

YEAR

6

UNIT H

HOLY WEEK

ABOUT THE UNIT

In this unit the children will learn about the passion of Jesus from the events that took place in the Garden of Gethsemane through to the death of Jesus on the cross. They will find out some reasons why Christians have described the death of Jesus as a sacrifice.

WHERE THE UNIT FITS IN

This unit builds on the Holy Week work from Year 5 when the children learnt about some of the reasons why Jesus was put to death.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the different events that took place in the last week of Jesus' life.

SKILLS

Discussion, reference and research skills, speaking and listening, writing skills.

VOCABULARY

Gethsemane, suffering, death, servant, sacrifice, cross, Isaiah.

ASSESSMENT

At the end of this unit:

Most children will know the story of the passion of Jesus in some detail. They will be able to imagine some of the thoughts and feelings of Jesus in the Garden of Gethsemane and think of some reasons why Peter denied Jesus. They will know some words of Jesus from the cross and understand why the death of Jesus has been described as a sacrifice.

A.T.1 A.T.2

4a 4a
4b 4b

Less able children will know and be able to recall parts of the passion story of Jesus. They will be able to think about the suffering Jesus experienced throughout his passion and death on the cross.

3a 3b
3c 3c

More able children will know that Jesus was a suffering servant and that his death on the cross was in obedience to the will of his Father which he prayed to follow in the Garden of Gethsemane. They will understand the meaning of some of the words of Jesus from the cross and identify the difference between the sacrifice of Jesus and the sacrifices that people in the Old Testament offered to God.

5a 5a
5c

PROGRAMME OF STUDY

R4 Hear, read and explore Gospel accounts of key events in the life of Jesus: Holy Week.

R3 Hear about and explore the Bible.

C7 Jesus' attitude towards sinners and his teaching about sorrow and forgiveness.

L3 The suffering and death of Jesus as a sign of love, sacrifice and the source of new life.

TEACHING STRATEGIES

- Recall with the children their previous learning about Holy Week.
- Why do they think it is given that title when we remember some sad things that happened to Jesus?
- Explore with children the prayer of Jesus in the Garden of Gethsemane.
- Find Gethsemane on the map.
- What do you think Jesus meant when he prayed to God his Father, "Father, if you are willing, remove this cup from me, yet not my will but yours be done?"
- What had Jesus previously said about a cup at the Last Supper?
- How do you think that Jesus was feeling at this time?
- Ask the children to write a description of what they think Jesus was experiencing at this time. Contrast this with what the disciples were doing. Why were they sleeping? Use the text from St. Luke's Gospel to help.

- Read the passage describing the betrayal of Jesus by Judas.
- How does Judas identify Jesus? How does Jesus describe himself?
- Use a Biblical glossary to research the meaning of the title "Son of Man". Find out where it comes from and why it has been used to describe Jesus.
- Read the story about Peter denying Jesus. Retell the story as if you were one of the people standing in the courtyard warming yourself by the fire. What sort of state was Peter in? How did you know he was a Galilean and probably one of the followers of Jesus? Explore Peter's reaction to each time he was questioned about being a follower of Jesus. What was he like when the cock crowed and when Jesus looked straight at him from inside the High Priest's house?
- Write up your account of this encounter with Peter in the form of a letter to the High Priest's Chief Guard. Explain your reasons for thinking why Peter was a follower of Jesus. Include in your letter your observations of how Peter reacted to the questioning, his reactions after the cock crowed and your reason why you think he denied being a follower of Jesus.
- Through discussion compare and contrast Peter's lack of courage with the courage that Jesus showed.

- Read accounts from the four Gospels of the crucifixion of Jesus.
- Highlight in each Gospel the words that Jesus said from the cross.
- Write out these words and write a brief explanation of what they mean.
- Focus on the words of the thief who was crucified next to Jesus. "Jesus, remember me when you come into your kingdom." Look also at the reply of Jesus. "Truly I tell you today you will be with me in Paradise."
- What do these statements tell you about Jesus and the meaning of his death on the cross?
- Look at the words that the crowds use to mock Jesus on the cross. What do they tell you about the type of life Jesus had led and what people had said about him?
- From what you have learnt about the passion of Jesus, draw pictures of the different events and some symbols which explain each episode. This might include a cup for the Garden of Gethsemane, a fire for the denial of Jesus, clothes, nails and the cross for his stripping and crucifixion, stones and oil for his burial. Ask the children to think of their own symbols and explain why they have chosen them to illustrate each part of the story.

