* 1. Pentecost: The Holy Spirit Gives us Strength

This unit explores the presence of the Holy Spirit in our lives. It focuses on the Holy Spirit as the source of strength enabling us to continue the mission of Jesus. The unit looks at the Holy Spirit as the fulfilment of Jesus’ promise not to leave us alone after he had ascended into Heaven. The unit concludes by identifying the mystery of the Holy Trinity as central to our faith.

|  |  |  |
| --- | --- | --- |
| **Values & Attitudes***Students will demonstrate that they are:* | **Knowledge & Understandings***Students will demonstrate that they can:* | **Skills***Students will demonstrate that they can:* |
| L2.2 aware of ways in which they can respond to the presence of Jesus in their lives | describe ways people respond to the presence of Jesus | create rituals which celebrate their response to the presence of Jesus |
| O2.2 attentive to ways in which they can apply the message of Jesus in reaching out and relating to others | identify the connection between the message of Jesus and their relationships | apply the message of Jesus in making decisions in their relationships with others |

Syllabus Outcomes
Liturgical Year/Others – Stage 2

Classroom Outcomes

*Students will be able to:*

* retell the key events of the Ascension and Pentecost
* describe how the apostles and the early Christians continued the mission of Jesus, strengthened by the Holy Spirit
* identify how they continue the mission of Jesus today, strengthened by the Holy Spirit
* name the Trinity as Father, Son and Holy Spirit

|  |  |
| --- | --- |
| Scripture | Doctrine |
| Acts 2:1–8 *The first Pentecost*Acts 4:32–35 *The work of the early Christian community*1 Cor 12:4–7 *Variety of Gifts but the same Spirit*Acts 1:6–11 *The Ascension* | * Jesus promised to send the Holy Spirit. The Church celebrates the coming of the Holy Spirit at Pentecost
* Jesus ascended into heaven. The Church celebrates the Ascension of Jesus
* The Holy Spirit gives us the strength to love and help others
* The Trinity is the name we give to the one God, revealed as Father, Son and Holy Spirit
 |

Spiritual Reflection for Teachers

Nelson Mandela spent a significant part of his life as a political prisoner, suffering conditions that could have broken his spirit. Similar stories abound, of people who were able to draw on an inner strength to meet seemingly overwhelming difficulties.

Not all of us will face such situations, but even in our day-to-day life, we can find it difficult to be faithful to the Gospel, and to speak out as prophetic men and women when we come face-to-face with injustice.

Can you think of times when you’ve drawn on inner strength to deal with seemingly impossible situations?

When you are able to take appropriate action, do you realise or believe this is the presence of the Holy Spirit?

Give thanks that the Holy Spirit was with you in these times.

Catechism of the Catholic Church

**Excerpts from the Catechism of the Catholic Church are included below as information for teachers. They present the Church’s teachings contained in this unit.**

**731** On the day of Pentecost when the seven weeks of Easter had come to an end, Christ’s Passover is fulfilled in the outpouring of the Holy Spirit, manifested, given and communicated as a divine person: of his fullness, Christ, the Lord, pours out the Spirit in abundance.

**747** The Holy Spirit, whom Christ the head pours out on his members, builds, animates and sanctifies the Church. She is the sacrament of the Holy Trinity’s communion with men.

**261** The mystery of the Most Holy Trinity is the central mystery of the Christian faith and of Christian life. God alone can make it known to us by revealing himself as Father, Son and Holy Spirit.

Scripture: Background Information

**Acts of the Apostles 2:1-8 The Day of Pentecost**

In Jewish liturgical life, Pentecost was the festival when the people gave thanks to God for the gift of the land and the fruits of the land. Traditionally (Deuteronomy 26:1-11) fifty days after Passover, pilgrims gathered in Jerusalem from all over Israel and the surrounding lands where there were Hebrew communities. It is in this setting rich in celebration and abundance that Luke places his account.

Luke records the presence of the Holy Spirit, coming like wind and fire. The effects of the Spirit will change the lives of the apostles forever. The work of the Spirit is characterised by the enthusiasm of the apostles and their preaching. The extraordinary effect of the Spirit is the ability to be open to and communicate so that all might hear the Good News.

