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| **Religious Education Integrated Unit**  **Jesus Strand – Year Six** | | | | |
| *The lessons in this unit were created by teachers and the Primary Consultant from Wellington Diocese with the assistance of Di Skilton (Literacy Advisor – UC Education Plus). It is expected that the teachers’ notes from the Year 6 Jesus Strand, RE Curriculum document will be read in conjunction with each lesson and that the digital resource will be used for whole class teaching prior to student activities recorded below. The unit is based on “The Easter Story” written by Joy Cowley and illustrated by Donald Morrison. This book is due to be released in February 2012 but can be purchased by Catholic Schools in New Zealand prior to this through the publishers, Pleroma Press Hawkes Bay.*  *This unit plan was trialed and adapted by Pauline Wallace, St Joseph’s School Nelson* | | | | |
| **Theme:**  The Spark of God  ‘The Easter Story’ | **Enduring Understanding:**  Jesus showed us how to know and live like God. By following his example we can be like Jesus in our world today.  We all have the spark of God within us. Jesus was human like us and in him this spark of God became a burning fire of love for others. | | **Faith Value:**  “That we may have life and have it to the full.”  *based on John 10:10* | |
| **Learner Quality to be assessed** Active contributors: Do my best to help make my school and wider community a better place . | | | | |
| **Prayer Style:** Meditation – Silent meditation using resources from school | | | | |
| **Curriculum Areas to be Integrated**  **Literacy Strand:** writing/reading **Numeracy Strand: Science Strand:**  **Health Topic: Concept of Wellbeing Visual Arts Media:** line and water colour **Performance** Drama:Role playing of  goal setting , class contractAesop’s fables.  **Social Science Strand: Music:** | | | | |
| **Religious Education and Literacy Learning Intention to be assessed:**  Children will create a narrative picture book with a message that encourages the reader to live the Jesus values.  (The picture book can be scanned to create a digital story with the read aloud recorded. Background music that adds to the emotion can also be attached.)  **Key message:** Just as Jesus told stories to give an important message, we can also create stories that teach others how to live a Christ like life.  **Question:** Following each story shared during the unit, ask students to reflect on what the key message could be. | | | | |
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| **Learning Intentions** | **Learning Activities** | **Success Criteria** | | **Resources** |
| Express an opinion on the need to celebrate the Easter story. | **Key Concepts from RE Curric.:**   * Jesus is the Son of God who revealed God as Abba – loving Father (Lessons 1-2) * Through the Holy Spirit Jesus invites people to repent and live a live of faith, hope and love – in worship and action   (Lessons 3-5)   * Jesus lived his life in love for God and people   **The Text from the Easter Story presents this as:**  **“***So God became one of us, and his name was Jesus. Jesus looked like an ordinary baby, and when he grew up, he looked like an ordinary man.*  *But he had more that a God spark in him He was the great fire of God on earth, living in loving kindness.”.*  ***“The Easter Story”*** by Joy Cowley provides us with the language that helps us to understand why the life, death and resurrection of Jesus is central to our faith.  Show slides of The Easter Story from Sermon 4 Kids. (Note the art illustrations of Henry Martin on these slides could also be viewed from a visual art perspective if students are to create their own picture books for literacy)  Pose the question:  Why do we revisit the Easter story every year? (See PowerPoint/Keynote)  Students journal any ideas that they have about why we take time to remember the Easter story.  Then write a belief statement that states whether they think we should continue to celebrate Easter. Focus on supporting their belief statement with the reasons  behind their thinking. | Support an opinion with reasons and/or examples | | Sophisticated Picture Book collection from the National Library Service to be shared throughout the unit.  Sermon4kids PowerPoint |

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| **Learning Intentions** | **Learning Activities** | **Success Criteria** | **Resources** |
| Illustrate a picture book with characters in the style of Don Morrison or Henry Martin | **VISUAL ART**  Visit the website of Daniel Bisselland use instruction video clips to develop the skills of adding expression and physical characteristics.  It is expected that each video clip would provide teaching followed by practice. A focus when viewing picture books could be to discuss the techniques used by the illustrator to develop characteristics.  [Cartooning](http://www.youtube.com/watch?feature=player_embedded&v=A-0zwPfqG7k)  Discuss  How does an illustrator give more information about emotions that a  character may be experiencing, so that the author does not have to use words to give the reader an understanding of the emotions? | Develop simple form characters that portray “show don’t tell” emotions | art.10youtubevideos.com/  drawing-cartoon-people.aspx |
