4.4 Pentecost: The Holy Spirit Gives us Courage

This unit explores the courage needed to bear witness to the life, death and resurrection of Jesus. It is the Holy Spirit, alive and active in our lives, who gives us the courage to follow Jesus. The unit focuses on exploring examples of people (apostles, saints and heroes) who demonstrate courage in their lives. They model for us the courage to live as witnesses who speak the truth.

|  |  |  |
| --- | --- | --- |
| **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 in which people respond to the presence of Jesus | create rituals which celebrate their response to the presence of Jesus |
| C2.1 able to value the lives of love and service led by saints (including Mary and the canonised saints) | recognise qualities of saints (including Mary and the canonised saints) who are models of love and service | make connections between the qualities of saints (including Mary and the canonised saints) and their lives |

Syllabus Outcomes  
Liturgical Year/Church – Stage 2

Classroom Outcomes

*Students will be able to:*

* describe times when the Holy Spirit gave courage to the followers of Jesus
* articulate how the saints needed courage to spread the Good News
* identify situations when they need to speak and act with courage

|  |  |
| --- | --- |
| Scripture | Doctrine |
| John 14:25-27 *The Advocate, The Holy Spirit*  Acts 2:1-13 *The First Pentecost*  Acts 4:1-22 *Peter and John before the Council* | * The Spirit of Jesus, who helped the disciples, is the same Spirit who lives in us today * The Spirit of Jesus helps us to act with courage * As Christians we are called to respond to the Spirit of Jesus in our lives |

Spiritual Reflection for Teachers

Reflecting on Hitler’s reign, Pastor Martin Niemoller, a German Christian, recalled: “In Germany they first came for the Communists and I didn’t speak up because I was not a Communist. Then they came for the Jews, and I didn’t speak up because I wasn’t a Jew. Then they came for the trade unionists, and I didn’t speak up because I was not a trade unionist. Then they came for Catholics, and I didn’t speak up because I was a Protestant. Then they came for me – and by that time no one was left to speak up.”

Edmund Burke, an English statesman, reminds us “Nothing is necessary for the triumph of evil, other than good people not doing anything.”

At his trial, Caiaphas, the high priest, asked Jesus “Tell us if you are the Son of God?” Jesus had the courage to reply: “You have said so.” He was then charged with blasphemy.

At Pentecost, Peter, who had previously denied Jesus, found the courage to proclaim: “Repent, and be baptised every-one of you in the name of Jesus Christ …”

Believe and remember that by the power of that same Spirit, you can speak and act with courage.

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.**

**2013** "All Christians in any state or walk of life are called to the fullness of Christian life and to the perfection of charity." All are called to holiness: "Be perfect, as your heavenly Father is perfect."

*In order to reach this perfection the faithful should use the strength dealt out to them by Christ's gift, so that . . . doing the will of the Father in everything, they may wholeheartedly devote themselves to the glory of God and to the service of their neighbor. Thus the holiness of the People of God will grow in fruitful abundance, as is clearly shown in the history of the Church through the lives of so many saints.*

**2472** The duty of Christians to take part in the life of the Church impels them to act as witnesses of the Gospel and of the obligations that flow from it. This witness is a transmission of the faith in words and deeds. Witness is an act of justice that establishes the truth or makes it known.

*All Christians by the example of their lives and the witness of their word, wherever they live, have an obligation to manifest the new man which they have put on in Baptism and to reveal the power of the Holy Spirit by whom they were strengthened at Confirmation.*

**2672** The Holy Spirit, whose anointing permeates our whole being, is the interior Master of Christian prayer. He is the artisan of the living tradition of prayer. To be sure, there are as many paths of prayer as there are persons who pray, but it is the same Spirit acting in all and with all. It is in the communion of the Holy Spirit that Christian prayer is prayer in the Church.

Scripture: Background Information

**John 14:25-27 The Advocate, The Holy Spirit**

Here we have Jesus’ promise of the Spirit as our advocate. The Spirit of God who is advocating for us, is on our side, and will teach us and remind us of Jesus’ message. This too reflects what the early community of the Gospel had to do. They needed to remember Jesus’ words and be taught as well as teach them. Thus the Gospel here gives us an insight into the life of the group from which the Gospel of John emerged. The Gospel of John has many long discourses like these Last Supper discourses where Jesus reflects on himself and his mission. Such a literary style is very different from the other three Gospels (Mark, Matthew, Luke) in which Jesus has little to say about himself. Jesus promises us his peace as a gift and finally says “do not be troubled or afraid”. The Hebrew word for peace is ‘shalom’*,* a word that also means wholeness and completeness. It is still used as a greeting. Thus Jesus’ gift of peace is a generous one indeed. So much is offered to us in these few verses when we stop to think about them, certainly enough to empower us to act with courage.

