



# THE EASTER STORY

## TEACHERS' GUIDE

### LESSON 2 : THE SUPPER, THE SPY AND THE SEIZING

THE  
**KING**  
OF  
**KINGS**

A Story Told by Charles Dickens



mofac

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Watch it on all Digital Platforms NOW.

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## OVERVIEW

***The King of Kings* is a full-length animated film from Angel Studios that brings the life of Jesus to the screen with heartfelt imagination and biblical faithfulness.**

Inspired by Charles Dickens' short book, *The Life of Our Lord*, the film features Dickens sharing the story of Jesus with his young son, Walter. As the story unfolds, father and son imagine themselves present during Jesus' life.

The words spoken by Jesus throughout the film remain true to Scripture, and through the lens of a child's imagination, we witness his miracles, hear his teachings and see the power of his love and sacrifice. What begins as a simple bedtime story becomes a meaningful journey of discovery.

*The King of Kings* invites viewers to encounter the hope, truth and redemption of the gospel through the wonder-filled eyes of a child.

## INTRODUCE THE LESSON BY STATING THE LEARNING INTENTIONS AND SUCCESS CRITERIA (SLIDE 1); RECAP THE LEARNING FROM LESSON 1. (SLIDE 2)

Today's lesson will look at Jesus' journey from villages around the province of Judea to the city of Jerusalem. We will consider some key events from along the journey that are important to Christians as they celebrate Easter.

## SET THE CONTEXT (SLIDE 3)

Today's lesson will look at the next events in the Easter story from Jesus' last meal with his friends, to his arrest. These events take place in the city of Jerusalem. Before the video clip is viewed, explain to learners the cultural significance of washing someone's feet and greeting a person with a kiss. Then allow a brief discussion reflecting on the ways that they greet friends and family.

Washing a person's feet: In Middle Eastern and biblical times, washing a guest's feet was a standard act of hospitality performed by servants or hosts to show respect to guests who had travelled along dusty roads in sandals. It developed into a cultural and religious symbol of humility, service, hospitality and purification. In the Bible, John 13, Jesus washed the disciples' feet. It is a key symbol of sacrificial love and servant leadership. It is now performed by some Christians on Maundy Thursday to emulate Jesus' humility. More information can be found: Maundy (foot washing) – [Wikipedia](#)

Greeting with a kiss: Greeting with a kiss is a significant cultural, social, and, in some contexts, religious, gesture representing warmth, affection and respect. It serves to set social bonds, show equality and mark friendship or family relationships. Cultural etiquette regarding the number of kisses, which side to start on, and who to kiss varies drastically. For example, three kisses are common in Serbia, Slovenia and Russia, two kisses are custom in Italy and Spain, one in Belgium, and not necessarily a universal custom in the UK.

## PART 1: WATCH THE CLIP (SLIDE 4)

This next video clip will show the next events in the Easter story and illustrate some important messages and themes that impact a Christian's faith.

Watch clip—10 minutes.

## PART 2: ACTIVITIES

Following the video, learners can complete the next two tasks on the activity sheet: sequencing the story and identifying the moral and emotional themes. When selecting themes, learners may highlight from the list and make suggestions of their own. It would be helpful to allow time for partner or group discussion to allow learners to share their reasons behind their choices. Suggested responses (SLIDE 5) can then be viewed and discussed.



## PART 3: REFLECTIVE QUESTIONS & KEY MESSAGES

In groups, or as a whole class, ask learners to consider the reflective questions to develop their understanding of how the Easter story effects the beliefs of Christians (**SLIDE 6**). Christians take lessons from stories in the Bible and use Jesus as an example of how to live life well. For example, continuing to show love to someone who mistreats you and forgiving friends and others who do not show kindness and support when they should.

Next, learners will consider the key messages from this part of the Easter story. This will enable them to learn about why Easter is celebrated and begin to understand the significance of the related traditions and practices.

Invite learners to complete the last part of the activity sheet (**SLIDE 7**). Learners will consider the key events in the story and record what they think Christians believe in response and how this belief affects their actions. Following completion of this task (**SLIDE 8**), take time to compare responses.

Lastly, learners will consider how Christians celebrate Easter. There are many practices and traditions related to this celebration and to close this lesson, learners can identify the ones related to the story they have learned so far. Show the images on (**SLIDE 9**) and encourage learners to discuss and suggest which part of the story so far is being remembered and celebrated as Christians perform these acts at Easter.

## PART 4: PLENARY

Refer to the learning intentions and success criteria of the lesson (**SLIDE 10**). The next part of the story will be explored in lesson 3. Further learning opportunity suggestions can be viewed with learners (**SLIDE 11**). If appropriate these can be amended to suit the needs of the class stage.

## EXTENDED LEARNING OPPORTUNITIES

- Create a glossary of terms by researching some of the unfamiliar vocabulary used in the lesson.
- Research the ancient Roman-influenced city of Jerusalem.
- Use stop-motion animation to re-enact a significant part of the story so far.
- Create a map of the area that this story takes place.

## EXTENDED LEARNING OPPORTUNITIES:

- Create or continue: glossary of terms by researching some of the unfamiliar vocabulary from today's story.
- Research the original story from the Bible. Look up the book of John in the New Testament and read from chapter 13.
- Research the Christian holy book (It is a collection of 66 books comprising of letters, songs, poetry, narrative, etc)
- Compare and contrast life from the era this story was recorded (approx. 4 BC to AD 30) to now.
- Investigate historical figures from the early Roman Empire, e.g. Julius Ceasar, Nero, Tiberius the Emperor.
- Create a friendship bracelet or a gift for someone you love.
- Review the work of 'emotion artists' such as Jackson Pollock.