| Recognize the “moral” of a children’s story and interpret the author’s message  Provide an opportunity to assess students writing and needs.  Compare the story line of children’s literature to real life situations. | Discuss with children the purpose of many stories being, to teach a moral or an important message.  Students share examples of stories identifying the messages or moral intended.  Read “John Brown, Rose and the Midnight Cat” by Jenny Wagner and discuss themes of jealousy and friendship.  In draft books brainstorm ideas obout our own pets, their appearance, their personalities and how important they are in our lives.  View **Sammy's Story Shop** **John Brown, Rose and the Midnight Cat on You Tube** to reinforce the messages.  [www.**youtube.com**/watch?v=l8rOvHJf98I](http://www.youtube.com/watch?v=l8rOvHJf98I)  Write about own pets with a focus on the difference they make in our lives. | Students can:  Define the moral of the story.  Explain which parts of the story support their opinion  Give real life examples of how caring has made a difference to someone’s sense of self value | “John Brown, Rose and the Midnight Cat” by Jenny Wagner  I’ve got Something to Say”  Gail Loane pgs 54-56 |
| Read “Somebody Loves You Mr Hatch” or view the Go Animate version:  <http://goanimate.com/movie/0OCr9SUZPfIg>  Students identify the moral of the story.  Discuss: What characteristics did Mr Hatch demonstrate before receiving the gift?  What characteristics did Mr Hatch demonstrate after receiving the gift?  How important is it for us to feel that people care about us?  What was the flow on effect of Mr Hatch helping the community?  Students share their own stories of when someone’s caring has made a difference to how they or others feel about themselves.  N.B. There are a number of resources online for this story including a process drama for Year 5 equivalence (Grade 3)  [education.byu.edu/arts/lessonplans/.../SOMEBODYLOVESYOU.doc](education.by.edu/arts/lessonplans/.../SOMEBODYLOVESYOU.doc) | Somebody Loves You, Mr. Hatch  by Eileen Spinelli, Pictures by  Paul Yolowitz. 1991  ISBN 002-786015-9 |
|  | Introduce “The Easter Story”. This could be read once for enjoyment followed with a second time for teaching.  Encourage students to listen for key messages.. These to be shared and recorded at end of first reading.  In second reading focus on page that begins with  *I think God said something like this …*  Share with students the final outcome of this unit (create a picture book). They will be required to include a page that states their own understanding of the moral/message from the story.  (A prelude that names the value e.g. I think God wants to live a life of kindness to all people who touch our lives.) |  |  |
| Develop a class contract that encourages living faith values | **Health**  Create a class contract that defines what the behavior in the class would like if people were:   * working below the line and not allowing their ‘spark of God’ to burn * working on the line and allowing their spark of God to show * working above the line and making their spark of God burn within the classroom   Class members sign the contract and the contract is used as a reference point as required e.g. discipline moments when students could be asked to evaluate whether they are working above or below the line or when setting behavioural expectations for a specific activity. | Identify behaviours that would develop a positive classroom culture.  Idendity behaviours that would have a negative impact on the classroom culture. | A3 Spark of God Class Contract chart |
| Identify the 3 different sentence types  Use a variety of sentences to make writing interesting and lively. | Sentence Anatomy  View and read slide prepared from Gail Loane’s book on ie. simple, compound complex sentences.  Follow up with practice from BBC Skillswise.  After completion of Pet description swap book with a buddy to identify and highlight a compound sentence.  Try to do this after every writing session and continue to practise activities which help students to understand Sentence Anatomy eg . Playing with Sentences from Di Skilton’s “The Explicit Teaching of the Deeper Features in Writing” |  | “I’ve got Something to Say” by Gail Loane and Sally Muir  Di Skilton’s notes, “The Explicit Teaching of the Deeper Features in Writing”. |
| We are learning to identify what language features the author has used in her description of the physical characteristics of the character (Jesus)  What techniques have the author and illustrator used to give the reader a clear picture of the person? | Leading the Learning  We are describing a character, a person that we have read about.   * Reread ‘The Easter Story’ by Joy Cowley. * Show a visual of Jesus. With the group sitting in a circle, each student has to name one characteristic of Jesus that no one has mentioned already.   Class discussion on how the author introduced the characters and what and how we learned   * Discuss how a person’s appearance, their posture and way of walking, their hobbies, the way in which they express their emotions, their secret wishes, fears, prejudices are all pointers to their character.   The students can develop their character using the following framework:   * DIALOGUE – what the characters say and how they sat it. * ACTION – what the characters do. * REACTIONS – how characters think and feel in different situations * RELATIONSHIPS – how characters interact with each other, and how others view them * CRISIS – a turning point in the story for the character; the way in which the character responds in a crisis reveals true character.   