5.4 Pentecost: Celebrating the Presence of the Holy Spirit

This unit explores the presence of the Spirit of God in all creation, in the early Christian community, in individuals and the community today. The students will examine how the fruit of the Spirit are visible signs of the presence of the Spirit.

|  |  |  |
| --- | --- | --- |
| **Values & Attitudes***Students will demonstrate that they are:* | **Knowledge & Understandings***Students will demonstrate that they can:* | **Skills***Students will demonstrate that they can:* |
| L3.1 willing to accept their call to respond to God in their lives  | identify challenges to respond to the presence of God | examine ways in which the liturgical year nourishes and challenges them to respond to the presence of God |
| O3.1 aware of the Church’s mission to reach out to others | explain the Church’s mission to reach out to others | identify ways that they, as Church, can continue the mission of Jesus |

Syllabus Outcomes
Liturgical Year/Others – Stage 3

Classroom Outcomes

*Students will be able to:*

* describe the mission of Jesus in Luke 4:16-22
* name and describe the ‘fruit of the Spirit’
* identify how the good works of individuals reflect the presence of the Holy Spirit

|  |  |
| --- | --- |
| Scripture | Doctrine |
| Isaiah 42:1- 4 *The mission of the Servant*Luke 4:16–22 *Jesus announces his mission*Galatians 5:22 *The fruit of the Spirit*Acts 2:42–47 *The Early Christian Community*Ephesians 3:14-21 *A Prayer* | * The Spirit of God is present in all of creation
* The work of the Holy Spirit is not confined by culture, time nor place
* As Church, we believe in the transforming presence of the Spirit in our world
* The Church is united through the Holy Spirit
* The spirit of Jesus lives in all Christians
* God the Father is our Creator; God the Son is our Redeemer; God the Holy Spirit is our Sanctifier
 |

Spiritual Reflection for Teachers

Witness the spirit of a solo mum sacrificing herself for her children, or the bravery of our anonymous volunteer fire fighters, or the spirit of give-and-take in a marriage based on mutual and selfless love.

We experience a sense of the presence of the Spirit in such people and events. We are affected, challenged, even transformed by the witness of such people.

Reflect on the wonderful wealth of diversity of human gifts in your experience of people that are present in your colleagues at school.

*In each of us the Spirit is manifested in one particular way, for some useful purpose*

(Corinthians. 1-12:9)

The Spirit above all is seen in the Spirit of Love who enables us to become Christ(ians) to others in truly unselfish love.

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.**

**688** The Church, a communion living in the faith of the apostles which she transmits, is the place where we know the Holy Spirit:

* in the Scriptures he inspired;
* in the Tradition, to which the Church Fathers are always timely witnesses;
* in the Church's Magisterium, which he assists;
* in the sacramental liturgy, through its words and symbols, in which the Holy Spirit puts us into communion with Christ;
* in prayer, wherein he intercedes for us;
* in the charisms and ministries by which the Church is built up;
* in the signs of apostolic and missionary life;
* in the witness of saints through whom he manifests his holiness and continues the work of salvation.

**703** The Word of God and his Breath are at the origin of the being and life of every creature:

*It belongs to the Holy Spirit to rule, sanctify, and animate creation, for he is God, consubstantial with the Father and the Son. . . . Power over life pertains to the Spirit, for being God he preserves creation in the Father through the Son.*

**1316** Confirmation perfects Baptismal grace; it is the sacrament which gives the Holy Spirit in order to root us more deeply in the divine filiation, incorporate us more firmly into Christ, strengthen our bond with the Church, associate us more closely with her mission, and help us bear witness to the Christian faith in words accompanied by deeds.

1. 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.

**267** Inseparable in what they are, the divine Persons are also inseparable in what they do. But within the single divine operation each shows forth what is proper to him in the Trinity, especially in the divine missions of the Son’s Incarnation and the gift of the Holy Spirit.

