

UPPER KEY STAGE 2/UNIT 2B.6 [YEAR 5]

# SALVATION

WHAT DID JESUS DO TO  
SAVE HUMAN BEINGS?

SALVATION

WHAT DID JESUS DO TO SAVE HUMAN BEINGS?

UPPER KEY STAGE 2/UNIT 2B.6 [YEAR 5]



### ★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
-  Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
-  Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.
-  Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
-  Show how Christians put their beliefs into practice.
-  Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

### 🏗️ KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

### ➔ YOU MIGHT LIKE TO START WITH...

A quick revision of the timeline of the 'big story' – give pupils some key concepts and key events and get them to put them in order. Include concepts and stories they have studied and place them on a timeline. Make use of the art frieze.

### 📖 MAKING SENSE OF THE TEXT

- Give pupils some artworks depicting the last days of Jesus' life, starting from the Last Supper (see Resources) – aspects of the 'stations of the cross' are helpful in walking pupils through the events. Ask them to identify the events, matching them up with biblical texts, putting them in the correct order. (This could be a brief introductory activity or a more extended exploration of each of the elements of the story. Resource Sheets 1 and 1A offer texts and suggested artwork for each 'station'.) Mark's Gospel has the most succinct account (Chapters 14–15).
- Give groups of pupils a text and ask them to set up a freeze-frame of their moment in the story – get them to tell their part of the story and explain which ideas they are expressing. Talk about their responses to the story: key moment, surprises, puzzles, feelings; which characters do they most identify with? How well or badly do different characters come out of it, and why? If they were to sum up a message of the narrative, what would it be?
- Ask pupils to come up with some reasons for who was responsible for Jesus' death. You might use the 'responsibility pies' Resource Sheet 2 – take the pupils' suggestions and combine/amend them with the ones suggested, and ask pupils to say how much responsibility for Jesus' death lies with each group/individual (Pilate, Judas, the Romans, the Sanhedrin, the crowds, the soldier with the hammer, God, Jesus himself) and explain why.
- Ask the follow-up question: why did Jesus die? Collect pupils' ideas. Ask if they can connect their answers to the 'big story' of the Bible.
- One significant reason Christians give is that Jesus died to save people – to rescue them from their sins and to bring them back to God. They explain this in terms of Jesus' death being a sacrifice, giving his life for others, for example, by taking the punishment for sin. To explore this idea, share the four scenarios on Resource Sheet 3 with the pupils. This might be done through whole-class talk or drama or you could put the scenarios on large pieces of paper around the room, and ask pupils to write their comments on sticky notes. Groups could then take a sheet each and report back. Following discussion of the scenarios, ask pupils to explain in what way Joshua has sacrificed himself. Point out that Joshua is the modern version of Jesus' name, which is Yeshua in Aramaic, the language Jesus spoke. Yeshua means 'he saves'. How did Joshua 'save' people in the scenarios?
- Take the information on Resource Sheet 4. Different groups could complete different activities and report back, or the activities could be experienced on a carousel. It might be helpful to talk through the 'taking someone's place' activity as a whole class. You might ask pupils to draw a symbol on a piece of paper to represent something they have done and are sorry about, and then shred the paper (or, health and safety allowing, take the papers outside and burn them). Look at the unit key question and get pupils to suggest answers from their learning so far: what did Jesus do to save human beings?