**Acts of the Apostles 2:1-13 The First Pentecost**

The feast of Pentecost is also a Jewish festival called *Shavuot* or the Feast of Weeks as it is five weeks after Passover. It was probably originally a feast to celebrate summer and an early summer harvest (in the northern hemisphere). The Acts of the Apostles was written some decades after the events it describes here. So the author is relying on what has been passed down and was not himself a witness. Thus the writer grapples with words to describe what happened. “They heard what sounded like a powerful wind from heaven” (2:2). “and something appeared to them that seemed like tongues of fire” (2:3). The author suggests that it was not exactly a wind nor flames of fire. Thus we must be careful that students do not think of the Holy Spirit as a powerful wind or tongues of fire. These of course are symbols or metaphors for a reality and mystery we cannot fully describe. Furthermore the Greek word ‘*pneuma’* that is used here for Spirit also means wind and breath as does the Hebrew ‘*ruach’* which is used in Genesis 1 – “And God’s spirit hovered over the waters” (Gen 1:2-1). Another noteworthy feature of this event is the emphasis on speaking and hearing. Not only were the apostles gifted with languages but so were those who listened gifted to hear them speak in their own tongue. An important possibility of the coming of the Spirit then seems to be improved communication where speaking and listening are accurate and in harmony. The courage to speak and listen clearly would seem to be part of the message of Pentecost.

**Acts of the Apostles 4:1-22 Peter and John act with courage**

The story of Peter and John before the Sanhedrin shows them acting with a courage that has otherwise not been characteristic of the Apostles. The Sanhedrin was the Jewish Council convened to govern, under the Romans, and pass judgement on Jewish matters. They did not have the power to administer the death penalty, thus the statement in 4:10 “Jesus the Nazarene, the one you crucified” is inaccurate and would seem to be poetic licence on the part of the author, or may represent some political quarrel of the community behind the text. Such texts can unfortunately sound anti-Semitic and encourage anti-Semitism unless discussed sensitively. The issue here is a very Jewish matter as Peter and John are Jews acting in the name of another Jew, Jesus. The Sanhedrin seems puzzled by the confidence of these ‘uneducated laymen’ (4:13) and so warns them not to continue to teach Jesus’ message. This could have been a kindly warning to fellow Jews to tone down or else the Romans would execute them as they had Jesus. The purpose of the story is clearly to show the change in these two men since the Pentecost event – their courage and confidence are obvious.

The Church’s Teaching and Lived Tradition

**In Tradition: *To Know, Worship and Love,* Year 4, p63 - Nicene Creed**

A development of earlier creeds, the Nicene Creed affirms the Holy Spirit as the inspiration for those who speak God’s Word.[[1]](#footnote-1)

## Pope John Paul II’s message to young people on the 15th World Youth Day, 2000

“God calls us to be his: he wants us all to be saints. Dear young people, may it be your holy ambition to be holy, as He is holy …. Young people of every continent, do not be afraid to be the saints of the new millennium!”

Celebrating 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 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.
* In prayer, thank God the Holy Spirit for giving us courage in times of danger or fear.
* Use the phrase in the ‘Our Prayer’ section of KWL Year 4, p63: ‘Come, Holy Spirit.’ as a response to prayers of petition.
* Use the ancient forms of prayer suggested in the ‘Our Prayer’ section of KWL Year 4, p63 where the phrase ‘Come Holy Spirit’ is repeated.
* Individually, students design a mandala to express their feelings and reaction to our call to act with courage.
* Use the prayers of petition designed by the students in a class prayer.

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, Chapter 8,(2003), James Goold House Publications, Melbourne, Victoria**

Catholic Education Office, Bathurst NSW, (1998), *Breathing Life into the RE Classroom: Creative Teaching Strategies for Religious Education*, CEO Bathurst, NSW

Caritas Australia, Project Compassion Kits, distributed annually

Catholic Mission Society, Mission Week Kits, distributed annually

(The above two kits usually have case studies of people who are either dealing with danger due to poverty and oppression or because of their choice to work for the poor.)