At Pentecost the apostles are prompted into action. They begin to spread the Word of God and most importantly all nations understand it! Through this event one of the key themes of the Gospel, ‘universalism’ (catholicity) is highlighted. Jesus’ message will cross all barriers of race and language.

Driving the mission of Jesus (Luke 4:18,19) was the work of the Spirit and the Spirit is also the driving force in the work of his Church.[[1]](#footnote-1)

**Acts of the Apostles 4:32-35 The work of the early Christian community**

The early, infant church in Jerusalem is shown here in a very idealistic light. The members were united and shared ‘everything they owned’. They were given great respect and money was distributed to those in need. But the author of the Acts of the Apostles is realistic and honest. Two chapters later we read of tension within the community over the distribution of food (Acts 6:1-6). Later Paul and Barnabas have a disagreement and part company with each other (Acts 15:36-40). It is important to see all these texts in context and to realise that human nature was the same then as it is now. The ideal is to be open to loving relationships. Relationships demand times of reconciliation and conversion. It is the Holy Spirit who draws us to a personal conversion. When times and relationships are tense within our lives, our Church and our schools, we will remember the ideal and allow the Spirit to work within us. This dynamic works at both the personal and communal level.

**1 Corinthians 12:4-11 Variety of Gifts but the same Spirit**

Paul, who wrote this letter to the Christians of Corinth, was not one of the twelve apostles mentioned in the Gospels. He wrote before any of the gospels we have today were written. His letters often addressed the concerns and problems and even failures of the early Christian communities. Corinth was religiously diverse and ethnically complex. Paul wrote to the Christians in Corinth to address a series of problems – such as social status, non-Christian environment and problems of liturgical assemblies. It is in this latter section that our text is found. Here Paul is trying to clear up a wrong impression about spiritual gifts and so chapters 12, 13 and 14 are about spiritual gifts. In our passage Paul seems keen to point out that a variety of gifts are given so that we all have some gift to contribute but they come from the same Spirit. The challenge for us is to recognise and encourage the variety of gifts and abilities in our schools and communities, and especially in people from different cultures and religions. This is the work of the Spirit. Thus we can be open to the rich diversity present in Australian and global society.

**Acts 1:6-11 The Ascension of Jesus**

The Acts of the Apostles is written as a history of the embryonic Church. It begins at the Ascension of Jesus and moves to the Pentecost experience through to the end, with Paul under house arrest in Rome. The author’s intention would seem to be to demonstrate that the Church has spread from Jerusalem to the centre of the known world: Rome.

Who wrote the Acts of the Apostles? Tradition attributes it to Luke. It is dedicated to someone called Theophilus – a good Greek name meaning ‘friend of God’. The Gospel of Luke also is written for Theophilus. The beginning and ending of Luke’s gospel is similar to the beginning of the Acts of the Apostles. Many scholars consider that the same person wrote these two books. ‘Acts’ is not only stories about the twelve apostles but about other leaders in the early church such as Stephen, Paul and Barnabas, to name a few. In considering the specific text here it is significant to note that the Gospel of Luke has a slightly different and simpler version of the Ascension at the end of his Gospel (24:50-53). It is worth comparing the two versions.

In this account the apostles are still asking questions about power and, even after the Resurrection, still have not understood the meaning of Jesus’ message. This is comforting for us. They even look somewhat foolish staring up into the sky (1:10) and need to be told to get on with their lives. Luke is the only New Testament writer to record the Ascension of Jesus. Luke is interested in history, so the Ascension fits in with his historical paradigm. Jesus’ Ascension marks the beginning of a new era for the Church.