SELECT AND WEAVE TOGETHER ACTIVITIES TO ACHIEVE THE OUTCOMES

MAKE SENSE OF THE TEXT

UNDERSTAND THE IMPACT

MAKE CONNECTIONS

OUTCOMES



## UNDERSTANDING THE IMPACT

- Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of Communion/Mass/Eucharist/Lord's Supper. Watch two or three short videos talking about some different ways of celebrating this symbolic meal. (See Resources). Ask pupils to listen out for any reasons why Christians celebrate Communion, what the bread and wine represent, how Christians share bread and wine, and what this ceremony means for them today. What similarities and differences are there between the ways of celebrating?
- Explore further the symbolism of the bread and wine. These were part of the Passover meal, but for Christians they have additional symbolism as Jesus' body and blood. Ask pupils what this might mean. Look at relevant excerpts from eucharistic prayers with pupils to see whether these can add to their ideas (see Resources). Ensure that pupils are helped to make links with the learning in the previous section and the idea of Jesus as a sacrifice.
- Watch this clip of Roman Catholic mass in Liverpool: [www.bbc.co.uk/education/clips/zwcd2hv](http://www.bbc.co.uk/education/clips/zwcd2hv). The first part of the service is happy: it involves hugs and greetings of friendship (01:26). Do the class think the mood changes somewhat when the congregation take the Eucharist? What might the congregation be thinking about? What do the bread and wine represent? Why is the Eucharist a celebration AND a serious moment? (You might like to find out about how the Roman Catholic Mass is not just a way of remembering Jesus' sacrifice – it *is* a sacrifice.)
- Christians believe that Jesus' death was not the end, and that he was resurrected on the Sunday, so Eucharist/Holy Communion is also a celebration. Discuss the meaning of the word 'symbol' and ask pupils to identify which symbols are used in Communion to help Christians remember Jesus, his death and resurrection, and the Last Supper.
- Ask pupils to devise a brand-new way for Christians to remember the Salvation brought by Jesus – this may well take the form of a religious ceremony. Pupils should explain the actions, words, music, activities and symbolism they have chosen to include in relation to what they have studied about Salvation so far.



## MAKING CONNECTIONS

- Christians remember Jesus' sacrifice for them every time they take the Eucharist/Holy Communion. However, some Christians are willing to sacrifice themselves, following Jesus' example. Remind the class of the 'servers' in the Catholic mass in Liverpool. What will they sacrifice to do this? What will they gain?
- Ask the class to think about something they love or believe in a huge amount. Ask them to all stand up. Ask them to sit down if ... They would give up 10p for this thing? £10? All their Christmas presents? Be laughed at? Lose friends over? Suffer physical pain for? Die for? Talk to them as they sit or remain standing: What is the tipping point for them and why?
- Display this quote by Martin Luther King: **If a man has not discovered something that he will die for, he isn't fit to live.** How far do pupils agree? Ask pupils to reflect on what sacrifices they would be prepared to make, and in what cause. To help someone in need, would they be prepared to give up their lunch, a favourite toy or gadget, their pocket money, a ticket to see their favourite pop group or sports team, six or more hours of hard work (gardening?), their blood for transfusion, or a kidney for transplant? How far would they go, and why?
- In the context of the key question ('What did Jesus do to save human beings?'), talk about what a martyr is and show pupils an image of the commemoration of twentieth-century Christian martyrs at Westminster Abbey: [https://commons.wikimedia.org/wiki/File:Westminster\\_Abbey\\_-\\_20th\\_Century\\_Martyrs.jpg](https://commons.wikimedia.org/wiki/File:Westminster_Abbey_-_20th_Century_Martyrs.jpg) This shows that sacrifice for others is still a big part of Christianity. Some Christians have died horribly for their faith, but not all sacrifice has to be bloody and awful. The servers in Liverpool give up their time, but they enjoy it and gain a lot in return.
- The command to 'Love your neighbour as you love yourself' will involve some sacrifice. Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus' teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place!

### ★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.
-  Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.
-  Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.
-  Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.

### 🧱 KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

### ➔ YOU MIGHT LIKE TO START WITH...

Pupils will probably be familiar with the idea of prophecies in fiction and film, prophesying a future saviour: for example, *Star Wars*, *Superman*, *The Sword in the Stone*, *The Lion King*, *The Lion*, *the Witch and the Wardrobe*, *The Lego Movie*. You might show a clip to stimulate the discussion.

What do pupils know about the idea of a saviour being predicted in stories? You might talk about how prophecies like this are not always clear and can be interpreted differently.