Scripture: Background Information

**Isaiah 42:1-4 The mission of the Servant**

Here we have a section of the second part of the Book of Isaiah (ch 40-55) written in the 6th century BC probably in Babylon at the end of the exile. Most of the first part of Isaiah (ch 1-39) was written in or around Jerusalem in the 8th century BC. So the background is rejoicing, homecoming, anticipation and waiting. These first verses of chapter 42 give us the so-called first “servant song” – there are four “servant songs” in Second Isaiah. The identity of the servant of the Lord is a much debated and unresolved topic. The servant could be an individual or the whole community. The qualities of the servant are endowed with Spirit of God. Here the servant is depicted as gentle yet strong while faithfully bringing true justice to the nations. Certainly a challenging yet necessary Pentecost message and dream for today.

**Luke 4:16–22 Jesus announces his mission**

In this passage, Jesus’ entire ministry is presented in summary. Here we sense both the work and the struggle of Jesus for acceptance among his own people. In a framework of promise and fulfilment, Luke emphasises that Jesus’ life and work occurs within his own Jewish tradition. In this context, Jesus’ words and actions are a part of a regular visit to the synagogue, where men gather to read and comment on the Scriptures. In reading from the scroll (Isaiah 61:1–2 and 58:6), Jesus makes it known that he has received God’s Spirit. Here, Jesus reveals his messianic identity and divine mission. He makes reference to “the Lord’s year of favour” – the year of Jubilee. This links his mission with the restoration of people and property, so integral to this ancient tradition. In the age of the Messiah, the great Jubilee will occur. Jesus’ declaration, “This text is being fulfilled today even as you listen”, refers not only to the time of Jesus, but to our present time when this fulfilment occurs. The astonishment of those listening to Jesus is due to the realisation that this man, whom they have known only as “the son of the carpenter”, should be the One to deliver God’s true word and fulfil God’s promises of a Saviour.

(KWL, Teaching Companion, 4a, p107)

**Galatians 5:22 The fruit of the Spirit**

The letter to an early Christian group living in Galatia was written by Paul about 54 AD. It is a defensive letter because Paul’s authority has been questioned and he is writing to defend himself and his credentials. Again we see tension in this part of the very young Church. No wonder Paul writes of the fruit of the Spirit, which are in direct contrast to the deeds of the preceding verses. What the Spirit brings enables us to live up to the ideals of a Christian life even when it is difficult. In doing this we are like the saints, as Paul would call us.

**Acts 2: 42-47 The Early Christian Community**

The scene from Acts presents the early Christians in a very positive light. They are united in fellowship, they are faithful to the teaching of the Apostles and pray together. They also go to the Temple everyday but meet in homes for the breaking of the bread. Jesus used this rite, part of the Jewish meal, at the Last Supper. It was encouraged by Jesus and continued by the apostles and the early Christians who at this period were Jewish Christians. They were a small group so sharing all in common and providing for the poor were more easily possible. This is an ideal that we can nonetheless keep before us. In chapter 6 of Acts there is a dispute between two groups within the early community concerning the distribution of food to widows. Such difficulties among the early Christians remind us and hopefully encourage us that living a Christian life was as hard for them as it can be for us today. The Acts of the Apostles and indeed the whole of the Bible present us with very real human situations.

**Ephesians 3:14-21 A Prayer**

In this letter to the Ephesians we have a Trinitarian prayer. It is a prayer to the Father, for power through his spirit to grow strong in knowing Christ’s love; then we will be filled with the “utter fullness of God.” (3:19). It is a prayer that can be adapted and prayed together and aloud as a class for each other.

The Church’s Teaching and Lived Tradition

**In Tradition: *To Know, Worship and Love,* Year 5, p96 - Doxology**

The Glory be to the Father is a doxology – an ancient prayer of praise to God the Blessed Trinity. It is usually recited at the end of each psalm during the Liturgy of the Hours or at the end of a decade of the Rosary. The prayer is often referred to as the ‘Glory Be’. [[1]](#footnote-1)

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.
* Organise a prayer praising God for the presence of the Holy Spirit in all creation.
* Share prayers of Intercession for the activity of the Church.
* Prepare a prayer based on the Fruit of the Holy Spirit (Galatians 5:22). Invite students to select a ‘fruit’ and write about how they see this fruit alive in themselves and others.
* Commence daily prayer with the Sign of the Cross. Incorporate prayers such as the Glory Be, the Prayer of the Holy Spirit, and the Creed (KWL Year 5, p96, 196, 198 and 202-203).
* Organise a concluding prayer celebration:
	+ - Scripture passage: Ephesians 3:14–21
		- Reflection: Explore how God’s love is transforming
		- Blessing: “May you \_\_\_\_\_\_, continue to be transformed by God the Holy Spirit.”