- Read with the children some passages from the Prophet Isaiah about the "suffering servant". (*Isaiah 52: 13-53: 6*)
- Explain to the children that these passages have been used by the Church to think about the death of Christ.
- Highlight words from the text, which indicate the type of suffering that the servant endured.
- What was the point of the suffering?
- Can you see any similarities between this suffering and the suffering of Jesus?

- Explain to the children that the death of Jesus on the cross is often described as a "sacrifice".

LEARNING OUTCOMES

R4 That Jesus' death on the cross expressed his love for his Father and for all people, and changed the world.

R3 Of how to find their way around the Bible.

- Know the story of Jesus' prayer to the Father at Gethsemane.
- Understand that Jesus was willing to accept the suffering that was coming to him even though it was difficult.
- Be able to imagine the thoughts and feelings of Jesus at this time.

- Know the story of the betrayal of Jesus and the denial of Peter.
- Understand some reasons why Peter denied that he was a follower of Jesus.

- Know the story of the crucifixion of Jesus.
- Understand that the words of Jesus from the cross tell us something about his suffering and the meaning of his death.
- Be able to identify symbols that could be used to retell the story of the passion.

- Know that the death of Jesus is often described as a sacrifice.

FURTHER DEVELOPMENT

Role-play this scene of Gethsemane to help the children become more aware of the feelings of Christ at this time.

Plot the story of the passion of Jesus from the time of his arrest to his death on the cross by drawing clocks and indicating the times that some of these events took place at.

Create a "Holy Week Web Page" from the work that has been completed on the final days of Jesus' life.

Word-process the words of Jesus from the cross and add them to the Holy Week prayer focus.

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PROGRAMME OF STUDY

TEACHING STRATEGIES

- Find definitions for “sacrifice” in dictionaries and explain why this might be a suitable term to describe the death of Jesus.
- In the Old Testament there are lots of stories of people offering sacrifices to God.
- Recall the story of the sacrifice of Isaac studied in Year Four. What can the children remember about this story?
- Read the story. How does God sort out the dilemma that Abraham faces? What does Abraham offer to God instead of his son?
- Explain to the children that from this time on the Jewish people offered sacrifices to God. Recall work from Year Five about the temple and the high priests offering sacrifices there.
- Read what the writer of the Letter to the Hebrews says in *Hebrews 10: 11-15*. In what ways is Christ’s sacrifice different from all the sacrifices that the Old Testament priests offered to God?
- Ask the children to brainstorm different words to describe this sacrifice of Jesus.
- Read what St. Paul has to say about the sacrifice of Jesus in *Ephesians 5: 2*.
- Children to write a reflection on the suffering and sacrifice of Jesus that can be used as part of a Holy Week liturgy.

- Discuss with the children some of the sacrifices that people have to make today, especially because of their beliefs.
- Find out about prisoners of conscience and places in the world today where people are victimised because of their beliefs or their race.
- Use newspapers and other news reports to find out about people who suffer today.
- Write prayers for those who suffer today.

LEARNING OUTCOMES

- Understand reasons for this.
- Be able to identify passages in the Scriptures that talk about sacrifice.

FURTHER DEVELOPMENT

Ask the children to think about some of the sacrifices that they are called to make in their lives. What about the sacrifices that others make for them?

RELATED SCRIPTURE

Lk. 22: 39-46 – The Garden of Gethsemane

Lk. 22: 47-53 – The Betrayal of Jesus

Lk. 23: 39-43 – The Words of Jesus to the Thief

Mt. 26:36-27: 66 – The Passion of Jesus in the Four Gospels

Mk. 14: 43-15: 47

Lk. 22:47-23: 56

Jn. 18:1-19: 42

Ephesians 5: 2 – The Sacrifice of Jesus

Hebrews 10: 11-15 – The Sacrifice of Jesus Compared to Other Sacrifices

Isaiah 52: 13-53: 6 – The Suffering Servant

OTHER LINKS

ICT link: Holy Week Web Page.

Art link: Look at how the death of Jesus has been captured in different styles of religious art.

COLLECTIVE WORSHIP

- Provide children with an opportunity to imagine some different scenes from the death of Jesus.
- Consider using some slides or a video presentation of the story of Jesus' death to help children think about what took place at Calvary.
- Hold a special Holy Week Liturgy focused on prayer round the cross. Have a big cross on the floor and use some of the words of Jesus from the cross, passages about the suffering servant and the children's own reflections on the death of Jesus.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?