### ➔ MAKING SENSE OF THE TEXT

#### ISAIAH 53 AND JOHN 19

- Recall learning from Unit 2b.4 Incarnation. Introduce information about what life was like at the time of Jesus. The land had been occupied and the people oppressed by foreign rulers for centuries, and now by the Romans. The Jewish people were waiting for a promised messiah to release them. Ask pupils to predict what kind of saviour they would be looking for.
- Introduce the text from Isaiah 53 in a suitable translation (for example *New Century Version*, see Resource Sheet 5). Read it aloud around the class, for example, changing reader at every punctuation mark. Get pupils in pairs to draw up a description of the person being depicted – called the 'Suffering Servant'. Talk about pupils' responses to the text: any questions, puzzles, surprises? What do they think it means? How does it make them feel?
- Get pupils in pairs to draw an outline of a person. Inside the outline, write down all the things the servant has done or not done; around the outside, list all the things that have happened to him.
- Note the similes being used – list them and talk about what impact they have – what do they add to the description of the messiah? Compare this messiah with the one they predicted.
- Building on their Core Learning, what signs are there in the text that the Suffering Servant was a sacrifice? Recall pupils' learning about Jesus' death and about sacrifice. What links can they see between Jesus and the Suffering Servant in Isaiah? In small groups, ask pupils to see if there are any clues in the text that link with the idea of Jesus bearing the burden, stepping in, rescuing the lost, or taking someone's place. Collect and compare ideas.
- Revisit the Gospel accounts to focus on evidence for the idea of Jesus as the 'Suffering Servant', sacrificing his life. For example, use an imaginative approach to read John 19:16–42 (for example, reading the roles with pupils reading as: narrator, chief priest, Pilate, soldiers, Jesus; or watching part of the LUMO Project film of John's Gospel – see Resources).
- Ask pupils to investigate, looking for clues as to what words and phrases link Jesus with the 'suffering servant' of Isaiah 53. Ask them to look closely and work out which parts of the Isaiah text are not mentioned in John's account. Ask pupils to weigh up how certain it is that John knew the Isaiah passage.
- Why might Christians think that Jesus is the Messiah? If this is a prophecy for the Messiah, how accurately does the prophecy have to match? Collect pupils' responses to the idea of Jesus fulfilling an ancient prophecy: how far does it make sense? How convincing is it? Remember, Christians believe Jesus is the Messiah – Jewish people do not (see Essential Information).



## UNDERSTANDING THE IMPACT

- Ask pupils to define 'sacrifice'. Recall learning from this unit, or look it up in dictionaries if necessary, where pupils should be able to find out both religious and secular meanings of this word.
- Ask pupils to revise why Jesus is sometimes called the 'Lamb of God'. Remind them of how Jesus can be seen as the sacrificial Lamb of God, that many see his death as a sacrifice. By willingly dying on the cross, Jesus freed people from sin.
- Discuss with pupils how sacrifices can be made by all people and certainly do not have to be as dramatic as sacrificing one's life. People sacrifice their time, lifestyles, goals, happiness and so on, for greater causes. Discuss with pupils if they have ever sacrificed something and why they did it. Ask if there is something pupils would never be willing to sacrifice and why.
- In small groups, ask pupils to find out about a Christian who has made sacrifices in order to follow Jesus. These figures might include: Mother Theresa, Martin Luther King, Jackie Pullinger, Corrie Ten Boom, Gladys Aylward, Desmond Tutu, or examples of people from your local community.
- Groups should give feedback to the rest of the class with information including: 1) a short background about who their person is/was. 2) what their person does/did that either spreads Jesus' message, helps to serve others, or both. 3) why it might be/might have been difficult for these people to carry out their work. 4) if they admire these people and why. Discuss as a class what these people have in common and any shared qualities pupils can identify.
- If appropriate to your setting, it would be worth pointing out that Christians are still dying for their faith in some parts of the world: [www.opendoorsuk.org/persecution/](http://www.opendoorsuk.org/persecution/)
- Explore the reason why Christians have been (and still are) prepared to die for their faith. Paul says in 2 Corinthians 4:16-17, after listing all the terrible suffering he has experienced, that it is all worth it because of heaven – suffering is temporary but heaven is eternal. What difference does this make to explaining Christian sacrifice? How does this tie in with the 'big story' of the Bible?



