaning of Lent, and to offer them some way of observing it. (5.1.8)

### OUTCOME

Learners understand the meaning of Lent and make a simple commitment to observing it.

### LEARNING ACTIVITIES

**NOTE:** Since Lent is a forty-day preparation for Easter, these ideas for celebrating Lent should be done over time and not all in one lesson. (See LEARNING ACTIVITIES 5 – 8).

- 1 Show the children some **symbols**, for example, a picture of a crown, the South African flag, or a heart, and ask them what they think of when they see these symbols. After discussing symbols in general tell the children that Lent starts on Ash Wednesday and that the ashes are a symbol or reminder to get ready for Easter.
- 2 On **Ash Wednesday**, people go to church and the priest puts a little cross of ashes on their foreheads to remind them to get ready for Easter, by following Jesus and being more like Jesus.
- 3 **Bible reading:** [Luke 9:23] This is what Jesus said we should do: “If you want to follow me, you must forget yourself and think of others first.” Let the children share ideas of what Jesus' words mean and how we can become true followers of Jesus.
- 4 What we are going to do is **‘change our hearts’**. A heart is a symbol of love. Jesus told us to love one another [John 13:34]. We are going to use heart symbols to remind us to be more like Jesus by being more loving. We will have a ‘sacrifice’ heart, a ‘prayer’ heart and a ‘good deeds’ heart. See the worksheet **We Change Our Hearts**  ⇒ The children will be given one heart at a time to colour in and wear.
- 5 The children will wear their paper hearts for two weeks at a time to remind them of what they are focussing on during those two weeks of Lent. We will start with the **sacrifice heart**. Sacrificing means to give up something in order to do something better. We can share our time and money with others. We can spend less time watching television and more time with someone in our families. We can spend less at the tuck-shop and give the change to charity.
- 6 The next two weeks we will wear our **prayer hearts**. We will spend extra time praying for other people.
- 7 We will spend the final two weeks concentrating on doing good things at home and at school. We will wear our **good deeds hearts**.

### WHAT YOU NEED

- \* Symbols (1)
- \* Bible (3)
- \*  Copies of the four hearts (4) ⇒
- \* ‘Sacrifice’, ‘prayer’, ‘good deeds’, and ‘new life’ hearts for her children (5, 6, 7, 8)
- \*  Photocopies of Lent Cross (10) ⇒

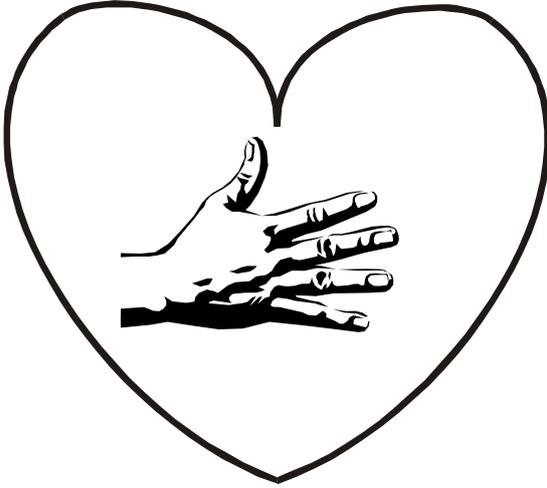
## GRADE I

- 8 The fourth heart is taken home and worn on Easter Sunday. This may be accompanied by a note to the parents explaining how Lent was celebrated and the meaning of the **new life heart**. The 'new life' heart is a symbol of the new life, love and hope that Jesus' resurrection gives to all of us.
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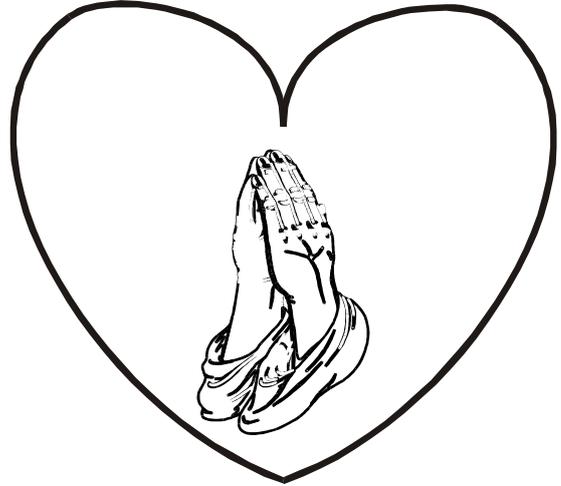
## ADDITIONAL ACTIVITIES

