

The Empty Cross

Focus Concept Resurrection (Type B)

Year 6, Spring 2

Learning Objectives / Intended Learning Outcomes

Most pupils (L4) should be able to:

- Explain the meaning of resurrection.
- Explain the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christmas.
- Evaluate the significance of resurrection by explaining its importance to Christians and identifying some issues raised.
- Explain their own responses to the concept of resurrection.
- Explain how responses to the idea of resurrection affect the way people live.

Assessment Opportunities

Evidence can be gathered when pupils:

- Pupils role play the story and hot seat.
- Write description about cross.
- Produce speech bubble.
- Contribute to class discussions.

Sequences of Activities

Step 1: Enquire - What is resurrection?

- What does it mean? Discuss as class or in small group. Use dictionaries and encyclopaedia to come up with a class definition.
- **What could symbolise the resurrection of Aslan?** Show video or read extract from *The Lion, the Witch and the Wardrobe*, where Aslan comes alive again. If the people of Narnia wanted a symbol to remember this event, what might it be? In small groups, (or indiv) design a Narnia symbol which would remind people in Narnia about Aslan overcoming death.

Step 2: Contextualise - What do we think the cross means?

- Show an empty cross and encourage speculation. What is it? Where would you find it? Who uses it? What is it used for? In what rituals is it used? What is its meaning and significance to those who use it?
- Ask children to give a written description, or tell each other in pairs, about the cross and its significance to Christians. Feedback ideas to the whole class.
- N.B. the empty cross is a sign for the risen Christ. Christians believe that Jesus came alive again after His death.
- What story is associated with the empty cross?
- Explore one of the gospel stories of death and resurrection of Christ (Matt: 27 v1-66 and 28 v 1-15 or Mark: 16 v 1-8, Luke: 24 v 1-12) Pay special attention to women visiting tomb. Role-play the story, dramatise the event or write a playscript.
- or create some music which would express the feelings of the women during the event.
- or write a poem about their feelings

Step 3: Evaluate - Why is resurrection important to Christians?

- Class discussion about importance of the resurrection of Aslan to Narnia as a lead into this discussion if necessary. Consider ideas such as new life, hope, triumph of good over evil, overcoming death. (Opportunity to invite Christian visitor to answer questions about resurrection. Pupils produce speech bubble for Christian, saying "The idea of resurrection is important to me because...")

Step 4: Communicate - What are our ideas/experiences of resurrection?

- Children discuss in groups what they think about the concept of resurrection. Use these Qs as prompts throughout the discussions. *Can it happen? Is our view of whether resurrection is possible affected by our views of death? Is death the end? Or do we go to sleep, only to be woken again? What about animals/ plants.* Groups feedback to whole class.

Step 5: Apply - How does what we believe affect our lives?

- Discuss – continue from above. When people believe in resurrection, how does it affect the way they live? Does it make any difference? Do people who believe in resurrection live better/more careful/worse lives? Does everyone believe in resurrection? Why / why not?

Resources - The Lion, the Witch and the Wardrobe by C.S. Lewis, Dictionaries, empty crosses, text from Bible (see references)

Key Concepts

- Concepts in human experience.
- Concepts in religions.
- Concepts specific to particular religions.

Skills

- Reflection.
- Empathy.
- Comprehension.
- Investigation.
- Interpretation and analysis.
- Evaluation

Attitudes

- Curiosity.
- Open mindedness.
- Self understanding.
- Respect.
- Wonder and appreciation

Programme of Study.

Enquiry and skills.

Pupils should be taught how to:

- Enquire into concepts that are significant in religious and non-religious experiences.
- Contextualise the concept within religious practise and explore diversity of practice and belief.
- Evaluate the concept within one or more religions.
- Communicate their own understanding and respond to the concept.
- Apply their own understanding of the concept to situations in their own and others' lives.