The Church’s Teaching and Lived Tradition

**In Tradition: *To Know, Worship and Love* Year 3, p65 - Nicene Creed**

The Nicene Creed that we say every Sunday at Mass, was first formulated at the Council of Nicea. Now known as Iznik in Turkey, Nicea was chosen by Emperor Constantine in 325 AD as the place for the first ecumenical (universal) Council. The main purpose of the Council was to settle debate on the divine nature of Jesus Christ in the face of the heresy of Arius, who denied the full divinity of Jesus Christ. The teaching of the Church was stated in the Creed: Jesus Christ is *of one Being* with the Father, that is, Jesus Christ is fully God. The section affirming that the Holy Spirit is fully God, co-equal with the Father and the Son, was added by the Council of Constantinople, in 381 AD. The Holy Spirit is described as the Lord – here meaning God. The life the Spirit gives is seen not only in all of creation and living beings, but in the supernatural life of grace.[[2]](#footnote-2)

**In Tradition: *To Know, Worship and Love* Year 3, p9 - Trinity Sunday – Entrance Antiphon**

Belief in God as the Holy Trinity is one of our most foundational Christian doctrines. Jesus revealed God as Father through identifying himself as Son. Jesus taught his followers to believe that we are children of God, that each one of us is loved in a personal way and that we are to act out of that relationship filled with the power of the Spirit, the Love of God poured into our hearts.[[3]](#footnote-3)

Celebration: Prayer and Liturgy

**Celebration is a key part of Religious Education. The following suggestions provide opportunities throughout the unit for celebration in prayer and liturgy. Most of these suggestions are included as ‘teaching/learning’ activities in Unit Content sections.**

* **Use Resource Sheet 1** to set the prayer place for Ordinary Time on the Monday after Pentecost Sunday. Please note that in normal circumstances you will be working on the Pentecost unit during the Season of Ordinary Time which starts straight after the **Feast of Pentecost**. Hence we refer to Pentecost in this script.
* **Guided Meditation:** Organise a guided meditation using the Scriptural passage about the day of Pentecost (cf *Guided Meditations for Children,* Jane Reehorst, 1986, p79-82). Students use a Y chart to record what the coming of the Spirit looked, sounded and felt like for the disciples.
* **Ideas for Morning/ Daily Prayer:**

- Make the Sign of the Cross to begin and conclude prayer.

- Commence with the opening Greeting (B) from the Mass, “The grace of our Lord Jesus Christ and the love of God and the communion of the Holy Spirit be with you all.” Pray the Glory Be … (KWL, Year 3, p9)

- Repeat one of the lines from ‘Our Prayer’ (KWL, Year 3, p65) as a reflective prayer.

- Use the model from KWL, Year 3, p65 to develop a Litany.

* **Photo Prayer:** Invite the students to bring a photo of a person who reflects the Holy Spirit active in their lives.
* Provide the opportunity for spontaneous prayer based on the Scripture story Acts 2:1-8.
* **Prayer on Gifts:** Organise a prayer reflection using 1 Corinthians 12:4–7. Invite the students to identify how they see the gifts of the Holy Spirit in others. “I see the gift of (*kindness*) in (*my friend*) when (*she*/*he shares her/his special things with me*).”
* **Commitment Prayer:** Organise a class prayer based on our call to live lives of love and service strengthened by the Holy Spirit. Share the scriptural passage 1 Corinthians 12:4-7. Allow time for the students to respond to the scripture by writing their own pledge or commitment of how they will love and serve others. Response could be placed in an envelope. Students place their envelopes on the sacred space as an act of offering their commitment/s to God. Conclude with “Go in Peace to love and serve the Lord.” R. “Thanks be to God” (Dismissal C used in the Concluding Rite of the Eucharist).
* Model the structure for writing Prayers of Petition with the students. Invite students to construct their own Prayers of Petition, praying for the strength of the Holy Spirit. Helpful prompts could be: Jesus you promised … please send us … to give us …

Assessment

**Interim Assessment Statement 2014**

The identification of Teaching/Learning strategies as ‘suggested assessment’ has been removed from the 3-6 RE curriculum. The type of assessment activity and the way evidence of learning is gathered will vary, depending on such factors as; the outcomes being assessed, the evidence being gathered, the teaching and learning activity, context and students’ learning needs (NSW Board of Studies, <http://syllabus.bos.nsw.edu.au/support-materials/k-6-assessment-strategies/>).

Assessment in Religious Education is based on the same principles as in other key learning areas. Please refer to the CEO Sydney site supporting the implementation of the Australian Curriculum in the context of the NSW BOS Syllabus. At this site <https://sites.google.com/a/syd.catholic.edu.au/professional-learning-modules/home> professional learning modules are provided to support teachers as they engage with the NSW BOS Syllabuses for the Australian Curriculum.