- 9 Discuss **the cross** as a symbol. The cross reminds us of Jesus and that he gave his life for us. Many people eat hot cross buns on Good Friday. Some people eat them during Lent. The hot cross buns help us to remember Jesus, and to try and be more like Jesus.
- 10 Give each child a photocopied **Lent Cross** which has been divided up into forty blocks.   
⇒ Use this cross to correlate with Mathematics as the blocks can be counted and the blocks can be coloured in, one each day as a 'count down' to Easter. Alternatively, have a large copy of the cross which is kept in the prayer corner and children can be given turns to colour in a block.

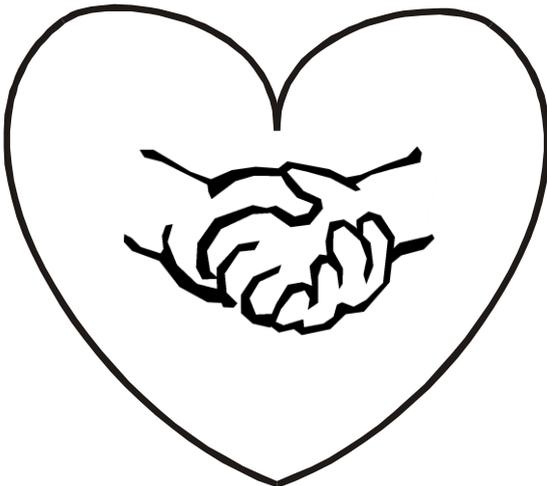
# We Change Our Hearts



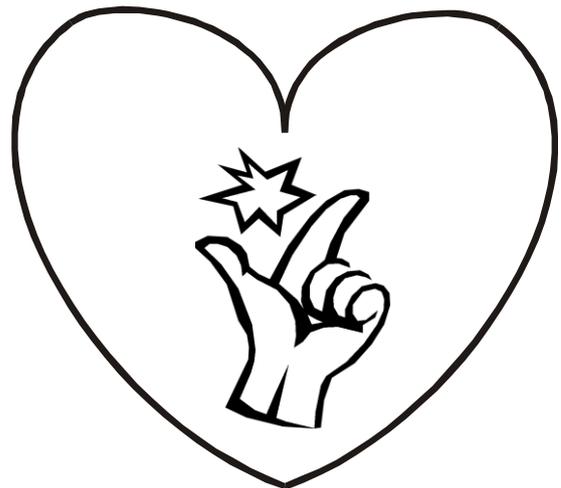
**SACRIFICE**



**PRAYER**



**GOOD DEEDS**



**NEW LIFE**



## LESSON 8: Holy Week



### AIM

To help the children learn about and prepare for Holy Week (5.1.8)

### OUTCOME

Learners are familiar with the events of Holy Week.