Use **Exemplars** to illustrate the use of Show don’t tell in characterisation. Get students to highlight examples.  (1) Description - Physical description is obviously an important way that writers give their reader a clear idea of what a character looks like. This includes: the way they look (physical stature, facial features, typical clothing) and the way they move.  Patricia Grace in ‘[Drifting](http://english.unitecnology.ac.nz/resources/units/publication/drifting.html)’ is equally skilled at providing a picture of the Uncle, focusing on his size as well as his other physical attributes.  ‘Moses Beech’ example from Gail Loane’s book – read, paste in books.  However don't exclude senses other than sight. See how Clive James in his [autobiography](http://english.unitecnology.ac.nz/resources/units/publication/clive_james.html), uses smells to give us more information about his father.  Have the students write 4-6 sentences, using ‘Show don’t tell’ which reveals the characters of the following people:  A frightened passenger on a flight  A bossy mother  A greedy child  An argumentative brother or sister  A plump smiling grandmother  A loving Dad  Choose one sentence from your character portrait above and rewrite it in 3 different ways.  **Writing Task**  Ask students to visualise Jesus (possibly through guided meditation.)  Students share with a partner the physical attributes of him.  Use an example as a shared piece of writing.  Formulate success criteria with the students… a description of four different attributes; sentences starting in different ways; use of a simile and a metaphor; add detail for effect.  Students use Gail Loane’s framework **for Character Portraits from “I’ve got Something to Say”** to write own description using show don’t tell.   * In your first paragraph, this person – looks, sounds, smells. (Physical description) * In your second paragraph, you will deal with behaviour – how a character speaks and acts – what makes them unique? * In your third paragraph, discuss how the character affects other people. We are now dealing with reputation. * In your fourth paragraph, describe the character’s environment and belongings.   Guided revision.  **Great books read to class with values messages:**  ‘The Short and Incredibly Happy Life of Riley’ by Colin Thompson & Amy Lissiat  Other Books by Colin Thompson  Thomas & Brenda  Sometimes Love is under your Foot  Free to a Good Home  Others:  ‘So Few of Me’ by Peter Reynolds with the message “Do less but do your best.” | Discusses language  and writing style  appropriate to  describe a  character  Provides audience  with enough  information for  them to form an  image of  the character  described in own  writing ( class  set success  criteria together  for this) | “I’ve got Something to Say” by Gail Loane and Sally Muir |
| **Learning Intentions** | **Learning Activities** | **Success Criteria** | **Resources** |
| * + **Recognise** that we all have the “Spark of God” within us   + **Recognise** that people are called sons and daughters of God to show that they belong to God   + **Locate** Matthew 16:16-17 and recognise that the title Son of God used by Peter means that Jesus is God the Son | **Lesson One – Teaching notes from RE Doc.**  Discuss what it means for people in the Church to be called a son or daughter of God including:   * - - - Teacher explains that in the Old Testament when the people of Israel as a nation are called God’s first-born son, it means God loved each person as a son or daughter   Students locate bible text Matthew 3:13-17, 17: 1-8  Children discuss why there are capital letters for the words Son of God when referring to Jesus and how Jesus is different from people who become adopted sons and daughters of God through Baptism.  Children do a Timed Talking exercise, (see Instructions page 31 RE to discuss what it means for people in the Church to be called a son or daughter of God including:   * being loved by God, * having a close relationship with God, * living as part of the family of God, * being cared for by God.   Class discuss: Being part of God’s family is a gift for life. It means that we all have the “Spark of God” within us. Why might we see this as a valuable gift? How do we value this “Spark of God” gift. How do we make the “Spark of God” burn? | Share ideas on what it means to belong to the family of God.  Share ideas on how we can make our God spark burn. |  |

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| * + **Recognise** that people are called sons and daughters of God to show that they belong to God   Compare and contrast using a venn diagram | **Lesson Two – Teaching notes from RE Doc.**   * Jesus, the Son of God, had a special name he called God - “Abba”. Abba means “dear father”, a name given to a loved and loving parent. * Jesus said that he had come to do his Father’s work, so everything he did and said showed what God is like. * The story that Jesus told about the loving father whose son went away and got into trouble is really a story about God his Abba [Luke 15:11-32]. …Jesus is saying God is like a parent who is patient, forgiving, loving and full of aroha and mercy.   Discuss the things that parents do for their children that show they love them.  View Prodigal Son slides.  Students complete Venn diagram (Student handout of Venn) | List examples of a father’s love that are shared  List examples of a father’s love that differ | Teacher Keynote/PowerPoint  Venn diagram handout for each student (also on slide) |