**Module 4, Assessment and Planning** explores the principles of effective assessment ***for***, ***as*** and ***of*** learning and considers a range of strategies and methods for assessing student learning. Activities focus on moving beyond assessment as an index of learning, towards assessment that motivates, enhances learning and achieves deeper understanding to meet the diverse learning needs of all as students. Participants are encouraged to reflect on assessment as a driver for improvement in teaching and learning.

**Religious Education Curriculum and Assessment**

In Year 3-6 Religious Education Curriculum, both Syllabus Outcomes and Classroom Outcomes are key reference points for decisions about students’ progress and achievement. Classroom outcomes are more specific to the unit content. Unit Content statement and *Students will learn* statements in each unit should also be taken into account in planning and developing learning and assessment opportunities. Outcomes and Unit Content Statements are derived from Syllabus objectives.

Effective Religious Education involves teaching the Catholic faith (Scripture, doctrine, traditions, prayer and sacraments) and nurturing the faith of the child. There is no attempt to assess the child’s faith. Assessment is concerned with skills, knowledge and understanding of the Catholic faith taught in the curriculum and supported in the religious life of the school.

Resources

## *To Know Worship and Love* Year 3, Chapters 1 and 8 (2003), James Goold House Publications, Melbourne, Victoria

**Books/Kits**

Elliot M & Ryan M, (2000), *Religion Quick Prints: Over 175 Practical Black Line Masters for Busy Religion Teachers*, Social Science Press, Katoomba NSW

Sydney Archdiocesan Council, Society of St Vincent de Paul, *Vinnies, What’s it all about?* Kindergarten, Primary and Secondary College Information Kit. Lewisham NSW [Resource Kit]

**Audio-visual**

Powell S and J, (1991), *‘I will send the Holy Spirit’* [Video], Catholic Broadcasting Unit, Rockhampton, Qld

Sasso S, (1994), *What is God’s Name*, Skylight, Woodstock, Vermont

Key to Symbol

✪ denotes higher order activity

Unit Content 1

Jesus did not want to leave us alone. Jesus was present in a new way after he had ascended to Heaven.

*Students will learn:*

* about Jesus’ promise to always be with us
* about the Ascension of Jesus to his Father
* about the coming of the Holy Spirit on the day of Pentecost

Unit Content: Background Information

The Ascension of Jesus marks the end of the Resurrection appearances of Jesus, as Jesus now enters into a new kind of existence.[[4]](#footnote-4) Through the Ascension, Jesus, the Son, is glorified with the Father. In Jesus’ Ascension we see the hope of all Christians, that one day we too will enter heaven and be with Christ in glory. This is what God intends for all humankind; that we will live in perfect union with God for all eternity. God gives everyone sufficient grace to achieve this.

In the Acts of the Apostles, Jesus assures the disciples that the promised Holy Spirit will empower them to be witnesses throughout the world. It is the presence of God’s Holy Spirit that is the source of strength and hope for us today.

Suggested Teaching/Learning Strategies

* Use Resource Sheet 1 to set the prayer place for Ordinary Time on the Monday after Pentecost Sunday. Please note that in normal circumstances you will be working on the Pentecost unit during the Season of Ordinary Time which starts straight after the **Feast of Pentecost**. Hence we refer to Pentecost in this script.
* Explore the concept of ‘promise’. Students reflect on times when they have made promises, e.g. Lenten Promises. Why did you make the promise? What was challenging about keeping the promise? How well did you keep the promise?
* Read Acts 1:6-11. Students reflect on this Scripture passage:
* What do we hear?
* What do we see?
* Why is Jesus leaving?
* How might the disciples feel?
* What do we learn about Jesus?
* What is Jesus promising the disciples?
* Having heard the promise of Jesus (Acts 1:6-11), create an email to another person mentioned in the Gospels (e.g. the women, Martha and Mary, Bartimaeus) telling them the great news. (Email template/ BLM can be found in *Religion Quick Prints*, p159).
* Explore times when we feel sad or scared when someone leaves us. Students illustrate one of these times and write a sentence to describe it. Discuss how the disciples felt without Jesus.
* Tell the Story of The First Pentecost. See Resource Sheet 2 for script and suggested materials.
* Engage students in wondering with you. See suggested wondering statements below.

