

**MODEL UNIT
BAND A
LEVEL 2**

GOD SHOWS HIS LOVE IN BAPTISM

LIFE CONCEPT: GOD HELPS PEOPLE BY THE WORK OF THE HOLY SPIRIT

YEAR: **SUGGESTED DURATION:** 3–4 weeks (approximately 100 minutes per week)

DATE OF USE: **FAITH STATEMENTS:** ① ② 3

UNIT-SPECIFIC GOALS (highlighted)

1 THE HOLY SPIRIT GIVES PEOPLE POWER TO BELIEVE AND LIVE AS GOD'S PEOPLE

1a hear the biblical account of Pentecost

1b explore Bible stories in which the Holy Spirit helps people believe in Jesus

1c explore the teaching that the Holy Spirit helps people live as Christians

2 THE HOLY SPIRIT GIVES NEW LIFE IN BAPTISM

2a explore Bible stories of baptism

2b become familiar with the ritual of baptism

2c explore the Christian teaching that through baptism people become members of God's family

3 THE HOLY SPIRIT USES GOD'S WORD AND HOLY COMMUNION TO HELP GOD'S PEOPLE GROW

3a investigate the Christian belief that through the Bible people come to know God better

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Use puppets to dramatise the story of Pentecost and the baptism of those who believed. (1a,1b,2a)

Record things that they have learnt about baptism. (2b,2c)

Design a baptism card. (2b, 2c)

ASSESSMENT STRATEGIES

⇒ questioning by teacher, presentation by students

⇒ TRS A2/2 or painting

⇒ work sample

UNIT SUMMARY

Students explore the use of water in daily life and then recall Bible stories that refer to water. They hear stories of baptism that are recorded in the Bible and investigate what happens in baptism today. Over the course of the unit students develop a mural that reviews the main points of each section, and respond by making their own baptism card.

UNIT NOTES

This unit is a study of baptism, and refers to the Holy Spirit. Band A Level 3 contains a more detailed study of the work of the Holy Spirit.

You may wish to display work from this unit on a mural, which is added to during the unit.

Before teaching this unit, find out which students in your class have been baptised. Find out about baptism traditions other than those you are familiar with, which have been experienced by children in your class.

Refer to *The Band A Student* on page 6 for further information on teaching this topic to students who have not been baptised. Take every opportunity to remind **each** student of God's love for them.

WORDS TO KNOW

Holy Spirit, baptise, baptism, font, sponsors

INTRODUCTION

1. WATER IN EVERYDAY LIFE

You may link these introductory activities with another curriculum area, eg Society and Environment, Science, Health, and teach them in the time allocated to that curriculum area.

Introduce your students to the concept that water is an essential part of our daily lives by choosing from the following activities:

- Students enjoy a range of water-play activities, eg washing clothes, blowing bubbles, painting on outside walls or cement with water.
- Students participate in science experiments with water.
- Students classify the uses of water, eg for cleaning, for growth, for living and for leisure. Students work in groups to enlarge each category, eg we clean clothes, dishes, cars.
- Students paint the background for a water mural which will be added to during the unit, eg with finger-paint, or by using brushes of various widths and painting 'wavy' lines across a large sheet of paper.
- Students write descriptions or prayers about water, eg *'Water — dripping, running, splashing, wet. Thank you, God, for water.'* Display prayers on paintings made by blowing paint diluted with water through a straw.

2. WATER IN THE BIBLE

The Bible contains many stories in which God used water to help his people.

Students brainstorm stories they know that refer to water. List these and revisit some with your students. Any of the following stories would be appropriate:

The flood (Genesis 6 – 8)

Use a picture book to tell this story.

Talk about how God used the flood to save Noah and his family and to start a brand-new world.

Naaman is healed (2 Kings 5:1–15)

Tell the story in your own words or read it from a children's Bible or Bible story book.

Help students see that God used the water of the river to heal Naaman.

Jesus washes his disciples' feet (John 13:1–12)

Give students background information about the custom of washing feet. Use a bowl of water to act out the story as you tell it.

Talk about how Jesus showed his love to his disciples when he washed their feet.