*The Roman Missal,* Third Edition, English Translation (2011), Catholic Truth Society , St Paul’s Publications (Australia). (Common of Martyrs)

This could be obtained from the Parish Priest if the school doesn’t have one. It is useful for opening prayers asking for courage).

Books, videos, websites on saints and heroes who demonstrate courage in their lives.

Key to Symbol

✪ denotes higher order activity

Unit Content 1

We all experience times when we need courage to speak the truth as Jesus did. We all need God’s Spirit to give us courage.

*Students will learn:*

* about Jesus’ promise to send us the Holy Spirit to continue his work
* to identify situations when courage is needed and when it is displayed

Unit Content: Background Information

Courage is often needed. It is needed in the face of danger in extraordinary events and in everyday situations. Courage demands trusting in the Spirit that “all shall be well” (Julian of Norwich). Students need courage in the many situations they experience at school and at home. There is always the danger of rejection by peers. Frequently students need courage just to be themselves. It takes strength of conviction to respond according to the teachings of Jesus.

We need courage to live the Good News, to stand up for truth by action and/or word. The Holy Spirit gives us the courage to live by the teachings and values of Jesus: forgiveness, love, compassion, generosity, inclusiveness etc. The Father sent the Spirit to help us live as Jesus taught. This helps us understand something of the relationship within the Trinity. It also points to the need for community. The Holy Spirit does not only move in the individual but also in the community. The Spirit is present in the community.

Jesus promised the Spirit as a companion and source of courage and truth for all people. He assures us that we are never alone. It is this courage and trust in God that leads to peace. The Hebrew word for peace is *shalom*, the Arabic word for peace *salaam*. They are rich words meaning peace, wholeness, and blessing of God. Greeting people with ‘peace be with you’, whether using the words ‘shalom’, ‘salaam’ or ‘peace’ is common in the Islamic, Jewish, and Christian traditions. We all believe this peace comes from the one God. Peace comes when we live our relationship with God.

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.
* Read John 14:25-27. (You may want to begin at v23). Give students some background to the scene situation of the passage. (Read ‘Scripture: Background Information’.)

Think, Pair, Share (1:2:4) the following:

- What is a promise?

- What does Jesus promise?

- What other comments does Jesus make?

- Jesus gives his disciples peace. What does he say about peace?

* In the Resurrection and appearance narratives Jesus often greets people with ‘Peace be with you’. Find different greetings of peace (different languages). Include the greetings ‘shalom’ and ‘Salaam alaikum’.
* What is courage? When do we need courage? Students share their experiences of times they (or family/friends) needed courage. How can we encourage each other?
* Write a poem or song about courage.
* Find a contemporary song or story that has a message of courage to act in difficult situations. Share with the class.

Unit Content 2

The Holy Spirit inspired the apostles and disciples to speak and act with courage

*Students will learn:*

* about the change in the disciples after the Pentecost experience
* about the disciples’ courage to proclaim the Good News
* to identify the risks the apostles and disciples faced as they gave witness to Jesus

Unit Content: Background Information

The disciples let go of their fear and were open to the Holy Spirit’s gift of courage. This is not to say they no longer had fear, but they did not let that fear rule their lives. In fact they were open to God’s Spirit and the change it created. This openness to conversion empowered them to take the Good News to many people. Many were present when Jesus was crucified; they were not blind to the risks they faced. Jesus was crucified because the authorities rejected his mission to give Good News to the poor, proclaim liberty to captives, sight to the blind, set free the oppressed (Luke 4:16-21). Accepting Jesus’ mission requires an openness to conversion. This needs courage. In continuing the mission of Jesus the disciples faced opposition and dangers. However great the dangers were, the disciples freely chose to continue the mission of Jesus. The Holy Spirit working in the disciples inspired them to proclaim the Good News. The disciples were drawn into the life of God. Take courage, God is with us.

Today we still need conversion. It can seem easier to maintain the status quo. To accept the mission of Jesus requires conversion – a change of heart, mind and action. The Holy Spirit draws us into the life of God and we move in the community to witness to life in God. There is an intimate relationship between the individual’s relationship with God and the mission. This takes courage.