| **Understand simile and metaphor**  To develop the art of writing metaphor | Write a scenario/diamante about a person you know who is kind or develop your own ‘kind’ character. Create a word picture that includes something he/she says and three actions (could be a raised eyebrow…). Share scripts.  Next lead students to “layer in” another aspect – metaphor.  Create a visual representation, which includes a metaphor, of your character (realistic or abstract) that tells us about your character and what sort of person they are and how you feel about them. These will be put into a group composition (could be laminated and hung from the wire or made into a book). **Show Not Tell (show through speech and action)!** | Use ideas to write interesting metaphors  Use show not tell technique *to* develop characterisation | Examples of metaphor and simile photocopied and glued into books |

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|  | **Lesson Three – Teaching notes from RE Doc.**  Jesus, the Son of God was sent to the world by his Father with a very clear mission. In carrying out his mission he revealed who God is and began the Kingdom or Reign of God on earth as in heaven. He also called people to turn away from sin. Jesus called turning away from sin and feeling deep sorrow - repenting.  Jesus not only asked people to turn away from sin, he showed them that God forgives sin when people repent and are sorry and come back to God.  Jesus promised that the Holy Spirit - Te Wairua Tapu dwelling within them would help them.  Conversion means turning away from sin and changing the way one lives.  People can only do this with the help of the Holy Spirit - Te Wairua Tapu.  Reaad John 5: 1-18 Jesus heals the crippled man. Discuss messages for us. Review by using relating slides to recap story in digital resource. |  | Related slides to recap story in digital resource. |
| We are learning to identify that all good narratives require conflict. | **Purpose:**We are learning to identify the plot in ‘The Easter Story’ and identify what makes a good plot.  All good narratives require conflict. Without conflict, a story has no tension: events proceed smoothly and as a consequence the reader is bored. Conflict is crucial – without it there can be no resolution, or satisfactory ending to the story  Recall ‘The Easter Story.’  Students must be able to answer the following questions:   * Who are your story's main characters? * What are their main needs? (Motives) * Who or what tries to stop or thwart them from achieving their needs? (Antagonist or conflict) * Do the characters succeed or fail in achieving their goals? * How do they succeed or fail? (Resolution)   Record the above on board for class to refer to when they develop their own narrative.  Class reads “Horton Hatches the Egg” or view  <http://www.youtube.com/watch?v=wsFjFDSwIp4>  Review against the same questions.  What was the moral/message of the story?  What was the faith value at the centre of the story?  **Writing Task**  Using a Storyboard template (electronic??), Groups of 3 start to develop a narrative idea based on a faith value. (brainstorm these values for class reference)  Students evaluate their narrative idea against the above questions (Success Criteria)  Groups share their ideas. Swap narrative idea with another group. Groups then add more ideas to another groups narrative. Groups verbally share the ideas they have added and return narrative to original group.  Students then develop individual narrative ideas (plot) Remind students that the narrative will need to teach a faith value. Share with a buddy and ask buddy for any new ideas. | Narrative idea  Includes:  The story's main characters?  Their main needs? (Motives)  Who or what tries to stop or thwart them from achieving their needs? (Antagonist or conflict)  Shows whether the characters succeed or fail in achieving their goals?  How do they succeed or fail? (Resolution) |  |

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| Describe how we can live lives of faith, hope and love. | **Lesson Four – Teaching notes from RE Doc.**  When Jesus called people to turn away from sin and return to God, he invited them to share a new kind of life with him, a life of faith, hope and love. The Holy Spirit enables people to live a new life of faith, hope and love.  **The gift of faith - whakapono makes it possible for people to believe in God and to come to know and love God even though they can’t see God. By the gift of faith people believe in God’s great love for them. Faith is not just a gift to have; it is a gift to live by**  The gift of hope - tumanako means longing for good and believing and trusting in God’s goodness and love.  The gift of love - aroha given by the Holy Spirit - Te Wairua Tapu is sometimes called charity. It is through charity that people love God above all things and also are able to love their neighbour as them- selves. Charity is a share in God’s own love.  **Activity:**  Class discussion sharing 2 examples for each of: how we live a life of faith, how we live a life of love, how we live a life where we hope in God.  Complete ‘faith, hope and love’ worksheet in groups of 3.  Share ideas.  Discuss what it feels like to do an act of kindness for others. What would happen to our general sense of well being if we lived a life of faith hope and love.  Recall the Easter Story and the idea of making our ‘God Spark’ burn. |  | Love, Faith and Hope worksheet. |