## MAKING CONNECTIONS

- Ask pupils to decide which of the people the class has researched in 'Understanding the Impact' they find to be most inspiring and why. This could be carried out with half of the class sitting in a circle facing outwards and the other half sitting opposite them. Once pupils have finished discussing the topic with their first partner, the outside circle can move around one space – repeat three or four times so that all pupils hear a range of views.
- Pupils write a text message to the person they found most inspirational. The message must contain one reason about why the pupil admires their chosen person and one important question they would like to ask them. Pupils can have templates shaped like phones and write the messages on the screens. Pass the template to somebody who researched your chosen character to see if they can make an educated guess at what the answer to the question might be.
- Get pupils to think back over the unit, raising questions, comments and ideas about what they have learned. If they had to explain to an alien from Mars about who Jesus was and why some people think he is so important, what would they say?
- Ask pupils to explore the answer to the unit question, by focusing on a written argument or oral presentation in response to this question: **What difference does Jesus' sacrifice make to Christians?** (A writing frame is provided to start pupils off – see Resource Sheet 6.)
- People who are not Christians might say that Jesus demonstrated love, friendship, service, wisdom, generosity, humility and courage as well as self-sacrifice. Even if they do not believe Jesus was God, or a Saviour, people might say these qualities are still important in the world today. Ask pupils to respond to the question: **What difference does Jesus' example make to the world?**
- If pupils were to choose one of these virtues for their own lives, one for their school and one for the world, what would they be, and why?

### BACKGROUND FOR TEACHERS

The death and resurrection of Jesus are key moments in the drama of the Christian Bible. This resource has set out a reading of the Bible that emphasises the idea of a big story – a narrative arc across the Bible – that starts with a good creation by a good God, a catastrophic fall from grace by rebellious and sinful humanity, and efforts by God to reverse the impact of sin, drawing people back to himself through his chosen people, the people of Israel. The life, death and resurrection of Jesus is the keystone in this Christian understanding of the story.

Many Christians explain the death of Jesus as a sacrifice. This reflects the language of the Bible (for example, 1 John 2:2: 'we have an advocate with the Father – Jesus Christ, the Righteous One. He is the atoning sacrifice for our sins, and not only for ours but also for the sins of the whole world.' NIV).

In the Old Testament, people would offer sacrifices of a young goat or a lamb to show that they were sorry for their sins, and to acknowledge that sin demands a punishment. However, sacrifice only brought a person back to God until their next sinful rebellion against God – which did not usually take long.

One way of seeing Jesus' death is to argue that he willingly gave up his own life in order to take on himself the punishment for *all* sin, for *all* people. Because of sin, people need to be *saved*, and Jesus brings *salvation*.

Christians might read the Passion narratives of the Gospels to make sense of the 'big story' of God's salvation; some might use it to remind themselves of what they owe Jesus – they should be grateful that he has taken their punishment; others might read it to see what example Jesus set in the face of persecution – they are inspired by his willingness to lay down his life for his friends.

### THE PASSION (JESUS' CRUCIFIXION): COMMENTARY ON THE TEXT AND ITS MEANING(S)

In the New Testament, the Gospel accounts of Jesus' death and resurrection are vivid and dramatic, presented as eye-witness reports. The focus in the Core Learning is on the key events of the Passion, and exploring the idea of Jesus's death as a sacrifice.

Many Christians see Jesus' death as a sacrifice. He willingly sacrificed his own life for the greater cause of taking punishment for sins away from humans for all time. Many Christians see this as part of God's intention. It was Jesus's sacrificial death that allowed humanity to be brought back to him on a permanent basis.