I wonder how those who received the Holy Spirit felt.

I wonder how they knew that they were filled with the Holy Spirit.

I wonder how they were able to speak in different languages.

I wonder what the people did after listening to the disciples speak.

* Give students the opportunity to explore the story or some part of the story of their choice using a variety of materials and resources.
* Students respond to the story through art. Investigate the use of line and colour in expressing mood and feelings in art. Students create abstract art to represent the feelings of the disciples before and after Pentecost through the use of colour and line.
* Provide the opportunity for spontaneous prayer based on the Scripture story (Acts 2:1-8).
* Present a guided meditation using Acts 2:1–8 about the day of Pentecost. *Guided Meditations for Children,* Jane Reehorst, 1986, ‘Jesus Sends the Spirit,’ p79–82. Students use a Y chart to record what the coming of the Holy Spirit looked like, sounded like and felt like for the disciples.
* Students construct a story map to sequence the key events that occurred from the time of the Ascension up to Pentecost as recorded in the Acts of the Apostles.
* Students produce a written retell from the point of view of one of the disciples about the key events that occurred from the time of the Ascension up to Pentecost.

Unit Content 2

The coming of the Spirit gave the disciples strength to continue Jesus’ mission of love and service.

*Students will learn:*

* about the transformation in the disciples after receiving the Holy Spirit at Pentecost
* to identify the key qualities of the early Christian community

Background Information

**The Pentecost experience**

Prior to the day of Pentecost the disciples were paralysed with fear. They knew on one level what Jesus had asked them to do, yet faced with the absence of Jesus and the fear of their own persecution, they seemed unable to answer Jesus’ call. The task seemed too challenging without Jesus. The coming of the Holy Spirit at Pentecost gave them the strength they needed to carry on the mission of Jesus.

**The Feast of Pentecost**

The Easter mystery is the passion, death, Resurrection of Jesus and the outpouring of the Holy Spirit. As such, the Feast of Pentecost (Pentecost Sunday) concludes the Easter Season. Pentecost is the promise of Jesus fulfilled. Through the Pentecost experience we see that the coming of the Holy Spirit inspires and strengthens the disciples to embody the mission of Jesus. The strength of the Holy Spirit creates the enthusiasm and wisdom to live as Jesus did.

Throughout the history of the Church, the duration of the Easter season and the celebration of the Feast of Pentecost have altered. In 1969, the Roman calendar was reformed, returning to the original form of the period between Easter and Pentecost as a period of sustained rejoicing. Prior to this the Sundays during the Easter season were known as the Sundays ***after*** Easter. Now they are known as the Sundays ***of*** Easter.

This Unit Content focuses on identifying the qualities of the early Christian community. Unit Content 3 explores these qualities in relation to the Church and Christian communities today. The two Unit Contents are closely connected and may be worked on in an integrated way.

Suggested Teaching/Learning Strategies

* Students re-visit the Pentecost event in KWL, Year 3, p64 (Acts 2:1–8).
* Invite students to imagine that they are in the room on the day of Pentecost. Record what you may have seen or heard.

 The first thing I noticed…

What I heard…

What I saw…

How I felt about what was happening…

From reading about the day of Pentecost what do I learn about God?

* + Explore the term ‘community’. How do people in a community work together and share common interests and belongings? Identify what unites a community. Write definitions for the term ‘community’. Invite an active parishioner or member of the Parish Council to talk about the Parish as a community.(This also relates to Unit Content 3)
	+ Read Acts 4:32–35.

Identify with students what united the early Christian community.

Identify and list the activities of the early Christian community. Refer to Resource Sheet 3.

* + Students create a response to: What does Acts 4:32–35 teach us about being a community?

Unit Content 3

The Holy Spirit strengthens us to live lives of love and service.

