

MODEL UNIT
BAND B
LEVEL 1

WHAT HAPPENS IN BAPTISM?

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

YEAR: **SUGGESTED DURATION:** 4–5 weeks (approximately 135 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 identify evidence of the power of the Holy Spirit in the biblical story of Pentecost

1b explore accounts in Acts of people being changed by the Holy Spirit

1c investigate the work of the Holy Spirit in people's lives today

2 THE HOLY SPIRIT GIVES NEW LIFE IN BAPTISM

2a explore Jesus' command to baptise

2b investigate the words and symbols of baptism

2c explore the Christian teaching about the benefits the Holy Spirit brings in baptism

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

3a explore the biblical story of Jesus' institution of holy communion

3b investigate the words and symbols of holy communion

3c explore the Christian teaching about the benefits the Holy Spirit brings in holy communion

3d explore ways the Holy Spirit uses God's word to help people grow spiritually

STUDENT ASSESSMENT

| ASSESSABLE STUDENT OUTCOMES | | ASSESSMENT STRATEGIES |
|--|---|--|
| List the benefits of baptism. (2c) | ⇒ | TRS B1/2 |
| Record Jesus' command to baptise. (2a) | ⇒ | TRS B1/2 |
| Describe the events which take place in a baptism, including the important words and symbols. (2b) | ⇒ | TRS B1/4; TRS B1/5 |
| List changes the Holy Spirit brings to people's lives through baptism. (1b,1c) | ⇒ | TRS B1/3 |
| Summarise the information they know about baptism. (1c,2a,2b,2c) | ⇒ | Presentation / TRS B1/6 Work sample |

UNIT SUMMARY

The students investigate the sacrament of baptism. They identify the actions, words and symbols of baptism and the benefits and changes Christians believe the Holy Spirit brings to people through baptism.

UNIT NOTES

This unit focuses on baptism as part of the work of the Holy Spirit. (The model unit for BAND B, Level 2 focuses on Pentecost and the changes the Holy Spirit brings.)

Students record information about baptism on Teacher Resource Sheets (TRS) B1/1–B1/5. The sheets can be made into a book or used as the basis for a presentation.

As all students learn about baptism and its benefits, reassure them that the Bible says that God loves *all* people whether they have been baptised or not.

In connection with this unit arrange for students to attend a worship service that includes a baptism. Carefully prepare students for the experience and discuss it immediately afterwards, possibly using TRS B1/4,5. Alternatively, have a baptismal service recorded on videotape, and show this to your students in part 5 of the unit.

INTRODUCTION

1. WHAT'S IN A NAME?

Give students a few minutes to record answers to the questions about their first (Christian) name.

- What is your name?
- Do you know what your name means? If you do, write the meaning.
- Do you know the reasons you were given your name?
- Do you have a nickname that close friends call you? What is it?

Students share responses in groups. Make name dictionaries available to students so that they can find out the meaning of their names.

Ask students if there are any special stories about their names, eg named after great-grandfather. Students can share these stories with the class.

Students make a nameplate of their name (this can be like a car licence plate or an executive desk plate). On the back of the nameplate, students write the meaning of their name and any other information about it. Display these in the room.

DEVELOPMENT

2. THROUGH BAPTISM PEOPLE BELONG TO A NEW FAMILY

Ask students to bring any mementos or information they have about baptism, eg video, photographs, certificate, candle.

A. WHAT I KNOW ABOUT BAPTISM

Discuss the importance and benefits of having a family. (Be sensitive to those students who are not living with their family. You may talk about living with a caregiver.)

Tell students that they will investigate how people become part of a new family through baptism and how people benefit from being a part of this family.

Students share what they know about baptism, recording the information in the first section of TRS B1/1.

Ask students who have brought mementos of a baptism to share these with the whole class or in small groups. Students add any new information about baptism to TRS B1/1.

B. BAPTISED INTO A NEW FAMILY NAME

Make a display of baptism certificates.

Have enough copies of baptismal certificates for students to work in pairs. (Photocopy children's certificates only with the permission of the parents.) Students work in pairs to examine the features of the certificates. Complete the 'certificates' section of TRS B1/1, and 'Bible verses' section of TRS B1/2. Include symbols and Bible verses.

Students list or highlight all the *names* on a baptism certificate. Discuss and record reasons why each name has been included on the certificate. Which names are most important? Students share and justify their choices.

Most baptism certificates have the words 'in the name of the Father and of the Son and of the Holy Spirit'. Ask students why they think God's name is on the baptism certificate. Tell the students that this certificate reminds the person that through baptism they have been made an important part of God's family.

This discussion may lead students to look at the roles of 'Father', 'Son', and 'Holy Spirit'. Rather than going into complex explanations about the Trinity, help the students to see that Christians believe God's name shows that God is greater and more powerful than any person. God's 'name' tells people that God made all things, God died and rose for all people, and God helps people to believe in God and live as God's people. For further information see each part of the Apostles' Creed and their explanations in Luther's *Small Catechism*.

Students design their own certificate of baptism which includes all the important features, a special Bible verse and a symbol which is appropriate for baptism.

3. BENEFITS OF BEING IN GOD'S FAMILY

Students read Matthew 28:16–20 to discover the important task Jesus gave his disciples to do. Students record Jesus' words from verse 19 on the TRS B1/2. Ask students to discuss why they think Jesus wanted the disciples to do this task. Record and discuss responses.