Since the time of Jesus, his followers have made sacrifices for their faith. For example, we read in the Bible of how people gave up their jobs and left their families to become his disciples. Some Christians

have chosen to make the ultimate sacrifice themselves, dying for their belief in Jesus and his teachings. Stephen became the first Christian martyr (in the book of Acts, Chapter 7), but many followed his example.

Christians believe that Christ's sacrifice of himself was 'once and for all', and enough. There is no need for any other sacrifices in order for people to be 'at one' with God. But they might still speak of people making sacrifices, giving up something – whether small or large – to follow Jesus or to serve others.

There are many examples over the last 2,000 years of people making sacrifices for Christian ideals, giving the very best of themselves to spread the Gospel and serve others. These resources focus on (but are not restricted to) people who lived in the last hundred years.

# THE PROPHET ISAIAH AND THE GOSPEL OF JOHN: COMMENTARY ON THE TEXTS AND THEIR MEANING(S)

Christian and Jewish readings of the Hebrew Bible – the Christian Old Testament – agree that they predict the coming of a messiah, a rescuer, who will save the people of God, and bring peace to the world. Christians argue that Jesus was that Messiah and they use some of the descriptions of the hoped-for messiah to make that case. One such text is from Isaiah 53.

There were different expectations about what the Messiah would be like. Some expected a warlike leader who would defeat the Romans. Few expected the Messiah to give up his life. However, the Gospels point to Jesus seeing himself as the Messiah, and, some say, the new Israel. Where the Suffering Servant was originally Israel, the People of God, now *Jesus* is God's solution to sin and the Fall – and Jesus takes on the role of drawing all people to God.

## ISAIAH 53, 'SONG OF THE SUFFERING SERVANT' IN THE OLD TESTAMENT.

Isaiah's writings are called 'prophecy'. This can mean both 'forth-telling' (as in, the prophet tells the people of Israel 'this is the good news of God, this is what God is like, follow him'), as well as 'foretelling' (as in, the

prophet says, 'if you keep on behaving like this, this is what will happen – this will be God's response'; whether this is punishment or forgiveness depends upon their actions).

At the time of writing Isaiah's text, the 'suffering servant' referred to the people of Israel themselves. They were going to suffer on behalf of other nations. (Many Jewish people still read it like this today.) Some also saw it as pointing toward a rescuer or messiah who would come at some point in the future to save Israel.

For Christians, the New Testament shows that the words apply to Jesus, and most Christians now read Isaiah 53 with Jesus in mind – it gives a picture of what Jesus was like, and how he became a sacrifice for all. Reading John's Gospel account of Jesus' death (for example, John 19:16–42) makes some of the links with Isaiah more explicit, emphasising the idea of sacrifice.

## RESOURCES

Artworks can be found at [www.atbible.info](http://www.atbible.info); e.g. [www.artbible.info/art/last-supper.html](http://www.artbible.info/art/last-supper.html)

Artworks related to the life and teaching of Jesus can be found here: <http://www.jesus-story.net/index.htm>. This offers a comprehensive range of art. Many of them relate to the Stations of the Cross, which are used in some Christian traditions (for example, Roman Catholic and Anglican) to meditate on the Passion of Jesus. You can find more information on this from the Church of England: <https://www.churchofengland.org/media/41155/tslent.pdf> Resource Sheets 1 and 1A outline the Stations of the Cross and suggests some related artworks.

*Picturing Jesus Fresh Ideas* by Lat Blaylock, RE Today Services, has some striking artwork and many classroom ideas.

*The Bible: The Big Story* by Stephen Pett, RE Today Services, offers some wonderful artwork by Emma Bennett and also gives extended classroom ideas for exploring ideas of sacrifice in the Old and New Testaments, especially making sense of the idea of Jesus as the 'Lamb of God'.