This is not a naïve courage and trust. The disciples knew the dangers, as did the martyrs of the Church. Tradition tells us that all the apostles except John were put to death. However, Jesus has conquered death. Courage demands great faith.

Suggested Teaching/Learning Strategies

* Read Acts 2:1-13. Use Scripture account in drama: Curtains Up, Curtains Down, Ripple Movement, Connected Statues or Camera, Lights, Action (where students put themselves into the scene as a disciple).

- How did the disciples change?

- What were they doing/feeling before the experience? after the experience?

- What caused the change?

* Tell the story, ‘Peter and John before the Council’ (Acts 4:1-22). See Resource Sheet 2 for suggested script and materials.
* Engage students in wondering together. The following can be used as a guide.

I wonder how we know that Peter and John were filled with the Holy Spirit.

I wonder why the religious leaders didn’t want Peter and John teaching about Jesus.

I wonder how Peter and John felt when they were arrested and imprisoned.

I wonder what part of this story you think is the most important.

I wonder why the elders let them go.

I wonder how the beggar felt who had been healed.

* Use the ancient form of prayer (Christian Meditation), suggested in the ‘Our Prayer’ section of KWL Year 4, p63 where the phrase ‘Come Holy Spirit’ is repeated.
* Students choose a means for exploring the above story using Drama e.g. Liquid pictures, Readers Theatre, or Improvisation, Art, Journaling or re-telling the story with materials or in some other way.
* Re-read the passage as a narrative text (text type study). Explore Who? Where? When? What?

or

Use Resource Sheet 3. This can be amended to suit your class.

* Discuss in small groups (Team Consult):

- What dangers did Peter and John face?

- How did they respond to the dangers?

- What other choices did Peter and John have?

- In what ways were the other people courageous? Explain.

Brain drain group responses back to the whole class. How did the followers of Jesus change after they received the Holy Spirit at Pentecost?

Unit Content 3

The Holy Spirit inspired the followers of Jesus to hand on his message through the Church’s Tradition and Scripture

*Students will learn:*

* about the courage needed by Peter, John and other disciples, as they continued the work of Jesus
* about people who were given the courage to act and speak truthfully
* about how Scripture and Church Tradition hand on the Good News about Jesus

Unit Content: Background Information

For most great disasters and crises in our world there are heroes and heroines who meet the situation with great courage. The life-giving gift of the Spirit can be seen in these people who act with extraordinary courage in difficult situations.

The early Church was full of people who proclaimed their faith in Jesus despite the dangers. They died defending the truth in which they believed. Throughout the Church’s history we have martyrs who died because of their commitment to living and speaking the Good News. People demonstrating great courage can be seen everywhere, whether they died for their convictions or struggled through great odds (saints and heroes). In our century there are those who struggled for truth with courage and integrity. These individuals come from a context of community. The Holy Spirit is alive and active in the community that inspires people with courage.

These people can be used as models for students to explore the concept of courage and the presence of the Holy Spirit in the world. Select two or three people who demonstrated courage in their lives. For example: Florence Nightingale, Maximilian Kolbe, Sir William Deane, Elizabeth Kenny (polio), Shirl Smith (Mum Shirl), Sir Edward ‘Weary’ Dunlop, Irene McCormack.

Suggested Teaching/Learning Strategies

* Read and discuss KWL Year 4, p60-61. Use the following or your own questions to guide the discussion.
  + - What was the work or mission of the apostles? Why did the apostles need the Holy Spirit in this work?
    - How does Scripture hand on God’s Word to others?
    - What is Church Tradition and how does it hand on the Good News about Jesus?
    - When and where might we need courage to allow the Holy Spirit to work through us?
* How do we use the gift of courage?
* In prayer, thank God the Holy Spirit for the gift of courage.
* Focus students’ attention on the ‘In Tradition’ section of KWL Year 4, p63. Explain this section of the Creed. The Holy Spirit still acts in us. List in point form answers to the following questions.

What does ‘spoken through the prophets’ mean?

Why would telling the Good News about Jesus require courage?

* Research the lives of a saint or 20th / 21st century hero/heroine who demonstrated courage. Resource Sheet 4 may serve as a guide. The task is done 3 times. By the end the students would have investigated 3 different heroes/heroines.

