

MENU

BIBLE REFERENCES

1

The Holy Spirit gives people power to believe and to live as God's people

Jesus is taken up to heaven Acts 1:1–11
Pentecost Acts 2:1–42

The Holy Spirit helps people believe and changes people's lives

Peter

Jesus calls Peter Luke 5:1–11
Jesus walks on the water Matthew 14:22–33
Peter denies Jesus Luke 22:54–62
Jesus appears to his disciples on the beach John 21:1–19
Peter heals a crippled man and is brought before the leaders Acts 3:1–10; 4:1–22

Paul

The conversion of Paul Acts 9:1–20
Dorcas serves others Acts 9:36–43
Lydia becomes a believer Acts 16:11–15

The work of the Holy Spirit

Fruit of the Spirit Galatians 5:22–25
Gifts of the Spirit 1 Corinthians 12: 3–11
The Holy Spirit helps people as they pray Romans 8:26,27
The Holy Spirit helps people as they worship John 4:24
The Spirit will teach you John 14:26
The Spirit will guide you into all truth John 16:13

Stories to illustrate the fruit of the Spirit

Joy Exodus 14:1 – 15:20
Kindness Luke 10:30–37
Faithfulness Matthew 21:28–32
Patience 1 Samuel 1:1–26

2

The Holy Spirit gives new life in baptism

Bible stories referring to water

The flood Genesis 6 – 8
Crossing the Red Sea Exodus 14,15
Naaman is healed 2 Kings 5:1–15
Jesus washes his disciples feet John 13:1–12

Baptism

Jesus commands his followers to baptise Matthew 28:16–20
Jesus' baptism Luke 3:21,22
Phillip and the Ethiopian Acts 8:26–40
Paul and Silas baptise the jailer and his family Acts 16:22–34
Thousands baptised at Pentecost Acts 2:38–42
The Spirit at baptism John 3:5–8

3

The Holy Spirit uses God's word and holy communion to help God's people grow

King Josiah 2 Kings 22:1 – 23:3
Jesus taught people in the temple Luke 2:41–52
Phillip and the Ethiopian Acts 8:26–40
Timothy learnt from his family Acts 16:1,2; 2 Timothy 1:5; 3:15
Timothy heard God's word from Paul 2 Timothy 1:13,14; 3:10

KEY BIBLE VERSES TO HEAR AND REMEMBER

The Spirit is here to help us. Romans 8:26 CEV

God's Spirit can change you into a child of God. John 3:6 CEV

God's Spirit makes us loving, happy . . . kind and good. Galatians 5:22 CEV

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INTRODUCTORY ACTIVITIES

1

The Holy Spirit gives people power to believe and to live as God's people

A BATTERY-OPERATED TOY Show a battery-operated toy with the batteries removed. Talk about how it can do nothing without the batteries giving it power. Insert the batteries and see the change this makes.

This introduction could be used before telling the story of Pentecost, or to talk about the 'power' of the Holy Spirit to help people believe and live as God's children. (1a,1b,1c)

GOING AWAY Talk with students about the preparations that people make before they go away on holidays.

Jesus knew that he was going to leave his disciples and that they would feel upset when he had gone, so he planned to send them a helper. (1a)

THE WIND Hang some wind-chimes in the classroom and listen to the sound they make. We cannot see the wind but when we hear the chimes we know that the air is moving.

Share poems about the wind, eg *Who has seen the wind?* by C. Rossetti.

You may like to investigate wind/air in more detail: wind is powerful and can do damage, but it also helps in many ways, eg blowing washing dry, blowing seed heads from one place to another.

Tell students about a time when the disciples heard the sound of a great wind before the special event of Pentecost.

You could also introduce the concept that we cannot see the Spirit, but things the Holy Spirit does are evident in the lives of people. (1a,1c)

POWER Students identify things that they associate with power, eg fast cars, jets, cartoon heroes. Older students could consider where these things receive their power from. Tell students about a time in the Bible when Jesus' disciples received a special power and how it changed their lives. (1a)

EXCITING EVENTS Students share exciting events that have happened in their lives and describe how they feel when something very exciting happens.

Tell the story of something exciting that happened to Jesus' friends at Pentecost. (1a)

CHANGES Show a deflated balloon, then blow it up. Ask students what changes the air has made to the balloon. Note the change from something very small to something big and bright that people notice.