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 5, Chapters 8 and 9, (2003), James Goold House Publications, Melbourne, Victoria**

Australian Catholic Bishops' Conference, (1997), *FACES: The Mission of the Australian Church*, Catholic Mission, Sydney

Catholic Mission, (1998), *Mission Mad: A Multimedia Mission Module*, Catholic Mission, Sydney

Cooney J and Burton K, (1986), *Photolanguage Australia, Human Values A and B,* Catholic Education Office, Sydney

Various Educational Kits from Children’s Mission, St Vincent de Paul, Caritas Australia

**Websites**

[www.vatican.va/holy\_father/john\_paul\_ii/speeches](http://www.vatican.va/holy_father/john_paul_ii/speeches) *Address of John Paul II to the Aborigines and Torres Strait Islanders in “Blatherskite Park*” Alice Springs 29 November 1986 (paragraphs 1 and 2) found in KWL, Year 5, p114 or

[www.catholicmission.org.au](http://www.catholicmission.org.au) Catholic Mission:

[www.caritas.org.au](http://www.caritas.org.au) Caritas Australia:

[www.centacare.org.au](http://www.centacare.org.au) Centacare:

[www.socialjustice.catholic.org.au](http://www.socialjustice.catholic.org.au) St. Vincent de Paul:·

[www.wcc-coe.org](http://www.wcc-coe.org) World Council of Churches: - for information about other Christian churches.

Key to Symbol

✪ denotes higher order activity

Unit Content 1

The presence of ‘spirit’ is experienced in people, places and events.

*Students will learn:*

* about a sense of spirit experienced in people, places and events
* to identify times when they have experienced the presence of ‘spirit’ through people, places and events

Unit Content: Background Information

In this section of the unit the students explore times when they have experienced a sense of ‘spirit’. The concept of ‘spirit’ is elusive. We can talk about the presence of spirit as an idea and as a feeling. At this stage, the students should draw upon their experiences of team spirit, school spirit and the memory of loved ones and special people. This will serve as an introduction to ‘presence’ and ‘spirit.’

The Holy Spirit is present in places, in people and in events (history). In fact the presence of the Spirit is imbued in all creation, in all that exists. People sense the Spirit; that is they are attentive to the presence of the Spirit, in different ways. Some sense the Spirit is present in places: a park, church, room, forest, a scene. The place is the catalyst for a jolt to the presence of God, an awareness of God. An event or person can have the same impact. An encounter with a person or an event leaves one with an awareness of the presence of God. Often words cannot adequately describe this experience of the presence of God. We use concepts such as peace, stillness, joy, love… It is a felt sense of God and may last a fleeting moment. Whether we sense the presence of God or not, God is always present in every place, person or event (even the tragedies of life).

The inadequacy of words to describe the presence of God can make it difficult to teach the concept of the presence of the Spirit. We have all had the experience but may not have the words to describe it adequately.

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.
* Share a work of children’s literature that identifies a person who is no longer present, such as a grandparent who has died or a friend who has moved away. Discuss the story and how it is in the remembering and the talking that brings the ‘spirit’ of the person alive. Suggestions for suitable literature can be found in the document *Summary Curriculum Resource - Year 5* in Religious Education Primary on RE Online.
* In pairs children discuss times when they have sensed a feeling of ‘spirit’ in places/events/people. Share/brainstorm/list.
* Using photo language kit – children choose a photo that conveys to them a sense of ‘spirit’. Pair and share. Invite sharing to whole group.
* ✪ - Organise students into groups. Each group chooses one of the following:
	+ - A piece of contemporary or classical music
		- A film or piece of children’s literature
		- A dance or creative movement

Each group presents their choice to the class and explains how this expresses the presence of ‘spirit’ to them.

* Read a piece of children’s literature from The Dreaming that tells of the spirit present and active in creation
* Share with the students the statement made by Pope John Paul II while visiting the Aboriginal communities in Alice Springs, 29 November 1986 (paragraphs 1 and 2) in KWL Year 5, p114.
* Organise a class celebration to praise God for the presence of the Holy Spirit in all creation.