- First, the teacher models activity.

- Students then work in small groups.

- Finally, students do the task individually.

Use books, DVDs, computer and other resources to gather information. The teacher may choose to select a list of suitable saints and heroes from which the students choose. Use the following questions to guide the research.

- What did s/he do?

- How did s/he act with courage?

- How did s/he continue the mission of Jesus?

- What can we learn from him/her?

* Students write about people in their lives who are filled with the Holy Spirit and demonstrate courage, e.g. parent, relative, family friend. Some students may choose to write about a significant person who has died. Students could use suggested Resource Sheet 4 again.

Unit Content 4

We can also respond to the Holy Spirit within us by acting with courage.

*Students will learn:*

* to call on the Holy Spirit for the gift of courage to act and speak truthfully (prayer of petition)
* about times when courage is needed

Unit Content: Background Information

In focusing on people who were caught up in extraordinary situations and who demonstrated great courage, the students can clearly see the gift of courage inspired by the Holy Spirit. However, it is important to stress with students that ordinary situations call for courage too. Courage in the everyday (school, home, playground…) is less obvious but it is there. We are all called to live and proclaim the Good News in our lives. Doing what is right can lead us into uncomfortable situations each day. It can be a struggle. We all need the courage that the Holy Spirit gives. We need courage to live out our convictions. As seen in the Pentecost experience we all need the courage to listen to each other and to speak the truth.

An important element of acting with courage is prayer. Prayer is a source of strength and courage in times of decision-making when it is not easy to make the right decision. We can be confident in expressing our fears and anxieties to God in prayer and asking for courage in whatever lies ahead of us. It is our prayer that strengthens our relationship with, and our faith in, God. Prayer is listening and speaking to God, it is an acknowledgement of the presence of God in our lives. Prayer is about developing a relationship with God.

Suggested Teaching/Learning Strategies

* Students brainstorm times in their lives when they might need courage to live the Good News.
* Give students some scenarios that apply to their lives, requiring the gift of courage (or ask students to make up scenarios).

1:2:4: Discuss what students would do.

What would be a good solution?

Why?

Explain why the Spirit of courage is needed.

How would Jesus respond in this situation?

* Individually, students design a mandala to express their feelings and reaction to our call to act with courage.
* Use a current news item or human-interest story, children’s literature, cases from Project Compassion Kits that demonstrate the use of courage. Record how these people have responded with courage to their situation.
* In times of danger or difficulty we can ask the Holy Spirit for help. Students write a prayer of petition. Resource Sheet 5 may be modified to use with students. Teacher may need to model the task with the class before students do it individually. Have examples of prayers of petition to show students. Use the phrase in the ‘Our Prayer’ section of KWL Year 4, p63: ‘Come, Holy Spirit.’ as a response to prayers of petition.

**Resource Sheet 1**

**4.4 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 word ‘*courage’ (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 a 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 and it’s 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 up a red ribbon.***During the next few weeks we’re going to look at the coming of the Holy Spirit on the first Pentecost. Last Sunday, we celebrated the great feast of Pentecost. Fr. \_\_\_\_\_\_ wore red vestments at Mass. Red is the colour for Pentecost.**

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

**We’re also going to explore ways the Holy Spirit** **gave the disciples courage to spread the Good News of Jesus Christ.**

*Invite a student to add the word ‘’courage’ 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 the Feast of Pentecost and the gift of ‘courage’.**

**Come, Holy Spirit,**

**Inspire us to live your Word.** (KWL Year 4 p63)

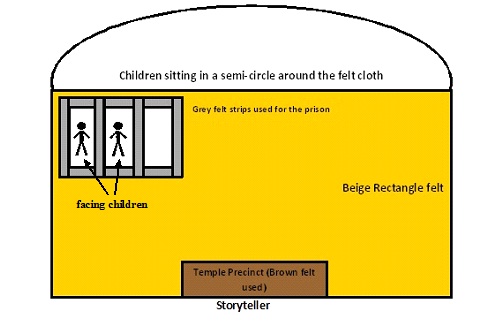
**Resource Sheet 2**

# Peter and John before the Council

**Acts 4: 1—22**

**You Will Need:**

* Beige felt underlay (50cm X 90cm)
* Brown felt rectangle (12cm X 20cm) to represent Temple precinct.
* 6 grey (or black) felt strips (1cm X 15cm) to make prison (see diagram below)
* Peg dolls: Peter, John, 2 Religious leaders, 2 crowd, healed beggar