Share stories of people in the Bible whose lives were changed by the Holy Spirit. (1b,1c)

HELPERS Students identify people who help them and the ways in which they help. They draw or paint pictures of the helpers helping them. The Holy Spirit is the helper Jesus sent. (1a,1b,1c)

2

The Holy Spirit gives new life in baptism

WATER Investigate the use of water in daily life. Use posters, photographs, work samples and art work to make a display and add to this as you talk about baptism. (2a,2b)

FAMILIES To help students understand the concept that baptism makes people members of God's family, use activities like the following:

- Use a doll to represent a real baby. Talk with your students about things parents do to care for their baby, eg feed and wash the baby, take it to a clinic to be weighed. Another way that some families care for their children is to take them to church where the baby is baptised.
- Identify aspects of belonging to a human family, eg being born into the family, having adults to help and teach you, doing things together.

God's children also belong to another family. They become part of this family when they are baptised. (2c)

CERTIFICATES AND TROPHIES

Make a collection of important certificates or trophies that students and/or other members of their family have received on various occasions.

Include a baptismal certificate in the collection and ask students to consider what it is and why it is included. (2c)

3

The Holy Spirit uses God's word and holy communion to help God's people grow

TEACHERS Students identify/illustrate people who teach them and ways in which they teach them, eg showing them what to do, telling them stories, talking and listening to them. The Holy Spirit is a teacher who helps people learn about God. (3a)

GETTING TO KNOW YOU Students identify how they get to know someone, eg talking, listening, being together. The Holy Spirit helps people get to know Jesus. (3a)

GROWING Students identify signs which indicate they are growing, eg getting taller, losing teeth, becoming stronger.

People also grow in other ways, eg in understanding new things, in showing kindness, in learning to love. (3a)

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DEVELOPMENT ACTIVITIES

1

The Holy Spirit gives people power to believe and to live as God's people

THE STORY OF PENTECOST

Choose from the following suggestions to tell the story of Pentecost:

- Tell the story from the perspective of one of the disciples, eg Peter.
- Present the story dramatically. Darken the room and use your voice to express the emotions of fear, excitement and joy that are evident in the story. Invite the students to make the sound of the wind and, with care, light candles to represent the flames.

Choose from the following suggestions to develop the story of Pentecost:

- Actively involve the class in revising the story. Tape sound effects, eg the wind, excited people wondering what was happening. Use torches to represent flames; practise saying 'God loves you' in different languages.
Students practise and present the story at a school worship or assembly.
- Teach a chant or rap that tells the story of Pentecost. You will find these in teacher resources, eg *Fingers Tell the Story*.
- Make a close-reading activity (see glossary). Write the story in simple text, leaving out appropriate words. Students identify the missing words and suggest pictures that could be used to replace them.
- Retell the story through mime and movement. Students practise miming feelings of fear, excitement, praise. Put these together to make a Pentecost mime or dance.
Music, scarves or streamers can be used as aids for this dance.
- Make a Pentecost mural by tracing around twelve students, making body-shapes for the disciples. Students paint the body-shapes and make flames to go on their heads. Write words in speech bubbles of what the disciples may have said at Pentecost. (1a)

SYMBOLS Talk about symbols that are used for the Holy Spirit. The common ones are a dove and a flame. Share the stories of Jesus' baptism and of Pentecost to learn why these symbols are used.

Visit a church or worship centre where these symbols are displayed. (They may be near the font, on the altar, on stained-glass windows or on the paraments for Pentecost.) (1a)

BIBLE CHARACTERS From the Bible References Menu select stories of people whom the Holy Spirit helped come to faith.

OR From the Bible References Menu select stories in which the Holy Spirit gave people the power to tell others about Jesus.

Students could

- make puppets of the characters and use them to tell their own story;
- colour and paste pictures of the characters into their books, add speech bubbles and captions of what the characters may have said;
- dress up in Bible-time clothes to 'become' a Bible character and tell the class who they are, who told them about Jesus, what they believe, what they did when they heard about Jesus, etc;
- use a microphone to retell the story. (1b,1c)

FRUIT OF THE SPIRIT The CEV translates Galatians 5:22 as: *God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle and self-controlled.* Help your students learn about these characteristics in the following ways:

- Record each of the characteristics on cards and investigate them one at a time. Help students to identify what this would look like in their life, eg *Being patient means that you wait without getting annoyed because something takes a long time. Waiting for a birthday takes a long time. Sometimes waiting for help in school takes a long time.*
- Make a Y-chart (see glossary) for each characteristic. What would each one look like, sound like, feel like.
- Groups of students make up plays about each characteristic. This could be done by secretly allocating a characteristic to each

group. After watching the play, the audience tries to identify which characteristic it was about.