Unit Content 2

The Spirit of God led Jesus to begin his mission.

*Students will learn:*

* about Jesus proclaiming and living his mission, strengthened by the Holy Spirit
* to identify the qualities Jesus needed to carry out his mission

Unit Content: Background Information

Throughout history the Holy Spirit has inspired people to fulfil God’s mission. The prophets were called by God to proclaim a message. The Spirit inspired them and gave them strength and courage for their mission. Prophets proclaimed the truth and reminded the people of the covenant relationship with God.

As a prophet, Isaiah spoke out against the kings of his time. He reminded them of the ways of God and that they were to rule with justice and integrity. Like all prophets, Isaiah had an understanding of the social and political situation of his time. He could read the “signs of the time”. Prophecy was not mystical future-telling, but rather ‘forth-telling’, announcing God’s ways in the context of the social practices of the day. The prophetic writings are filled with condemnations of injustices in the social order.

As with the prophets, the Spirit inspired and strengthened Jesus in his mission. Jesus is the fulfilment of the prophets and the prophet par excellence. He is not just a prophet, but God the Son. In Luke’s Gospel Jesus begins his mission by reading from the prophet Isaiah. As with the prophets, Jesus was accepted by many and rejected by many. The mission of the prophets and Jesus can be very disturbing to those who prefer to forget the covenant relationship with God.

Suggested Teaching/Learning Strategies

* Students use a dictionary to clarify the meaning of ‘exile’? What is an ‘exile’? Challenge the students to think of ‘exile’ as a time, a place and a person. Draw upon the experience of a refugee.
* Prior to sharing Isaiah 42:1-4, provide background information (see ‘Scripture: Background Information’) for the students on how this section of Isaiah and the four ‘servant songs’ were set in a time of exile. Invite students to predict what the people might have been suffering. What were they waiting and hoping for?
* Students read Isaiah. 42:1-4. In groups, discuss this Scripture passage. A set of guiding questions for group discussion could include:
	+ - Who is speaking?
		- What does God think about this ‘servant’?
		- Identify and list the qualities of the ‘servant’.
* Create a wall display. Using verses from the Scripture, students find images to illuminate the verses.
* ✪ Select Isaiah 42:1-4. Students profile the life and actions of a person who will be God’s servant in bringing justice to the nations. What will this person need in order to carry out their service?

**Jesus’ Mission - Luke 4:16 – 22**

* Examine each line of Luke 4:16–22, KWL Year 5, p87–89. Define key words, e.g. captive, release, oppressed. Develop a word bank and refer to similarities with Isaiah 42.
* Groups brainstorm the opposition Jesus faced in fulfilling his mission. Who was with Jesus when he faced his challenges? How do we know this?
* Students select one part of Luke 4:16-22 (Jesus’ mission). Describe how Jesus carried out this mission. Students need to support this by referring to known stories about Jesus’ actions and words.
* Students write in their own words the mission of Jesus as outlined in Luke 4:16-22 and identify how the Spirit helped Jesus to bring good news to people who suffered.

Unit Content 3

The fruit of the Spirit reveal to us the presence of the Holy Spirit at work in:

* **the early Christian community**
* **the Catholic Church today**
* **other Christian communities (ecumenism)**

*Students will learn:*

* about the early Christian community
* about the Catholic Church today
* about the work of other Christian communities
* to identify the Holy Spirit at work in all Christian communities

Unit Content: Background Information

Throughout the New Testament we read about how the Holy Spirit transformed the followers of Jesus with the gift of new life. The early Christians experienced a sense of empowerment from the Spirit, enabling them to carry out the mission of Jesus.

There are many people in our world who seek to support those in need. It is important for the students to know how the Catholic Church through its many organisations ministers to God’s people. These organisations are part of the tradition to which the students belong and it is hoped that in the future the students will actively participate in or support these groups in response to their Christian Baptism. At this stage the students are invited to reflect on how we can see the presence of the Spirit at work in these communities.