Short video clips showing Holy Communion: for example:

<http://request.org.uk/life/worship-life/communion-life/2013/07/08/communion>

This explains Communion and its importance to Christians.

[www.youtube.com/watch?v=4RywxZssZmk](http://www.youtube.com/watch?v=4RywxZssZmk). At 1'37 the Pastor in this Protestant church introduces Communion and describes how it will take place.

[www.youtube.com/watch?v=mGbag-XJ5Uk](http://www.youtube.com/watch?v=mGbag-XJ5Uk) focuses on the communal aspect of Communion; lovely images!

[www.churchofengland.org/prayer-worship/worship/texts/principal-services/holy-communion/epsforonefront/prayera.aspx](http://www.churchofengland.org/prayer-worship/worship/texts/principal-services/holy-communion/epsforonefront/prayera.aspx) gives an example of the words used in a Communion service in an Anglican church – called a Eucharistic prayer.

The LUMO Project is releasing films telling the Gospel stories using the full text. See [www.lumoproject.com/](http://www.lumoproject.com/)

Open Doors has some resources that are appropriate for upper KS2 pupils: [www.opendoorsuk.org/resources/kids/worldwatchkids.php](http://www.opendoorsuk.org/resources/kids/worldwatchkids.php)

# DOWNLOADABLE RESOURCES AVAILABLE AT: WWW.UNDERSTANDINGCHRISTIANITY.ORG.UK

**28.6 SALVATION RESOURCE SHEET 1: STATIONS OF THE CROSS**

**PUPIL PAGE 1**

1. The agony in the garden

2. Jesus is betrayed and arrested

3. Jesus is condemned by the Sanhedrin

4. Jesus led by Peter

5. Jesus is whipped and crowned with thorns

6. Jesus carries the cross to Golgotha

7. Jesus falls under the cross

8. Jesus dies on the cross

9. Jesus is buried in the tomb

10. Jesus rises from the dead

11. Jesus meets the women of Jerusalem

12. Jesus is met by the disciples on the road to Emmaus

13. Jesus is met by the disciples in Jerusalem

14. Jesus is met by the disciples in the upper room

15. Jesus is met by the disciples in the garden of Gethsemane

16. Jesus is met by the disciples in the tomb

17. Jesus is met by the disciples in the tomb

18. Jesus is met by the disciples in the tomb

19. Jesus is met by the disciples in the tomb

20. Jesus is met by the disciples in the tomb

## STATIONS OF THE CROSS

**28.6 SALVATION RESOURCE SHEET 1: STATIONS OF THE CROSS**

**PUPIL PAGE 2**

1. The agony in the garden

2. Jesus is betrayed and arrested

3. Jesus is condemned by the Sanhedrin

4. Jesus led by Peter

5. Jesus is whipped and crowned with thorns

6. Jesus carries the cross to Golgotha

7. Jesus falls under the cross

8. Jesus dies on the cross

9. Jesus is buried in the tomb

10. Jesus rises from the dead

11. Jesus meets the women of Jerusalem

12. Jesus is met by the disciples on the road to Emmaus

13. Jesus is met by the disciples in Jerusalem

14. Jesus is met by the disciples in the upper room

15. Jesus is met by the disciples in the garden of Gethsemane

16. Jesus is met by the disciples in the tomb

17. Jesus is met by the disciples in the tomb

18. Jesus is met by the disciples in the tomb

19. Jesus is met by the disciples in the tomb

20. Jesus is met by the disciples in the tomb

## STATIONS OF THE CROSS

**28.6 SALVATION RESOURCE SHEET 1A: STATIONS OF THE CROSS**

**TEACHER PAGE**

1. The agony in the garden

2. Jesus is betrayed and arrested

3. Jesus is condemned by the Sanhedrin

4. Jesus led by Peter

5. Jesus is whipped and crowned with thorns

6. Jesus carries the cross to Golgotha

7. Jesus falls under the cross

8. Jesus dies on the cross

9. Jesus is buried in the tomb

10. Jesus rises from the dead

11. Jesus meets the women of Jerusalem

12. Jesus is met by the disciples on the road to Emmaus

13. Jesus is met by the disciples in Jerusalem

14. Jesus is met by the disciples in the upper room

15. Jesus is met by the disciples in the garden of Gethsemane

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18. Jesus is met by the disciples in the tomb