### LEARNING ACTIVITIES

- 1 **Being welcoming:** Tell the children that sometimes when someone important is coming to town, everyone wants to see that person. If it is the President, then people will line the streets and cheer and maybe they will have flags to wave. The people are saying, "Welcome. We are glad to see you." Give each child a palm leaf to use in the 'welcome parade'.
- 2 **Re-enact a parade:** Let the children stand outside the classroom in two rows. Coming from the back, two children walk between the rows and enter the classroom. The rest of the children welcome them by waving palm leaves and saying, "Welcome ..... and .....". The process is repeated until two children are left. As they enter the classroom, the children inside welcome them warmly.
- 3 **Palm Sunday:** Tell the story of Jesus' triumphal entry into Jerusalem [Luke 19:28-38].  
One day Jesus rode into Jerusalem on a donkey. The people were so glad to see him that they cheered and waved palm leaves (children wave). They praised Jesus by saying, "Hosanna! Blessed is the king who comes in the name of God." At this point you could sing *Hosanna (Sing for Life, p.217)*
- 4 **Holy Thursday:** Continue the story of the last week of Jesus' life. On Holy Thursday, we celebrate the special meal when Jesus broke the bread and said, "Take this all of you. This is my body." Jesus passed round the wine and he said, "This is my blood."
- 5 **The Garden of Gethsemane:** After they had eaten, Jesus went in the garden to pray. He knew that there were people who wanted to harm him and he knew it was going to be very hard for him. Some soldiers came to arrest him.
- 6 **Good Friday:** We remember how Jesus had to carry his cross up to the hill of Calvary. We remember how Jesus died on the cross. He was taken down from the cross by his friends and put into a tomb. Everyone was very sad.
- 7 Invite the children to **talk about ways** they and their families celebrate the events of Holy Week.
- 8 **Crosses:** Give each child an outline of a cross, measuring about 17,5 cm by 22,5 cm, with each arm about 3 cm. Invite him or her to decorate it. ⇒ If the cross is reproduced as a 'dot-to-dot' picture, the lesson could be used to reinforce counting. ⇒
- 9 **Prayer:** Invite children to respond: *We love you, dear Jesus* or *Thank you, Jesus*.

### WHAT YOU NEED

- \* Palm leaves (1) (2) (3)
- \* *Sing for Life – Hosanna* (p.217) (3)
- \* A cardboard cross for each child (8) ⇒
- \* Dot-to-dot cross (8) ⇒
- \* Three clothes pegs per child, wood glue (10)
- \* A set of Stations of the Cross (11)
- \* A New Way of the Cross (11) ⇒
- \* Green paper, glue scissors, sticks (12)

(Be aware of any children who may belong to other faith traditions.)

You share a special meal with us. (R)

You died on the cross. (R)

You rose to new life. (R)

You are with us always. (R)

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## ADDITIONAL ACTIVITIES

**10 Making Crucifixes:** Prepare the crosses ahead of time. The crosses need to be cut from stiff cardboard. The body, or corpus, is made from clothes pegs. Dismantle the pegs and discard the spring. The trunk of the body is made of two peg pieces glued together back to back. The legs are glued on to the body, the rounded ends form the hips. The arms are angled upwards. The *corpus* is then glued onto the cardboard cross, which has been coloured brown. The glue takes a while to dry so this project may take longer than a day to complete.

**11 Stations of the Cross:** Use suitable pictures – ones that Grade Ones can identify with – pin them up and invite the children to make the journey.

I Jesus is condemned to death.

II Jesus carries his cross.

III Jesus falls the first time.

IV Jesus meets his mother Mary.

V Simon of Cyrene helps Jesus.

VI Veronica wipes the face of Jesus.

VII Jesus falls the second time.

VIII Jesus speaks to the women.

IX Jesus falls the third time.

X Soldiers take away most of Jesus' clothes.

XI Jesus is nailed to the Cross.

XII Jesus dies on the Cross.

XIII Jesus is taken down from the Cross.

XIV Jesus is placed in the tomb.

XV Jesus is alive!

Briefly tell the children the story as they walk round.

Instead of the above stations, you may want to use A New Way of the Cross, composed by Pope John Paul II for Lent in 1991. ⇨

**12 Making palm branches:** Working in groups, let the children trace their hands on to green paper; cut out the hand shapes and glue the shapes to a stick, so that they look like palm leaves.

## MATERIALS

### *A NEW WAY OF THE CROSS*

- I Jesus in the Garden of Gethsemane
- II Jesus, betrayed by Judas, is arrested.
- III Jesus is condemned by the Sanhedrin.
- IV Jesus is denied by Peter.
- V Jesus is judged by Pilate.
- VI Jesus is scourged and crowned with thorns,
- VII Jesus takes up his cross.
- VIII Jesus is helped by Simon of Cyrene to carry his cross.
- IX Jesus meets the women of Jerusalem.
- X Jesus is crucified.
- XI Jesus promised redemption to the good thief.
- XII Jesus on the cross, with Mary and John at its foot.
- XIII Jesus dies on the cross.
- XIV Jesus is placed in the tomb.
- XV Jesus rises to new life.