The mission of Jesus is not reserved to the Catholic Church. All Christians, by their baptism, are called to the same mission of Jesus. As Christians, we share the same baptism and belief in the life, death and resurrection of Jesus. The word ‘ecumenism’ comes from a Greek word, which means household. In the Church it refers to the one household of God. Ecumenism recognises the importance of continued dialogue and shared action between Christian Churches in an attempt to recover unity. It refers to working towards unity and reconciliation among the different Christian Churches. Cooperation in social action is one clear way that Christians present a united concern for people in our world who are suffering.

This section of the unit assists students to realise that the Holy Spirit is at work today in the world and in the Church empowering us, individually and as community, to continue the mission of Jesus. It challenges the students to use their gifts to cooperate in the transforming work of the Spirit. It is through the visible signs - ‘the fruit of the Spirit,’ (Galatians 5:22) that the effects of the Holy Spirit can be seen and felt.

Suggested Teaching/Learning Strategies

**Fruit of the Holy Spirit - Galatians 5:22**

* Use the following activities to explore the Scripture passage:
	+ - Explain to the students that the community of Galatia was made up of Jewish Christians and Gentiles (refer to ‘Scripture: Background Information’).
		- Read Galatians 5:22. Discuss the analogy of Paul’s use of the word ‘fruit’. How do we know that a tree is full of life and strength? What does the presence of fruit tell us?
		- Engage students in wondering about the fruit of the spirit. Use some of the following or students’ own wondering statements.

I wonder what Paul means by ‘love’. I wonder how we show love for others.

I wonder what joy really is. I wonder what some of the things that bring joy are.

I wonder what kindness and compassion really are. I wonder if it’s easy to be kind and compassionate.

I wonder how Jesus showed that he was faithful to himself, his Father and his followers. I wonder how a person can be true to themselves and others.

I wonder what it means to be patient. I wonder if you know people who are patient with you. I wonder if there are times when you find it hard to be patient.

I wonder if who sees goodness in you. I wonder if you are able to see goodness in others.

I wonder what self-control is. I wonder why we need self-control.

I wonder what it really means to be humble. I wonder if you can recognise your strengths as well as your weaknesses.

I wonder what a person of peace is like. I wonder how you can be a person of peace.

* Invite students to engage with the text using the questions listed in ‘Living the Gospel’ (KWL Year 5, p89-90).
* Students design a way to present one ‘fruit of the Holy Spirit.’ State what the ‘fruit’ means and give examples of how it can be seen in action. Students may support their presentations by including occasions when Jesus demonstrated a given ‘fruit of the Spirit.’

**The early Christian communities**

* Students recall what they remember about the day of Pentecost from previous years (Acts 2:1-12). Follow the activity by reading ‘Our Heritage’ on p90.
* Examine maps of the known world at the beginning of the Christian era. Guide students to see where, Paul and the other disciples travelled in spreading the good news. See PowerPoint slides in 5.4 Maps Resource on RE Online – Primary Curriculum Resources
* Brainstorm what makes a community. What activities do people in communities do together?

**Acts 2: 42–47.**

* Tell the story of *The Early Christians* (Acts 2: 42-47). See Resource Sheet 2 for suggested script and materials.
* `Engage students in wondering using the wondering statements below or wondering statements of your own.

I wonder what it would be like to live in the early Christian community.

I wonder what ‘fellowship’ is.

I wonder why more people joined the community each day.

I wonder what they all had in common.

I wonder in what ways our community is like the early Church.

* Provide the opportunity for students to explore some aspect of the story of their choice using art, journaling, drama…
* Students identify from the Scripture (Acts 2: 42-47) the activities that characterised the early Christian community. Display these for reference. Students name the particular ‘fruit of the Spirit’ that is evident in these activities.
* Divide students into groups and give each group one of the activities of the early Church from Acts 2: 42-47. Each group discusses and notes if and how the Catholic community today carries out this activity. Each group reports back to the whole class.
* Participate in a prayer proclaiming Acts 2:42-47