- Students write a story about their experience with one of the characteristics. Stories could be grouped and collated into a class book. Add an introductory or concluding page with words like *The Holy Spirit wants to help people be . . .*
- Students identify the opposite of each characteristic. Divide a page in half. On one side draw a picture which illustrates the characteristic and on the other illustrate the opposite. Lead students to consider what relationships would be like if the Spirit did not help people to show love etc. (1c)

IN WORSHIP Make copies of a simple worship order which refers to the Holy Spirit, eg Order of Worship 3 in *Sing to Jesus*. Help students identify where and why the name of the Holy Spirit is used. Use this order in class worship or work together as a class to write your own simple order of worship which recognises the Holy Spirit. (1b,1c)

2

The Holy Spirit gives new life in baptism

STORYTELLING PROPS Use a sand-tray, a dish of water and toy people as props to help you tell either Bible stories or contemporary stories of baptism.

Allow students to use these in their own time to play with and to retell the stories. (2a)

PARENTS Invite a parent to speak to your class about their baby's baptism. They could show a baptism gown, photographs, cards and mementos that the baby received. Ask them to say why they chose to have their baby baptised.

Note: Advise the parent beforehand if there will be students in the class who have not been baptised, and together decide on the approach you want them to use in order that no student is made to feel uncomfortable. (2b)

CHURCH VISIT Take students to the church or worship centre to look at the font and other things that relate to baptism, eg symbols, stained-glass windows, the paschal candle, the baptismal roll. (2b)

OTHER CULTURES Show students pictures or objects that other cultures use at baptism, eg in Papua New Guinea it is common to use a large shell as a font.

Help students identify the things that are common to all baptisms: water and God's word. (2b)

VIDEO Obtain a video of a baptism to show to your students. Ask via the class newsletter if any parents have a video they could lend, or arrange for a video to be taken at a baptismal service. This could be kept at the school as a resource. (2b)

WHAT CAN YOU SEE? Students list the things that people see at a baptism, eg font, sponsors, water, Bible. As the students suggest items, the teacher illustrates these to make a picture of a baptism.

Tell students that there are also things at a baptism that people cannot see, eg Holy Spirit, the change to becoming part of God's family. (2b,2c)

CERTIFICATES Photocopy and enlarge a baptism certificate so that all students can see what is on it. Make a certificate for each student with words like: *This certificate is for . . . God made you and loves you. You are special to him.* (2c)

A SPECIAL DAY Set aside a special day for each student in the class. Celebrate this day with a litany of thanks for the student which recognises him/her as a child of God. Students who have been baptised can celebrate this on their baptismal birthday; students who have not yet been baptised can choose a date.

Give the students other privileges on their special day. (2c)

BOOKS Use books that explain the ritual and significance of baptism in language appropriate for students of this band level (see Resources Menu).

Use one of these texts as a model for writing a class big book about baptism. (2a,2b,2c)

3

The Holy Spirit uses God's word and holy communion to help God's people grow

JESUS, A TEACHER Use illustrations in a children's Bible to identify the settings in which Jesus taught people, eg on a mountain, in a boat, at people's houses.

Students illustrate places where people learn about God, eg at home, school, Sunday school, church. (3a)

PEOPLE WHO TEACH Students identify people who help others learn about God. They draw or paint pictures of people teaching about God in various ways and settings. (3a)

LETTERS Show and read to the students a simple letter (or e-mail) from a friend. Discuss: People develop friendships and share important information through letters.

The teacher then writes simple Bible messages in the form of letters to the students. These can come from *a friend of Jesus*. (3a)

QUESTION BOX Begin a question box in the classroom and encourage students to write down questions about God that they may have. Set aside a special time each week to talk about and answer these questions. (3a)

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible verse (see page 10).

SONGS Students learn songs related to each Faith Statement (see Resources for Music and Devotions in the appendix).

BIBLE CHARACTER (a recommended activity for Level 3) Students learn about a specific Bible character. TRS A3/extra contains a story and activities about Peter. Peter is an example of someone whose life was changed significantly after he was empowered by the Holy Spirit.

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RESPONSE ACTIVITIES

1

The Holy Spirit gives people power to believe and to live as God's people

REMINDERS OF THE SPIRIT Students make any of the following art/craft items to remind them of the Holy Spirit:

- symbols of flames, made by tracing around students' hands and coloured, using an appropriate art medium
- a wind sock or wind chimes
- red candles, decorated (very carefully!) with dripped candle wax, with scratched designs or pasted-on symbols. Red is the traditional colour for Pentecost. Light one of these candles to remind students of the Holy Spirit's presence
- their own symbol for the Holy Spirit, made with play-dough, clay, wire or other art/craft materials. (1a)

DANCE As a class, make up movements for a liturgical dance to be used with songs about the Holy Spirit, eg *Father we adore you (All Together Now 41)*. (1a)

MESSAGES Students write a message that tells others about Jesus. Students may choose to give their message to someone in another class or in the community. You may be able to arrange to send the messages in helium balloons. (1b)

DISPLAY Students suggest their ideas for making a Pentecost display in the worship area, eg with candles, flowers, banners, balloons, streamers. Use red wherever possible. (1)

PHOTOGRAPHS Over a period of time the teacher takes photographs of the students as they spontaneously show characteristics from Galatians 5:22.

