



Livingston United Parish Church

Worshipping Together, Sharing Good News, Serving Christ in the Community

The Easter Code: Introduction for Teachers

Introduction

This event follows on from the P6 *Bubblegum 'n' Fluff* Christmas event and seeks to give pupils the opportunity to explore the meaning and traditions of Easter.

The event looks at some events in the last week of the life of Jesus as told in the Bible, and pupils are asked to identify key words relating to personal and social development.

Running Order

The Easter Code is a fast-paced, interactive programme lasting 2 hours. The running order is as follows, with the experiences and outcomes of *A Curriculum for Excellence* outlined:

Introduction Quiz – The event begins with an interactive “Who Wants to be a Millionaire?” type quiz where pupils are asked to move to a corner of the room to select their answer.

Palm Sunday Story – The story of Jesus and his disciples entering Jerusalem is told.

RME 2-01a – Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.

RME 2-03b – Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations.

Interactive Activities – Pupils then take part in five interactive activities exploring the final week in the life of Jesus:

- **Passover Meal** – The story of Moses and the Jewish festival of Pesach is explored, as pupils are given the opportunity to sample items in the Passover meal. Pupils learn how Jesus gave new meaning to this meal in the Christian ritual of Holy Communion.
- **Foot Washing** – The story of Jesus turning the concept of leadership on its head by washing the feet of his disciples is acted out. Pupils have the chance to consider ways in which they could serve others.
- **Prayer & Arrest** – A clip from the film *The Miracle Maker* showing Jesus struggling with what the right thing to do is shown and pupils are invited to discuss dilemmas they might face.
- **Trial** – Pupils take part in a short drama imagining what it might have been like to be in the crowd as Jesus was put on trial, and the peer pressure the people experienced. Pupils are asked to give examples of peer pressure in modern life.
- **Crucifixion** – Pupils make a stained glass window depicting a cross as a way of considering times that personal sacrifice is made for the greater good.

EXA 2-01a – I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 2-03a – I can create and present work that shows developing skill in using the visual elements and concepts.
EXA 2-14a – I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.
HWB-2-01a – I am aware of and able to express my feelings and am developing the ability to talk about them.
HWB 2-05a – I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.
HWB 2-44b – I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.
RME 2-01a – Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.
RME 2-01b – Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of Christian beliefs.
RME 2-01c – I can show understanding of Christian beliefs and explore the similarities between these and my developing beliefs.
RME 2-02b – I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.
RME 2-03b – Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations.
SOC 2-04a – I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

Summary – A plenary discussion is held as pupils share the key words they found which crack the Easter Code.

HWB-2-01a – I am aware of and able to express my feelings and am developing the ability to talk about them.
RME 2-01c – I can show understanding of Christian beliefs and explore the similarities between these and my developing beliefs.

At the Tomb – Six pupils are selected to take part in a spontaneous drama telling the story of the resurrection.

EXA 2-01a – I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.
EXA 2-14a – I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.
RME 2-01a – Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.
RME 2-01b – Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of Christian beliefs.
RME 2-01c – I can show understanding of Christian beliefs and explore the similarities between these and my developing beliefs.

Time for Reflection – The story of the risen Jesus appearing to two disciples on the road to Emmaus is told. Pupils are invited to imagine themselves in the story and think of a question they would ask or a comment they would make. Pupils can write their response on a small card cross and add it to a large cross for the whole class.

HWB-2-01a – I am aware of and able to express my feelings and am developing the ability to talk about them.
RME 2-01a – Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.
RME 2-01c – I can show understanding of Christian beliefs and explore the similarities between these and my developing beliefs.
RME 2-02b – I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. This is also an act of Religious Observance/Time for Reflection.

Any Questions?

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