**The Catholic Church Today**

* + ✪ - Review with the students the mission of Jesus (Lk 4:16-22). Explore each line and identify ‘Who are the captives, imprisoned, blind, poor, cripple etc. in our society?’ Explore **both** literally and metaphorically e.g. blind (literal), closed off (metaphorical). What could cause a person to be captive? What can cause a person to be blind to God’s love? What imprisons us from experiencing God’s love through others?
	+ ✪ - Students engage in a study of the following terms using the leads given.
		- captives to what…
		- imprisoned by …
		- blind to…
		- poor in …
		- crippled by…
* Individually or in small groups, students brainstorm what they know about the work of people and organisations in the Catholic Church.
* Organise a retrieval chart for the students titled ‘The Catholic Church’. On this chart, students record information about:
	+ the name of the organisation or ministry within the Catholic Church.
	+ the main function of the organisation.
	+ how the Fruit of the Spirit can be identified in their work.
* Gather brochures, DVDs and web sites for a range of agencies and ministries in the Catholic Church. Or invite a variety of Catholic organisations to attend the school and arrange a ‘fair day’ for the organisations to share their information.
* Students take notes from the individual presentations, brochures or videos and add information to their retrieval charts.
* Students write about the transforming presence of the Holy Spirit in our Catholic community today. Draw on the information recorded in the retrieval charts to support ideas. Students’ writing could be in the form of poetry e.g. an acrostic poem using the words ‘transforming’ or ‘Holy Spirit’.

**Other Christian Communities**

* Facilitate a pre-visit information sharing session with students, introducing them to the existence of other Christian communities. Discuss how by Baptism and our shared belief in the life, death and resurrection of Jesus, all Christians are called to continue the mission of Jesus. Invite students who belong to other Christian traditions to share with the whole class about the activity of the Holy Spirit in their community.
* Invite local ministers or people active in other Christian Churches to your class. Students interview the speaker/speakers on how their community continues the mission of Jesus. Students draw upon the activities they know about in the Catholic Church to frame their questions.
* Students undertake an Internet search on the works of other Christian communities. (See possible web links in ‘Resources’.)
* Review with the students their retrieval charts recording the work of organisations in the Catholic Church. In small groups, students identify the activities of Christian organisations that are similar to those found in the Catholic Church. Each group reports their findings to the whole class. This could be done as a chart or as a PowerPoint presentation.
* Students journal how other organisations/ people demonstrate the fruit of the Spirit? Do they need to be Christian to be spirit-filled?
* ✪ - Students write an exposition in response to the statement: Just like the early Christians, the Catholic Church and other Christian communities today continue the mission of Jesus.

Unit Content 4

God the Holy Spirit is our sanctifier. The Holy Spirit is present and active in our lives. The mystery of the Trinity: God is Father, Son and Holy Spirit.

*Students will learn:*

* about times when we experience the Holy Spirit present and active in our lives
* about praying to the Trinity – God the Father, Son and Holy Spirit
* to identify how the Holy Spirit inspires good works in them

Unit Content: Background Information

The Trinity is the name we give to God the Father, Son and Holy Spirit. The Christian belief is in one God not a multitude of gods. For Christians, the one God is triune (Father, Son and Holy Spirit).

The Holy Spirit is the Spirit of God. The Holy Spirit is the Spirit of life, love and truth. It is the gift of God’s Spirit which dwells within us. As a gift, the Spirit is given to us freely and as such we may or may not choose to accept it. When we choose to acknowledge and accept the presence of the Holy Spirit in our lives, we allow the Spirit to transform us and guide our actions. The Holy Spirit becomes our sanctifier. The presence of the Spirit sets us apart, makes us holy and inspires our actions to help us continue the mission of Jesus.

Suggested Teaching/Learning Strategies

* Read and discuss KWL Year 5, p93-94. List statements referring to the activity of the Holy Spirit with us today and how the Spirit helps us.
* Using prayers in Appendix of KWL Yr. 5, students work in groups to identify and record times when God is referred to as Father, Son and Holy Spirit (the Trinity). Identify the following:

|  |  |  |
| --- | --- | --- |
| Ritual action or Prayer | Words spoken | What is symbolised or expressed |
|  |  |  |

Use the Sign of the Cross, the Glory Be, the Nicene Creed, the Apostles’ Creed and the Greetings used in the Introductory Rites of the Mass

* Share the Prayer of the Holy Spirit (KWL, Year 5, p198). Students reflect on the images found in the prayer. Name or draw an image and explain how it is used to describe the activity of the Holy Spirit.
* Mind map in groups present-day situations at home, school and in the community where there is need for the transforming presence of the Spirit. Use situations presented in the media, life experience and issues raised through contemporary films to support class discussion on issues of truth and justice.
* Based on Luke 4:16-22 (the mission of Jesus) students develop a ‘Personal Mission Statement for a Christian today.’