Choose from these activities:

- Students use water paints to illustrate one of the stories.
- Students work in groups to illustrate each story and write captions. Add these to the mural.
- Students work in a group to dramatise and act out one of the stories for the class.

DEVELOPMENT

3. STORIES OF BAPTISM

Ask students what they think the word 'baptised' means. Listen to students' suggestions and summarise by saying that when a person is baptised, water is used in a special way to bring people into God's family.

Baptism at Pentecost Acts 2:1–42

Tell the story of the Pentecost events in your own words or by using a Bible story book.

Talk about the role of the Holy Spirit at Pentecost. The Holy Spirit helped the disciples to believe in Jesus and then gave them the courage to tell others about Jesus. The Holy Spirit also helped the people who heard about Jesus to believe in him.

Students make simple puppets on a stick to depict the characters in the Pentecost story. All students then participate in the retelling of the story.

Paul baptises a jailer and his family

Acts 16:22–34

You may find a small sandtray, a dish of water and toy people useful props for telling this story. Allow students access to these for their own play and retelling.

Talk about the jailer's joy at being baptised. This was something very special for him because he was now part of God's family.

4. BAPTISM: A SPECIAL WAY GOD SHOWS HIS LOVE

Students illustrate or record ways that friends or a family show love for each other, eg a bedtime story, a surprise in the lunch box, talking together.

Discuss the students' illustrations and help students appreciate that there are many ways to show love.

As a group, identify some of the ways that God shows love to people, eg he made the world for people to live in, he gives people food to eat, he gives people family and friends who care for them.

Tell students that there is also a special way that God shows his love, and that is when he makes people part of his family at baptism.

Explore the concept and ritual of baptism by choosing from the following options. Select those that you feel are appropriate for the particular needs and understanding of your class.

- Encourage students who have been baptised to bring mementos of their baptism to school. Display these and talk about their significance.
- Use the baptism story on Teacher Resource Sheet (TRS) A2/1.
- Students share what they have observed at baptisms. Some students may share different baptism traditions. Talk about these, reassuring students that the important things in baptism are the water and God's words.
- Look at gifts that students have received at their baptism. God also gives a special gift at baptism. Talk about the Holy Spirit as a

helper that God gives to people at baptism. The Holy Spirit helps people to learn about God and to live as God's children.

- Share a book or video of a baptism.
- Invite the pastor to talk to the students about baptism.
- Learn songs about baptism (*see appendix*).
- Talk about the role of godparents or sponsors.

Make a cumulative list of things you have learnt about baptism. Display this near the water mural. Be sure to include the following:

- Water is used in baptism.
- Special words are used in baptism. They are: 'I baptise you in the name of the Father and of the Son and of the Holy Spirit'.
- When people are baptised, they become part of God's family.
- Baptism is a special way in which God says: 'I love you, you are my child'.
- God loves all people.
- People can be baptised when they are a baby or when they are older.

Students illustrate and record what they have learnt about baptism. This could be done using TRS A2/2, or as paintings or a collage to add to the water mural. Talk with and question students while they are working, to assess their understanding of baptism.

RESPONSE

5. BAPTISM CARDS

Show students at least one baptismal card and talk about the features of the card, eg what pictures are on it, what words are on it, why there is a Bible verse. Students design their own card to give to someone who will be baptised. Discuss pictures for the front of the card and appropriate messages to go inside. Consult with your pastor about the possibility of these being given to families when children are baptised.

You may like to begin a routine in which you recognise each student on their own 'God loves you' day. This could be on the student's baptismal birthday or on another day that the student chooses. TRS A2/3 contains a simple liturgy that can be used on this day.

YOU WILL NEED

- | | |
|---|--|
| <input type="checkbox"/> non-fiction materials about water for the introductory section | <input type="checkbox"/> books about baptism (see Resources Menu) |
| <input type="checkbox"/> materials for mural, eg paper, paints, collage materials, card, textas | <input type="checkbox"/> baptism cards and materials for students to make their own card |
| <input type="checkbox"/> sandtray, water and toy people as story props | <input type="checkbox"/> photocopies of TRS A2/2 for students' use |
| <input type="checkbox"/> video or photographs of a baptism | . |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Through discussion, relate what is read and viewed to students' own knowledge and experience. *Everyday Texts:* Features of text organisation (cards).