19. Jesus is met by the disciples in the tomb

20. Jesus is met by the disciples in the tomb

## STATIONS OF THE CROSS

**28.6 SALVATION RESOURCE SHEET 2: RESPONSIBILITY PIES**

**WHO WAS RESPONSIBLE FOR JESUS' DEATH?**

Read the story and complete the Responsibility Pie for each of the other sides of your pie. Write an account of the part each group played in the death of Jesus. Be as specific as you can. Use the words in the box to help you.

1. The Sanhedrin

2. The Roman Empire

3. The Jewish People

4. The Disciples

5. The Women

6. The Soldiers

7. The Priests

8. The Pharisees

9. The Sadducees

10. The Herodians

11. The People

12. The Leaders

13. The Teachers

14. The Rulers

15. The Officials

16. The Men

17. The Women

18. The Children

19. The Young

20. The Old

## RESPONSIBILITY PIES

**28.6 SALVATION RESOURCE SHEET 3: SETTING THE SCENE**

**FOUR PERSPECTIVES**

1. The Sanhedrin

2. The Roman Empire

3. The Jewish People

4. The Disciples

5. The Women

6. The Soldiers

7. The Priests

8. The Pharisees

9. The Sadducees

10. The Herodians

11. The People

12. The Leaders

13. The Teachers

14. The Rulers

15. The Officials

16. The Men

17. The Women

18. The Children

19. The Young

20. The Old

## SETTING THE SCENE

**28.6 SALVATION RESOURCE SHEET 4: WHY DID JESUS DIE?**

**FOUR PERSPECTIVES**

1. The Sanhedrin

2. The Roman Empire

3. The Jewish People

4. The Disciples

5. The Women

6. The Soldiers

7. The Priests

8. The Pharisees

9. The Sadducees

10. The Herodians

11. The People

12. The Leaders

13. The Teachers

14. The Rulers

15. The Officials

16. The Men

17. The Women

18. The Children

19. The Young

20. The Old

## WHY DID JESUS DIE?

**28.6 SALVATION RESOURCE SHEET 5: ISAIAH 53**

1. Who would have believed what he said?

2. He was despised and rejected by men.

3. He was despised and rejected by men.

4. He was despised and rejected by men.

5. He was despised and rejected by men.

6. He was despised and rejected by men.

7. He was despised and rejected by men.

8. He was despised and rejected by men.

9. He was despised and rejected by men.

10. He was despised and rejected by men.

11. He was despised and rejected by men.

12. He was despised and rejected by men.

13. He was despised and rejected by men.

14. He was despised and rejected by men.

15. He was despised and rejected by men.

16. He was despised and rejected by men.

17. He was despised and rejected by men.

18. He was despised and rejected by men.

19. He was despised and rejected by men.

20. He was despised and rejected by men.

## ISAIAH 53

**28.6 SALVATION RESOURCE SHEET 6: WHAT DIFFERENCE DOES JESUS' SACRIFICE MAKE TO CHRISTIANS?**

Read the following accounts from some young Christians. Then take some sentences from the story and write a short piece about the difference Jesus' death in a sacrifice makes to Christians. Use the words in the box to help you.

1. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

2. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

3. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

4. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

5. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

6. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

7. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

8. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

9. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

10. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

11. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

12. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

13. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

14. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

15. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

16. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

17. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

18. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

19. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

20. I have been a Christian for a long time and I have seen the difference Jesus' sacrifice makes to Christians.

## WHAT DIFFERENCE DOES JESUS' SACRIFICE MAKE TO CHRISTIANS?