- e.g. The Spirit of God is with me.

- Therefore help me to …”

* Organise a concluding prayer celebration:
	+ - Scripture passage: Ephesians 3:14-21
		- Reflection: Explore how God’s love is transforming
		- Blessing: “May you \_\_\_\_\_, continue to be transformed by God the Holy Spirit”

**Resource Sheet 1**

**5.4 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 phrase ‘*Fruit of the Spirit’ (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 begin 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 up a red ribbon.***During the next few weeks we’re going to explore how the Holy Spirit empowered the early Christian community to continue Jesus’ mission. Last Sunday, we celebrated the Feast of Pentecost when the Holy Spirit first came to the believers. Fr. \_\_\_\_\_\_ wore red vestments at Mass. Red is the colour for Pentecost.**

*Hold the ‘Fruit of the Spirit‘ (perhaps written on a flame, dove or little gift box)*

**We’re also going to explore the signs of the Holy Spirit’s presence, called the ‘Fruit of the Spirit’.**

*Invite a student to add the phrase ‘’Fruit of the Spirit’ 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 ‘Fruit of the Spirit’.**

 **Come Holy Spirit, Come!**

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

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

**Resource Sheet 2**

**The Early Christians**

Acts 2: 42-47

**You Will Need:**

* Red material or ribbon to reach across the floor in two rows to lay the images on. See diagram below.
* Ten images from Resource on RE Online for 5.4 ‘The Early Christians’. Print one-sided and laminate each image.
* Hint: Photocopy script and cut out the lines that are said with each image and blu-tack to back of each laminated image.

*Lay out the red cloth or ribbon on the floor as you say:*

**Our story today is from the New Testament section of the Bible and is recorded in a book called the Acts of the Apostles. It tells us about the early Christians and the early Church. It is thought that Luke is the author of the Acts of the Apostles.**

*Pick up image 1, hold it up for students to see and say:*

**The early Christians devoted themselves to the apostles teaching…**

*Place image 1 down in the furthest position on your right facing the students on the story line material.*

*Pick up image 2, hold it up for students to see and say:*

**and fellowship,**

*Place image 2 down on your right to the left of image 1 facing the students on the story line material.*

*Pick up image 3, hold it up for students to see and say:*

**To the breaking of bread,**

*Place image 3 down on your right to the left of image 2 facing the students on the story line material.*

*Pick up image 4, hold it up for students to see and say:*

**and the prayers.**

*Place image 4 down on your right to the left of image 3 facing the students on the story line material.*

*Pick up image 5, hold it up for students to see and say:*

**The believers were together and shared all things in common; they would sell their possessions and goods**

*Place image 5 down on your right to the left of image 4 facing the students on the story line material.*

*Pick up image 6, hold it up for students to see and say:*

**and distribute the proceeds to all who had need.**

*Place image 6 down on a second line under image 1 facing the students on the story line material.*

*Pick up image 7, hold it up for students to see and say:*

**Day by day they spent much time together in the temple.**

*Place image 7 down on your right to the left of image 6 facing the students on the story line material.*

*Pick up image 8, hold it up for students to see and say:*

**They broke bread at home and ate their food with glad and generous hearts,**

*Place image 8 down on your right to the left of image 7 facing the students on the story line material.*

*Pick up image 9, hold it up for students to see and say:*

**praising God and having the goodwill of all the people.**

*Place image 9 down on your right to the left of image 8 facing the students on the story line material.*

*Pick up image 10, hold it up for students to see and say:*

**And day by day the Lord added to their number those who were being saved.**

*Place image 10 down on your right, to the left of image 9 facing the students on the story line material.*

*Engage with ‘I wonder’*

**I wonder what it would be like to live in the early Christian community.**

**I wonder what ‘fellowship’ is.**

**I wonder why more people joined the community each day.**

**I wonder what they all had in common.**

**I wonder how our community is like the early Church.**

*Pack materials away carefully (images in order) and put on shelf ready for students to use.*

**Suggested Layout of Images**

1. KWL, Teaching Companion, 4a, p112 [↑](#footnote-ref-1)