*Lay out the beige felt underlay and place the brown square close to you in the middle of the underlay. Place the four grey felt strips to make a square (jail) on the far left of the underlay.*

*Place Peter and John in front of the Temple as you say:*

**In the time after Pentecost, Jesus’ disciples were filled with the Holy Spirit.**

*Place crowd members facing Peter and John and a little back from them*:

**One day Peter and John were speaking to the people about Jesus.**

*Place the religious leaders facing Peter and John:*

**The religious leaders came to them annoyed because Peter and John were teaching the people about Jesus and the resurrection of the dead.**

*Place Peter and John in the square (jail) on the far side of the underlay as you say:*

**So the religious leaders arrested Peter and John and put them in jail until the next day, for it was already evening.**

*Leave the religious leaders to the centre of the underlay in front of the temple precinct.*

**The next day the religious leaders gathered in Jerusalem with the high priest.**

*Move Peter and John out of gaol facing the religious leaders.*

**They made the prisoners stand in front of them and asked, “By what power or by what name did you heal this man?”** *Place healed beggar next to Peter and John.*

*Turn Peter and John to face the students, point to healed beggar and say:*

**“Let it be known to all of you, that this man is standing before you in good health by the name of Jesus Christ of Nazareth, whom you crucified, whom God raised from the dead.”**

*Move the priest and leaders to the side, close to the temple, leaving Peter and John and the healed man in the centre and say:*

**The leaders and high priest were amazed at the courage of these ordinary men and what they had done, but they wanted to stop the news about Jesus from spreading.**

*Move them back to Peter and John*

**So they ordered Peter and John to speak no more about Jesus.**

*Put your hand over Peter and John as you say:*

**But Peter and John answered them, “You must judge whether it is right for us to listen to you or God, but we cannot keep from speaking about what we have seen and heard.**

**After threatening Peter and John again, the leaders let them go. All the people praised God for what had happened.**

*Pause for a moment, then look up and begin wondering***.**

* **I wonder how we know that Peter and John were filled with the Holy Spirit.**
* **I wonder why the religious leaders didn’t want Peter and John teaching about Jesus.**
* **I wonder how Peter and John felt when they were arrested and imprisoned.**
* **I wonder what part of this story you think is the most important.**
* **I wonder why the leaders let them go.**
* **I wonder how the man who was healed felt.**

*Carefully pack story materials into storage box and return to shelf.*

**Resource Sheet 3**

# Peter and John Before the Council

**Acts 4:1-22**

Step 1 By yourself, answer the following questions.

**2.** What is happening in the story?

3. What qualities do Peter and John demonstrate?

4. What does this story teach us?

Step 2 Join with another person and discuss your answers.

Combine the best of your answers to these questions.

Step 3 Join with another group of two and discuss your answers.

Combine the best of your answers and report to the whole class.

(Adapted from KWL, Teaching Companion, 3b, p70)

**Resource Sheet 4**

**Research Task**

Name of a person who shows

the **Holy Spirit’s gift of courage**

**Facts and significant events**

1. What did this person do?

2. How did this person act with courage?

3. How did this person continue the mission of Jesus?

4. What can we learn from this person’s example?

Sources of my information are

**Parent** **Student**

**Teacher** **Date**

**Resource Sheet 5**

**Prayer of Petition**

In Acts 4:1-22, we read about how the **Holy Spirit** gave Peter and John the courage to proclaim the Word of God.

Think of one situation in your life when you needed the help of the **Holy Spirit** to act with **courage.** Compose a **Prayer of Petition** using this method.

#### Title for the Holy Spirit *Spirit of Courage*

**What the Spirit has done** *You encouraged Peter and John to speak boldly*

**Name the theme of your Prayer** *There are times when I don’t understand your message*

**Your request** *I ask you to renew my spirit to follow Jesus more closely*

Now you try …

**Title for the Holy Spirit**

**What the Spirit has done**

**Name the theme of your Prayer**

**Your request**

(Adapted from KWL, Teaching Companion, 3b, p101)

1. KWL, Teaching Companion, 3b, p95 [↑](#footnote-ref-1)