*Students will learn:*

* about the acts of love and service found in their school/parish community
* about St Vincent de Paul and the St Vincent de Paul Society
* to identify and use their own gifts in love and service

Unit Content: Background Information

Just like the disciples, we too need the strength of the Holy Spirit. When reflecting on our life, we can see that in the face of new and uncertain challenges, we too can be ‘paralysed’ if we allow ourselves to be consumed by fear and apprehension. The presence of the Spirit helps us to be people of love and service, bringing the hope-filled message of Jesus into our world.

In the actions of people who are close to us, and the work of the Catholic Church through organisations like the Society of St Vincent de Paul, we can see the work of the Holy Spirit. This encourages us to identify our gifts and see how we can contribute to our community – as a community that tries to follow the actions of Jesus.

Suggested Teaching/Learning Strategies

* Initiate discussion with students about the Holy Spirit at work in the people around us. Students identify people in the school, friends and family and describe how they:
	+ - work well with others
		- share their time and / or possessions
		- care for others
		- remind us of Jesus
* Organise a class prayer celebration (Photo Prayer) reflecting on people in our lives, where we can see the Holy Spirit at work. To understand how to develop a Photo Prayer refer to strategies in ‘Celebration: Prayer and Liturgy’.
* Read 1 Corinthians 12:4–7. Use a process to explore what is meant by ‘gifts’ in this passage. Allow the students time to identify the gifts they can see in others. A journal/ reflection sheet would assist students e.g. I see the gift of (*kindness*) in (*my friend*) when (*she*/*he shares her/his special things with me*).
* In small groups, students investigate the ways they see the gift of the Holy Spirit active in the school and playground, the classroom, in friends and in the family. Establish criteria for identifying and sorting actions to form a matrix chart (base on criteria in Resource Sheet 3). Each group to present the completed charts to the whole class.
* Model the structure for writing Prayers of Petition with the students. Invite students to construct their own Prayers of Petition, praying for the strength of the Holy Spirit. Helpful prompts could be: Jesus you promised … please send us … to give us …
* Read the account of the life of St Vincent de Paul (KWL, Year 3, p66). Create a simple Character Profile for St Vincent de Paul.
* Read the explanation about the St Vincent de Paul Society logo (KWL, Year 3, p67). Display each part of the logo separately. Discuss with the students the symbolism used in the logo. Identify key words to assist student understanding of ‘bless’, ‘offer’, ‘suffering’ and ‘receive’. Create word charts for each separate graphic. Identify the significance of these actions for our world today.
* Students identify and write about times when they can be ‘the hands’ shown in each part of the St Vincent de Paul Society logo:
	+ - I can be the hand of Christ that blesses when…
		- I can be the hand of love that offers when…
		- I can be the hand that receives when…
* Provide students with information from the Vinnies’, *What’s it all about?* Information Kit or organise a guest speaker from the St Vincent de Paul society to provide a simple overview about the works of the organisation. Students investigate and identify the following:
	+ - who the St Vincent de Paul Society helps
		- the activities of the St Vincent de Paul Society
		- how the people who work for the St Vincent de Paul Society use their gifts in love and service
* Create a retrieval chart to record 2 or 3 activities of the St Vincent de Paul Society.
* Invite guest speakers from the parish, e.g. Lectors and Commentators, Acolytes, or teachers in the school who act as volunteers, to speak of how they use their gifts in service and ministry. What inspired them to become a volunteer? What do they do? How does the Holy Spirit strengthen them to carry out their ministry?
* Students examine the various ways that we can support others through helping an organisation like the St Vincent de Paul Society. Students plan a class activity/ task in response to the work of the St Vincent de Paul Society, e.g. Gold Coin Day, Winter Appeal, Clothing Drive.
* Design posters for the school community. Advertise or promote how each person can use their gifts and the strength of the Holy Spirit to love and serve others.
* Organise a class prayer based on our call to live lives of love and service strengthened by the Holy Spirit. Share the scriptural passage, 1 Corinthians 12:4-7. Allow time for the students to respond to the Scripture by writing their own pledge or commitment about how they will love and serve others. Response could be placed in an envelope. Students place their envelopes on the sacred space as an act of offering their commitment/s to God. Conclude with “Go in peace, glorifying the Lord by your life.” R. “Thanks be to God” (Dismissal 3, the Concluding Rites of the Eucharist).