Display these in the classroom with captions, eg *Sarah is showing what patience looks like*. (1c)

BADGES OR CERTIFICATES The teacher makes badges or certificates with a message based on Galatians 5:22, eg *Thank you for helping make our classroom a joyful place to be*. Present these to students at the end of the day. Make sure that everyone receives recognition over a period of time. (1c)

2

The Holy Spirit gives new life in baptism.

WITNESS A BAPTISM Find out from the pastor when there will be a baptism. Inform parents of this date and encourage them to bring their children to church on that day in order to see a baptism.

If possible, arrange for students to be seated where they can see what happens. (2b)

WATER PAINTS Students use water paints to paint their own pictures of being in God's family. Students write, or the teacher scribes, a caption for the paintings. (2c)

BAPTISM CARDS Show students baptism cards and take note of the features of these. Students make their own baptism cards. If possible, arrange for these to be given to a family when their child is baptised. (2c)

3

The Holy Spirit uses God's word and holy communion to help God's people grow

A LETTER TO GOD Students write a letter to God, telling him about themselves and what they have learnt about him from the Bible. (3a)

A LETTER TO THE PASTOR Students write a letter to the pastor, which includes a thankyou for coming to the school to lead worship and to teach them about God. (3a)

PRAYERS Work with the students to write class prayers for use at the beginning of worship. The prayers should include asking the Holy Spirit to help them listen and learn about God. (3a)

BIBLE READING Encourage students to participate in their own Bible 'reading'. Support this by displaying simple Bible story books, and make these available for students to take for home reading. Do not be afraid to include books above the reading level of your students; through the class newsletter encourage parents to read these to their children. (3a)

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RECOMMENDED RESOURCES

The introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop a unit about *God helps people by the work of the Holy Spirit*.

Some of the items may be out of print, but they are listed because they are still found in many school libraries.

Preview these and any other resources you intend using to be sure that they are appropriate for your students.

LITERATURE

FICTION

Stories of kindness, cooperation, helping, gentleness etc

Baker J *Home in the Sky* 1981 Julia Macrae, London

Baynton M *Why Do You Love Me?* 1989 Scholastic, Auckland

Burningham J *Mr Gumpy's Outing* 1970 Random Century, London

Butterworth N *The Two Sons* 1986 S John Bacon, Melbourne

Cole J *My New Kitten* 1995 Morrow Junior Books

Dwyer N *Matthew's Lemon Fish* 1992 Lutheran Publishing House

Erickson K *I Like Helping* 1989 Orchard Books

Fox M *Koala Lou* 1988 Ian Drakeford Publications, London

Hughes S *Alfie Gives a Hand* 1983 Bodley Head

Yeoman J *Bear's Winter House* 1987 Macmillan

Anholt C *Aren't You Lucky!* 1980 Bodley Head

Taylor L *Can I Be Good?* 1993 Harcourt Brace & Company

Mystery stories

(specific to the Level 3 model unit)

Bonsall C *Case of the Cat's Meow* (and other titles) 1966 World's Work

Lexau J *The Rooftop Adventure* 1969 World's Work

Carmen Sandiego Junior Detective 1994 Broderbund Software (CD-ROM)

Baptism

Bennett O *Colin's Baptism* 1986 Hamish Hamilton Children's Books

Isbell S *A Special Child of God* 1996 Abingdon Press

Wittenback J *God Makes Me His Child in Baptism* 1985 Concordia Publishing House

BIBLE STORIES

Baden R *Jesus Returns to Heaven* 1995 Concordia Publishing House

Baden R *The Coming of the Holy Spirit* 1992 Concordia Publishing House

McElroy M *Jesus Forgives Peter* 1985 Concordia Publishing House

Sayers S *Wind and Fire* 1994 Kevin Mayhew Ltd and Openbook Publishers

NON-FICTION

Christian C *Macmillan Bible Stories* 1996 Macmillan

Nystrom C *The Holy Spirit in Me* 1991 Moody Press ANZEA Publishers

Rock L *All about Love* 1996 Lion

RESOURCES FOR TEACHERS

Finger plays, rhymes, pantomimes

Stroh D *Fingers Tell the Story* 1989 Concordia Publishing House

Crafts

Stroh D *Christ's Kids Create* 1992 Concordia Publishing House.

(This book has ideas for banners, mobiles, musical instruments, witness rocks, wind chimes, as well as many other useful craft ideas.)

Put a plastic sleeve in this section of your LIFE folder to keep your own collection of clippings, cartoons, stories, photos, etc, which you can use for these units. Add to your collection whenever you come across something that might be useful.

