

# Unit 1.4: *Surprises*

Is a surprise always good?

## About the Unit:

The unit aims to introduce the Easter story without focussing on the death of Jesus, but on the 'surprise' of the resurrection. Pupils will explore why Easter is important for Christians. It offers the opportunity to think about key stories from the New Testament concerning the life of Jesus. There are also opportunities to link with the Hindu festival of Holi.

## Where the Unit fits:

It builds on the Foundation units on F2 *Special Times*, F3 *Other Special People* and F4 *Special Things*.

## Key Vocabulary:

precious, surprise, New Testament, miracle, Easter, cross, candle, resurrection, friends/disciples

## Suggested Resources:

*Spring Tinder Box* (A. & C. Black), *Storyteller Bible* and *Stories from Other Faiths* (Lion), artefacts, Holi food, sweets, eggs, egg-shaped gift box

## Levels of Attainment:

Level	AT1 (Knowledge and Understanding)	AT2 (Reflection and Response)
1	Retell a faith story which includes a surprise element	Talk about how it feels to give or receive a surprise
2	Explain the surprise element in a faith story	Talk about what it would have felt like if you had been someone e.g. Peter, who saw Jesus return from the dead
3	Know that some of these stories are linked to special festivals e.g. Easter	Give a personal response to the Easter story, e.g. what do you think happened?

## Points to Note/Further Suggestions

Sensitivity and care are needed not to present Jesus as a magician. It is important to talk about why he did the things he did. When asking the children for a response it is fine if they do not wish to respond.

The ground rules for discussion might be:

- respect
- valuing all
- right to not respond
- individuality of belief or non-belief

Within *Progression of Teaching Activities*, the festival of Holi is suggested as a link to other faiths.

Purim could be used for Judaism, but the story might need some adaptation and some of 'surprises' could be seen as unpleasant!

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	<b>Teaching Activities</b>
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p><b>CELEBRATIONS</b></p> <p>(3) explore the idea that there is a variety of religious and other traditions</p> <p>(4) appreciate the special nature of religious and other festivals</p> <p>(5) explore symbols and artefacts used in religious festivals and celebrations</p> <p><b>PEOPLE</b></p> <p>(3) learn about simple features of the lives of key figures</p> <p><b>WRITINGS</b></p> <p>(3) learn to associate particular texts with particular religious festivals</p>	<p>(e) recognise what happens in some festivals</p> <p>(g) recognise that some traditions linked to festivals have a religious meaning</p> <p>(i) recognise why some objects are thought to be precious</p> <p>(e) recount an event or events in the life of a key figure</p> <p>(e) recognise that some festivals are based on special stories</p>	<p>(e) consider the feelings of other children in an unfamiliar celebration</p> <p>(g) talk about food, music etc. in an unfamiliar celebration</p> <p>(i) reflect on precious things in the home or place of worship</p> <p>(e) listen to and reflect upon a story about something in the life of a special person</p> <p>(e) talk about responses to important religious stories</p>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Focus on the word precious. What does it mean? Introduce a related artefact and talk about to whom it is special.</li> <li>Show a hollow 'egg' with something precious - a surprise - inside, e.g. an artefact such as a cross/candle. Ask question: Is this precious? For whom?</li> <li>How does it feel to give or receive a surprise? Unexpected? When is a surprise not a surprise? A shock? Record different surprises.</li> </ul> <p><b>Consider and Respond</b></p> <ul style="list-style-type: none"> <li>Tell the miracle stories of Jesus, e.g. healing stories, loaves and fishes, walking on water, catch of fish - how surprised were his friends and followers? Offer the opportunity for a personal response. Reiterate that these stories are found in the Bible.</li> <li>Focus on artefacts, e.g. cross, candle. Outline the story about the death of Jesus (in a sensitive way)</li> <li>Present his resurrection as the big 'surprise'. Talking about Jesus' return from the dead, pretend to be a friend of Jesus, draw and write about how you felt.</li> </ul> <p><b>Celebrate and Reflect</b></p> <ul style="list-style-type: none"> <li>Plan and prepare a chosen celebration, e.g. Holi (Hinduism) - throwing coloured streamers / story of Prince Prahlad (Sunshine RE book, KS1). Consider the feelings of others.</li> <li>Hold a celebration of surprises based on/including the Easter Story.</li> <li>Plan a surprise for Mothering Sunday.</li> <li>Read out surprises children have experienced during a shared time with songs and candles.</li> <li>Eat surprise sweets and food (Holi/Easter), e.g. make hot cross buns, decorate hand boiled eggs.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Draw, write about, act out, sequence, present, a known surprise story of Jesus.</li> </ul>

Recommended teaching time: 1 hour per week over half a term.  
At least one visit to each section of the *Teaching Activities* is recommended.

Unit 1.4