### *DOT-TO-DOT CROSS*

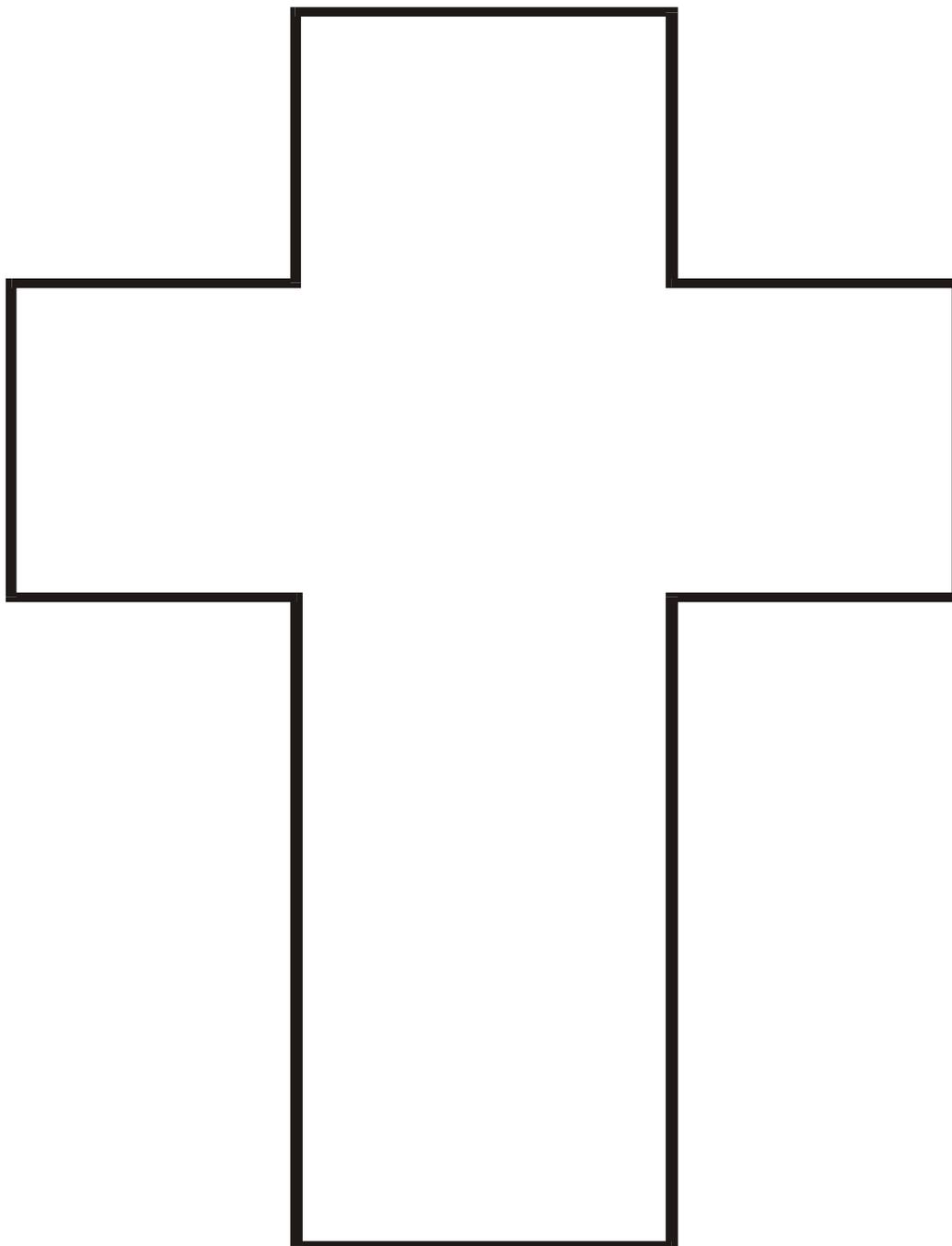
1 . . . 12

3 . . . 2 . . . 11 . . . 10

4 . . . 5 . . . 8 . . . 9

6 . . . 7

# Cross



## LESSON 9: Easter - New Life



### WHAT YOU NEED

- \* 🎵 *This Old Man* (1)
- \* A Bible (2)
- \* 🎵 *Sing for Life – Alleluia* (p.18) (3)
- \* Pictures showing new life (4)
- \* Light cardboard for the Easter cards, crayons (6)
- \* Egg-shells, felt-tip markers, paints, cotton wool, glue, coloured paper (black & orange), rings cut from toilet roll tubes (7)

### AIM

To help the children recognise the new life of Jesus Christians celebrate at Easter (3.2.2, 5.1.8)

### OUTCOME

Learners understand Easter as a celebration of new life.

### LEARNING ACTIVITIES

- 1 **Introduction:** Sing a song to the tune of *This Old Man*.

Easter fun, I play *one*  
Alleluia *on my drum*.  
Jesus is alive  
and living with me:  
I'm as happy as can be.

*(two... on my shoe; three... on my knee; four... on the door; five... glad I'm alive; six... with my sticks; seven... up to heaven; eight ... on my plate; nine... in a line; ten... once again)*

- 2 **Tell the story:** [ Matthew 28: 1-8]

When Jesus died his friends were very sad. They put him in a special tomb. Three days later, Jesus' friends came to this special place. They found the tomb open and Jesus was not there. Jesus was not in the tomb because he was alive! Jesus had risen to new life!

- 3 **Alleluia!** Tell the children that at Easter time we sing 'Alleluia' in the church. *Sing for Life – Alleluia* (p.18) could be sung. Explain to the children that 'Alleluia' means 'Praise God'. Ask the children to think of something that they do, or something that other people do that is worthy of praise. Start the ball rolling by giving an example, "I'd like to praise all the children who sang so beautifully."

We praise God by the things we do. We can become 'living alleluias' by our actions.

- 4 **New life:** Have several pictures depicting new life – such as chicks hatching out of eggs; kittens; butterflies; seedlings and babies. Talk about the life cycle of a butterfly. Invite the children to curl themselves into a 'cocoon' and then come to life as a butterfly. Let the children describe how a seed starts to grow. It has to be put into the ground and after a while it starts growing. Let them pretend to be an egg and hatch out as a chick.