Unit Content 4

The Holy Spirit is God. God is revealed to us as Father, Son and Holy Spirit.

*Students will learn:*

* about the names we give to God - Father, Son and Holy Spirit
* about prayers and symbols which express the Trinity

Unit Content: Background Information

Having explored the coming of the Holy Spirit on the day of Pentecost and the presence of the Spirit with us today, this section of the unit aims to assist the students in understanding that the Holy Spirit is God. At this stage in the students’ schooling, this unit content serves as an introduction to understanding God as Father, Son and Holy Spirit, known as the Trinity.

Christians believe there is one God, and not a multitude of gods. For Christians, the one God is the Trinity, Father, Son and Holy Spirit. The Trinity is a mystery and as such cannot be fully explained. It is sufficient at this stage for the students to explore the various names given to God as Father, Son and Holy Spirit.

Suggested Teaching/Learning Strategies

* In groups, students list what they know about God the Father, God the Son and God the Holy Spirit. Read ‘Sharing in the Loving Life of God’ (KWL Year 3 p6-7). Identify names and images used to refer to God. Add these to the list.
* Explore the symbolism used by St Patrick to explain God as Father, Son and Holy Spirit in ‘Living the Gospel’ and facts presented in the ‘Did You Know?’ (KWL Year 3 p10-11).
* Examine other symbols for the Trinity (*Religion Quick Prints*, Maurice Ryan & Mark Elliot. Social Science Press, Katoomba NSW 2000, p92).
* Students create their own symbols to express the one God as Father, Son and Holy Spirit. Write a statement of what the symbol expresses and a brief statement about the Holy Spirit.
* Introduce the prayers we pray to the Holy Spirit and/ or to God the Father, Son and Holy Spirit. Provide opportunities during daily prayer to pray them. Use the following prayers:
	+ - The Sign of the Cross
		- The Glory Be (KWL, Year 3, p9)
		- Come Holy Spirit (KWL, Year 3, p65)
* Invite students to name the persons of the Holy Trinity and write/copy the words of a traditional prayer that includes the names given to God in the Trinity.

**Resource Sheet 1**

**3.4 Our Prayer Place for Ordinary Time**

**(for use directly after Pentecost Sunday, or at the beginning of the Pentecost unit)**

Please note that in normal circumstances the Pentecost unit will be worked on during the Season of Ordinary Time which starts straight after the Feast of Pentecost. Hence we refer to Pentecost in this script

**YOU WILL NEED:**

\* a small table

\* a box or basket, containing a *green*cloth, Bible, bookstand, candle/s, red ribbon and the word ‘*strength’ (perhaps written on a flame, dove or small gift box)*

*Invite children to sit reverently in a circle in the part of the classroom where you intend to set up the prayer place. Begin by saying…*

**Last Sunday the Church celebrated the Feast of Pentecost, the last day of the Easter Season. Today we enter a new season called Ordinary Time. This is the second period of Ordinary Time in the Church’s Year.**

**Ordinary Time doesn’t mean average. It means the time outside the seasons of Lent, Easter, Advent and Christmas.**

**As Ordinary Time begins we’re going to change our prayer place, the place where we can be quiet with God, where we’ll listen and pray to God. Because it’s Ordinary Time we’ll have some different objects and symbols to those we had during the Easter season.**

*You could invite some students to remove the Easter season materials.*

*Hold the* ***green*** *cloth.*

**At this time of the Church’s year we place a *green* cloth on the table. Green is seen everywhere. It symbolizes life, growth and hope and is used in Ordinary Time.**

*Invite some students to lay the cloth on the table*

*Hold the Bible up for all children to see. Be conscious of handling the Bible in a reverent manner.*

**This is our Bible. At this time in the Church’s year we remember and tell the stories about what Jesus said and did during his life on earth. We’ll continue to do this for the long season of Ordinary Time until Advent begins.**

*Invite some students to place the bible and bookstand on the table.*

*Take out the candle and show to children.*

**When he was on earth, Jesus promised not to leave us alone.** **The light of this candle reminds us that Jesus is always with us. We’ll light the candle each time we pray to God or when we’re listening to the stories from the Bible.**