THE ARTS: *Visual Arts:* Demonstrate simple manipulative skills in collage. Work with others on projects. Use simple skills of visual communication, eg lettering, layout.

SOCIETY AND ENVIRONMENT *Resources:* Peoples' use of a natural resource (water). *Time, Continuity and Change:* Develop a sense of heritage by identifying people and events important to the student. *Culture:* Identify practices of a familiar group.

from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' understanding of baptism?

How did I respond to the students' who are not baptised or have a different baptismal tradition?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

A BAPTISM STORY

Students can act out this story as you read/tell it.

You will need to choose students to play the parts of Kate, Mr and Mrs James, godparents, grandparents or other family members, pastor, congregation. You will also need a doll wrapped up as a baby, (preferably dressed in a 'baptism' gown), a bowl and a small towel.

Become familiar with the script in order to tell the story and assist the students acting it. Explain to the students that this is a 'pretend' baptism.

This is Mr and Mrs James.

God has just given them their first baby.

It is a baby girl, and she is called Kate.

They are a family.

Kate is six weeks old.

She needs lots of love and care.

She needs to be fed. She needs to have her nappies changed.

She needs to be hugged and made to feel special.

Mr and Mrs James both help to look after Kate. Even if it is hard work, they don't mind because they love her very much.

Mr and Mrs James belong to another family.

It is their church family.

They want Kate to be in their church family too.

That is why they are taking Kate to church to be baptised.

It is Sunday morning.

Kate is dressed in special clothes for her special day.

The James family are going to church like they always do.

On this special day they sit at the front of the church with some of their friends and Kate's grandma and grandpa.

All the people in the church sing a song.

Sing a baptism song the class has learnt.

Now Kate's parents and their friends take Kate to the front of the church. One of the friends holds Kate.

The pastor reads some words from the Bible. These words tell how much Jesus loves children.

Now they all go and stand by a special bowl called a 'font'. The bowl has some warm water in it and a small towel alongside.

*The pastor takes some of the water from the bowl and puts it on Kate's head. The pastor does this three times, and says:

'I baptise you in the name of the Father and of the Son and of the Holy Spirit'.

When the pastor puts the water on Kate's head and says those words, something very wonderful happens. Kate becomes a part of God's family. She is God's special child.

Kate's baptism is a time when God tells her: 'I love you. I will always love you. You will always be my special child.'

The James family are very happy that Kate is now in God's family too.

After church they go back to their house with their friends and have a special dinner.

But Kate is very tired after her special day.

Do you know what she does?

She goes to sleep.

* *The applying of water by the 'pastor' may be mimed, but not actually performed.*

BAPTISM

Draw your own picture of a baptism. Tell your teacher about your picture.



Finish these sentences.

The container that holds the water is called a _____.

The people who are with the parents and hold the baby are called _____.

The pastor reads words from the _____.

The words that the pastor says are: *I baptise you in the name of the*
_____ *and of the* _____ *and of the* _____.

When people are baptised, they become part of God's _____.

ORDER OF THANKS

(for students' 'God loves you' day)

Adapt this liturgy as appropriate to meet the needs of your class. You can record the Bible words and the prayer on paper, and the class can read these words together. Make this day special for students by giving them other privileges, responsibilities or recognition during the day.

The teacher lights the candles.

Leader: Today is name of student's special day.

Students: Thank you, God, for name of student.

Leader: In the Bible God says these words:

I made you

I have called you by name

You belong to me

I will be with you

I love you. (taken from Isaiah 43:1–4 CEV)

Leader: Let us sing to God.

All: Sing 'God loves you' (*All Together Now* 72).

Leader: Let us pray together.

Thank you, God, for name of student.

Thank you that he/she is special.

Thank you for the way he/she Teacher begins to name attributes of the student and encourages other class members to do the same.

As name of student grows up, keep him/her safe and close to you.

(Teacher may like to add other personal prayers as appropriate.)

All: Sing 'The Benediction' (*All Together Now* 94).