- 5 **Easter eggs:** Ask the children to give a reason why we might receive Easter eggs at Easter time. Lead them to realise that they are symbols of new life. The eggs also remind us of Jesus' tomb – Easter eggs are usually hollow for this reason.

Let the children come to understand that Jesus rose to new life and Jesus shares that new life with us. Jesus is alive and he is with us all ways.

- 6 **Cards:** Give each child a folded card with an egg-shape on the front. The child then draws a scribble pattern in the egg-shape. The scribble pattern is coloured in. A message can be written inside the card.
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## ADDITIONAL ACTIVITIES

- 7 **A chick hatching:** Give each child half an egg shell which may be decorated with felt-tipped markers or paint. The child glues two cotton-wool balls together to form a chick. Two black eyes and an orange beak are cut out of coloured paper and pasted on to the chick. A piece of shell can be attached as a cap.

Put a few of drops of glue in the egg-shell and place the chick inside. The completed chick can be placed in an egg-cup or on a ring cut from a tube. The ring can also be decorated.

- 8 **Tell a story** to show how the tradition of Easter eggs, and ‘the Easter bunny’ may have started.

Once upon a time there lived a poor woman who had three children. She did not know what to do because she had very little money but she wanted her family to be happy on Easter Sunday.

With her last bit of money she bought some eggs. She boiled the eggs. Then she made pretty designs and she coloured the eggs. She took the eggs and hid them in an old bird’s nest in the woods.

Early on Easter Sunday, and they went off to church. On the way home from church, they decided to walk through the woods. As the children skipped happily through the woods, they came across the bird’s nest and they shouted for joy. Eggs for an Easter celebration!