*Invite a student to place the candle on the prayer place.*

*Hold a red ribbon.***During the next few weeks we’re going to look at the coming of the Holy Spirit on the first Pentecost. Yesterday was Pentecost Sunday. Fr. \_\_\_\_\_\_ wore red vestments at Mass. Red is the colour for the feast of Pentecost.**

*Hold the word ‘strength’ (perhaps written on a flame, dove or little gift box)*

**We’re also going to explore ways the Holy Spirit** **gave the disciples strength to continue Jesus’ mission of love and service.**

*Invite a student to add the word ‘strength’ to the red ribbon*

**This is our prayer place for Ordinary Time.**

*Point to the symbols and objects as you name them again.*

**It has a *green* cloth, a Bible, a candle, a red ribbon to represent Pentecost and the gift of ‘strength’.**

 **Come Holy Spirit, Come!**

 **Come, Spirit, live in us!**

 **Give us your new life!**(KWL Year 3 p65)

**Resource Sheet 2**

**The First Pentecost**

**Acts 2:1-8**

**You will need:**

Red underlay (50cm x 90cm)

Block to represent a ‘table’

3D figures: 4 disciples, 8 people from other countries, including some children.

*Children are seated in a semi-circle ready to listen to the story. When the children are ready carry the materials carefully from the story shelf to the story area and place beside you.*

*Hold the Bible in front of you:*

**This story comes from a book called ‘The Acts of the Apostles’ in the New Testament section of the Bible***Respectfully place bible beside you.*

*Spread underlay as you say*

**After his resurrection Jesus appeared to many of the disciples.**

*Place table in middle edge of the underlay closest to you; one disciple on each of the four sides of the table facing inwards.*

**He told them they must wait in Jerusalem until the Holy Spirit came upon them.**

**Now when the Jewish feast of Pentecost came, they were all together in one place…**

*Move your hands rapidly all around Peter and the apostles*

**when suddenly there came from the sky a sound like the rush of a violent wind, and it filled the entire house in which they were.**

*Place the heel of your right hand into the palm of your left, flicker your upward facing fingers*

**Divided tongues that looked like fire appeared among them …**

*Make a flame with your thumb and forefinger. Touch Peter and each of the apostles as you say:***... and a tongue rested on each one of them. All of them were *filled* with the Holy Spirit and began to speak in other languages as the Spirit gave them ability.**

*Place two people (from other countries) slightly inwards from the centre left of the underlay; another two from centre right; another two from far left corner; and another two from far right corner; with all these people facing inwards to form a semi-circle as you say:*

**Now at that time there were many good and holy Jews from every nation who had travelled to Jerusalem for the Jewish Feast of Pentecost.**

*Move the two apostles on the left side of the table out - one each to one of the groups on the left side of the underlay, as you say:*

**The apostles moved out to the crowd telling about the mighty deeds of God.**

*Move the two apostles on the right side of the table out - one each to one of the groups on the right side of the underlay, as you say:*
**The people were bewildered because each one heard them speaking in their own language.**

*Hold out your hands, palms upwards***Amazed and astonished, they asked, “Are not these apostles from Galilee? How is it each one of us hears them in our own native language?”**

*Sit back, pause for a moment, then wonder about the story with the students.*

 **I wonder how those who received the Holy spirit felt.**

**I wonder how they knew that they were filled with the Holy Spirit.**

**I wonder how they were able to speak in different languages.**

**I wonder what the people did after listening to the apostles speak.**

**Resource Sheet 3**

# The early Christian community

(Acts 4:32–35)

**What did the early Christians do?**

**What did they share?**

**What did they believe?**

### What does Acts 4:32–35 teach us about living as a community?

1. KWL, Teaching Companion, 3a, p106 [↑](#footnote-ref-1)
2. KWL, Teaching Companion, 3a, p107 [↑](#footnote-ref-2)
3. KWL, Teaching Companion, 3a, p46 [↑](#footnote-ref-3)
4. Komonchak, JA Collins, M Lane, DA (eds), *The New Dictionary of Theology* Michael Glazier, Inc. Delaware 1987, p63 [↑](#footnote-ref-4)