|  | **Health:** Introduce A3 Vision Board – Explain that students will be adding text and images to their personal vision board. These will be representative of personal goals they hope to achieve to ensure that they are living a full, happy and healthy life in the way God intended for us all. Develop understanding of Hauora (see TKI site)  [**http://www.tki.org.nz/r/health/curriculum/statement/page31\_e.php**](http://www.tki.org.nz/r/health/curriculum/statement/page31_e.php)  Class discussion on goals:  1. Do you ever set goals for yourself? What are some goals you have right now (short term and long-term)? |  |  |
|  | 2. Agree or disagree: It's better to set lower goals than to risk failure by setting higher ones  3. What's the difference between a wish and a goal?  4. How do you decide what your goals are?  5. Have you ever set a goal that was unrealistic? What happened? What did you learn from that?  6. Is it ever okay to take risks? What kinds of risks are okay? What kinds of risks are not okay?  7. Have you ever gone out on a limb and risked failure in order to achieve a bigger goal? (describe) Are you glad you took that risk?  8. Has there been a time when you turned a failure into a success? (describe) What did you learn from that?  9. What's the difference between failing and being a failure?  10. If you don't accomplish all your goals does that make you a failure?  11. What are some good ways to deal with disappointments? |  |  |
| Write a personal reflection | Writing Assignment:  Use writing assignment themes  Use writing assignment themes from:  [www.goodcharacter.com/BCBC/Goals.html](http://www.goodcharacter.com/BCBC/Goals.html) to develop an understanding of goal setting.  Students brainstorm goals for each dimension of hauora.  If they are to be the best they can within each dimension, what goals do they need to set to achieve success? E.g. if they want to reach the level appropriate to their age in numeracy they might set a goal to learn their basic facts three times a week. On their vision board they might draw a speech bubble with basic facts in it.  The vision board needs to be a visual representation that combines images and texts to demonstrate the things they wish to achieve.  These are to be referred during 3 way interviews with parents, student and teacher at the beginning of Term 2 firstly to inform parents of goals and secondly to check on progress. | Reflect on what has been learned from experience  Make a connection  Give an example | Writing assignments topics |

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| **Learning Intentions** | **Learning Activities** | **Success Criteria** | **Resources** |
| Develop a role play that demonstrates ways people can live  faith, hope or love in worship of God and through action | **Lesson Five – Teaching notes from RE Doc.**  A gift is only a gift if it is both given and received. If it remains wrapped up, not appreciated and unused, it isn’t really a gift at all. Faith, hope and love are three gifts - taonga from God which allow people to share God’s life - God’s Tapu and Mana. But like any other gift, they need to be received, treasured and used. Even though Christians re- ceive the gifts of the Holy Spirit when they are baptised they may not always make good use of them. But with the grace - Mana Atua of the Holy Spirit which Jesus gives, people can live with faith, hope and love.  Faith - whakapono in God is a gift, and faithful people make time to get to know God and spend time with God.  People express love for God in the ways they treat others, respecting and increasing their tapu and dignity, and also by celebrating the Eucharist and the Sacraments.  View Slide from Keynote/PowerPoint with Corinthians quote  Students select one of the qualities and create a short role play that highlights the quality. Develop a motif that symbolizes a change of heart. First half of the role play depicts the opposite dimension of the quality e.g. impatience. At the mid point of the skit students freeze in ‘change of heart’ motif then continue with the skit being replayed showing the change to patience. | Values message is evident to the audience  Motif emphasizes change of heart (turning away from sin)  Class creates success criteria for role play |  |

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| Craft a narrative that shows how we, like Jesus, can show our love for  God and others by the way we live | **Lesson Six – Teaching notes from RE Doc.**  “God so loved the world that he gave his only Son, so that everyone who believes in him may not perish but may have eternal life” [John 3:16]. The life of Jesus was, from beginning to end, a sign of his loving obedience to God.  Jesus accepted human life with all its joys and sorrows. He came into the world as a tiny baby, dependent on his family. He learned to walk and talk like any other child; he experienced pain, hunger and sadness, as well as happiness and friendship.  Jesus tried to tell people about his Father in all that he said. He urged them to turn away from sin and be part of God’s kingdom. He gave himself completely to the work that God had sent him to do out of love for his Father. He shared his mana and his aroha for God with everyone he met. Every loving word and action he shared with people was a way for Jesus to share his love of God his Father.  **Activity**  Class discussion on the stories from Jesus life that show his loving actions.  Introduce picture book task. Create a narrative where the moral of the story shows the reader the importance of living a faith value.  Write a prelude to the story that begins “I think God wants us to” … in the style of “The Easter Story” | Narrative theme is based on a faith value  Class set Success Criteria for narrative form  Class develop success criteria for illustrations e.g. show don’t tell imagery | Related slides from lesson 6-6 digital resource |