Their happy shouting scared a rabbit. “That must be the rabbit who brought us the eggs!”

(traditional)

## LESSON 10: Resurrection



### WHAT YOU NEED

- \* Counting rhyme (1) ⇒
- \* A large sheet of paper for the poster, eggs drawn on paper, crayons, coloured pencils, scissors (5)
- \* A Bible (6)

### AIM

To present some of the events of the first Easter (3.2.2, 5.1.8, 10.1)

### OUTCOME

Learners are familiar with the events of the first Easter.

### LEARNING ACTIVITIES

1 Begin with a little **counting rhyme**:

One and two -  
 God loves you.  
 Two and three -  
 God loves me.  
 Three and four -  
 Jesus is the door.  
 Four and five -  
 We're happy we're alive!  
 Six, seven, eight, nine, ten -  
 Let's say it all again!

*The second time round the last line will be: Alleluia, amen. Amen!*

(Rita Bull 1999)

2 Tell the story of Mary Magdalene on Easter Sunday morning as an **Echo Pantomime**. An echo pantomime is a creative exercise in which the children repeat the lines of the story, imitating the teacher's voice and actions. [John 20: 11-18]

*Mary Magdalene went to Jesus' tomb.* (Walk sadly on the spot)

*Jesus was not there.* (Shake head as if to say no.)

*Mary cried.* (Rub eyes, as if crying.)

*An angel said, "Why are you crying?"* (Turn palms outward to indicate a question.)

*Mary said, "Someone has taken Jesus away."* (Sweep hand outward to indicate distance.)

*Mary turned* (Turn to the right.)

*and saw a man.* (Hold hand to eyes as if looking at the man.)

*She thought he was the gardener.* (Hold hand to head as if thinking.)

*The man was Jesus but she did not know it.* (Shake head.)

*Jesus said, "Why are you crying? Who are you looking for?"* (Tilt head as if asking a question.)

*Mary said, "Tell me where Jesus is. I will go there."* (Point into the distance.)

*Jesus said, "Mary!"* (Open arms in a gesture of welcome.)

*Mary looked at the man again.* (Look down and look up again.)

*She knew he was Jesus. Mary ran to him. (Smile and run on the spot – arms open.)*

*Mary saw that Jesus was alive. She ran to tell his friends. (Happy expression; run excitedly on the spot.)*

*Mary told them, "I have seen Jesus. He is alive!" (Clap hands in joy.)*

- 3 **Question time:** What happened three days after Jesus was placed in the tomb? (He rose from the dead.)

What do we call this day? (Easter Sunday)

When did Mary Magdalene recognise Jesus? (When he said her name)

What did Mary do after she recognised Jesus? (She ran to tell Jesus' other friends.)

- 4 **Prayer:** Dear Jesus,

We thank you for sharing your new life with us. Help us to praise you by the way we live.

Mary Magdalene wanted to share the good news. Help us to share with each other.

Amen.

- 5 **Activity:** Draw a basket on a large sheet of paper. Write on the poster: "Thank you, Jesus for sharing your new life with us." Give each child a piece of paper with an outline of an egg. The children write their names in colour on the eggs. They decorate the eggs. Encourage creativity by giving the class a few ideas, such as using stars, dots, stripes, zigzags, or scribbles etc. to make a pleasing pattern. The paper eggs are cut out and placed in the basket.

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## ADDITIONAL ACTIVITIES

- 6 **On the Road to Emmaus** [Luke 24: 13-35]

First tell the story. Then invite the children to imagine they were there. How did they feel? They are encouraged to retell the story in the first person along the following lines:

On the Sunday after Jesus had died, my friend and I left Jerusalem feeling very sad. As we walked along the road, we met a stranger and we told him how our friend Jesus who had made us so happy and had promised us so many things was now dead. Later when the stranger broke bread with us, we realised he wasn't a stranger but that he was Jesus who had risen from the dead! We were so happy and excited that we ran all the way back to Jerusalem to tell our friends.