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| Identify the ways Jesus showed people by his own life what it means to be human in the image and likeness of God  Recall ways Jesus showed his love for people  Create a prayer of thanks for the gift of Jesus who showed us how to live our lives in love | **Lesson Seven– Teaching notes from RE Doc.**  Jesus, the Son of God came into the world and became a human be- ing - tangata so that people could know God and God’s great aroha for them. As a human being Jesus was just like all people except he never sinned. He lived in total goodness with the fullness of God’s Tapu and Mana. By his own life he showed people what it means to be human in the image and likeness of God.  Jesus not only showed what the Father is like, he gave people an ex- ample of what a perfect human life is like. Jesus’ life was an example of what all people can be like if they live completely in keeping with God’s loving ways, respecting and increasing the tapu and dignity of themselves and others.  **Activity:**  Students list the qualities Jesus lived that showed us what it is to live a truly human life for God.  Create a prayer of thanks for the gift of Jesus who showed us how to live our lives in love. |  |  |
| Express an opinion on the need to celebrate the Easter story. | **Lesson Eight– Teaching notes from RE Doc.**  Jesus Christ showed his love - aroha for God and people most perfect- ly in his death and resurrection. His whole life was lived out of love for his Father.  Jesus came to realise that he was putting himself in danger because of the way he was living his life, yet he didn’t take the easy way out or change his message. Jesus’ life challenged people to act with tika and pono.  By raising Jesus from death, God showed that death was not the end. When Jesus was put to death, God’s offer of love and friendship was rejected. Yet God’s love was greater than this rejection. God’s love is greater than all sin and evil. Because of the Resurrection of Jesus, Christians believe God will overcome all that is evil with good and that tapu will be fully restored. By raising Jesus from the dead God is still offering everyone the possibility of sharing God’s Tapu and Mana - God’s grace of friendship, forgiveness and love.  **Activity**  • Children look at a picture of Jesus’ death and give reasons why they think Jesus was put to death.  • Children read the caption of John 15:13. Discuss how Jesus’ death was an act of love for God and all people including: - in his life he wanted people to know about God’s love for them and to teach them how to live in God’s friendship - he did not want to change the message of his life and pretend it wasn’t true just to save his own life - he wanted to save people from living lives that would lead them away from friendship with God - he wanted to be faithful to God and God’s message of love and forgiveness that he had taught and lived all his life.  *Revisit question from beginning of unit. “Why do we revisit the Easter Story each year?”*  We would want to ensure that the children ended the Easter Journey understanding that Jesus did not die on the cross for our sins.  He died because his messages and they way he lived his life was giving him a great following and that was a threat to others in power.  The good news is the God Spirit lives on in us and we can carry on his mission.  Therefore the big question is why did he lose his life and then why do we still reflect on that.  *Students journal their ideas in response to this*  *Teachers evaluate students shift in thinking. Do children recognize that the Easter story gives us an important message. That through Jesus we come to know God. In showing us God he showed us how to live our lives, a life of love for God and others.* | Support an opinion with reasons and/or examples | Related slides from lesson 6-8 digital resource |
|  | **Reading**  Refer Learning Intentions for Comprehension.  Fables and picture books with a values message as main resources for developing a reading unit.  Refer websites  <http://www.aussieeducator.org.au/specialpages/easter.html>  Identify Themes |  |  |
| Illustration will add an extra dimension to the narrative. | **VISUAL ART**  As students are writing their narrative and viewing picture books, develop the success criteria for art with them and remind them throughout. | Examples could be:   * Artwork will be in the clear style of the Easter Story. * Colours will reflect the mood of the characters and/or events in the story. * Illustrations will provide more detailed information about characters, mood and settings. | |
|  | **Refer to TKI units**  **Drama** – Role Play and Improvisation - Fable Challenges  The Moral of the Story  http://learningtogive.org/lessons/unit49/lesson1.html |  |  |