Students read Acts 22:16, Acts 2:38 (forgiveness of sins) and Mark 16:16a (eternal life) to identify and list the benefits of becoming a part of God's family in baptism. Students record this information on TRS B1/2.

As a class or in small groups, students use resources such as the following to identify further information about the benefits of baptism:

- *Hear My Words*
- *Luther's Small Catechism*
- picture books about baptism
- songs about baptism such as *Father Welcomes (All Together Now, 4)*.

Students can display their information on a mural or class chart. Students share what they have found in the resources and add the information to the list on TRS B1/2.

Help students to recognise the Christian belief that in baptism a person becomes a child of God. The person is assured of God's love, God's forgiveness and God's promise of eternal life. Through baptism the Holy Spirit helps the person to believe in Jesus and live as God's child.

4. THE HOLY SPIRIT BRINGS CHANGES THROUGH BAPTISM

A. IN BIBLE TIMES

Tell the students that they will be investigating the changes the Holy Spirit can bring into people's lives through baptism.

Before looking at the Bible story, explain that the Holy Spirit helped one of Jesus' disciples named Peter to tell thousands of people about Jesus and his death and resurrection. When the people realised who Jesus was and how they were responsible for his death, they were very upset and asked Peter and the other disciples what they should do.

Students read Acts 2:38–47 to discover what the people did and the changes the Holy Spirit brought to the lives of the people who were baptised. Students work in groups to dramatise the story, demonstrating the changes. Record these changes on the TRS B1/3.

B. TODAY

If possible organise for one or two Christians (eg parents or teacher or people from the congregation, possibly someone who has recently been baptised) to speak to the class about what their baptism means to them. Record information on TRS B1/3.

In preparation for the next section, students record their own questions on TRS B1/4.

5. QUESTIONS ABOUT BAPTISM

Invite a pastor to talk to the students about their questions relating to baptism. Record responses on TRS B1/1 or B1/4.

If students have attended a baptismal service (see *Unit Notes*), review what they saw.

Alternatively,

- look at a video of a baptism;
- ask the pastor to show the students exactly what happens during a baptism;
- use suitable books which explain what happens in a baptism service, such as *God Makes Me His Child in Baptism*.

Students record the important words spoken by a pastor when a person is baptised (TRS B1/5). They also record any new symbols related to baptism which they have noticed.

RESPONSE

6. BAPTISM PRESENTATION

Choose from the following options:

A. Students work in small groups to produce a leaflet, newsletter, poster, book, oral presentation or video which explains baptism. Students use information they have recorded on TRS B1/1–5. Presentations should include:

- the events which take place during a baptism
- words and actions of the pastor
- the people who are usually present at a baptism
- the benefits the Holy Spirit brings to a person through baptism.

Groups should complete the *Presentation Plan* section of TRS B1/6 before the task and the *Self-evaluation* section after it.

B. Students make their TRS sheets into a book, and design and attach an appropriate cover.

Students could also make wax candles with their own symbol which they can light on their baptism anniversary. Students who are not baptised can choose their own special day to light the candle, as a reminder that God loves them.

YOU WILL NEED

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| <ul style="list-style-type: none"> <input type="checkbox"/> photocopies of TRS B1/1, B1/2, B1/3, B1/4, B1/5, B1/6 for each student <input type="checkbox"/> dictionary of names <input type="checkbox"/> cardboard, craft materials for nameplates <input type="checkbox"/> baptism certificates and photocopies of a baptism certificate, baptism photographs or other mementos <input type="checkbox"/> <i>Hear My Words, Luther's Small Catechism</i> and other books or resources which explain baptism | <ul style="list-style-type: none"> <input type="checkbox"/> paper/cardboard for mural or class chart <input type="checkbox"/> organise a visit from a pastor to speak to the students about baptism and/or a visit to the church to see where baptisms take place, or organise a video of a baptism <input type="checkbox"/> Bibles <input type="checkbox"/> paper for certificates <input type="checkbox"/> wax (if making candles) |
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INTEGRATING INTO OTHER CURRICULUM AREAS

THE ARTS: *Visual arts:* Design images or forms for a purpose. Use simple skills of visual communication — lettering, layout, graphic design. Look at works, describe visual features. *Drama:* Cooperatively develop, rehearse and present a drama. Reflect on values of self and others. Express ideas through a range of arts media. *Media:* Display, present work in class/school in a variety of media forms.

ENGLISH: *Literature:* Through discussion, relate what is read and viewed to own knowledge and experience. Appreciate that people can have different interpretations of the same text. Note features characteristic of certain kinds of texts. *Everyday texts:* Speak audibly, pronounce clearly, order ideas. Gather and sort information from a range of sources, report in an organised way.

SOCIETY AND ENVIRONMENT: *Culture:* Explore customs, traditions, practices of familiar groups and communities.

from 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' knowledge about baptism?

How did I respond to the range of students' attitudes towards the benefits of baptism?

Did I provide adequate opportunities for students to ask questions about baptism?

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?

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## THINGS I KNOW ABOUT BAPTISM

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WHAT I SEE ON A BAPTISM CERTIFICATE

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WHAT JESUS SAID TO HIS DISCIPLES ABOUT **BAPTISM**

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WHAT **BAPTISM** DOES FOR PEOPLE

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BIBLE VERSES ABOUT **BAPTISM**

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CHANGES THE HOLY SPIRIT BRINGS THROUGH BAPTISM

Some things the people in the Bible story did after they had been baptised

INTERVIEW

We listened to _____ talk about their baptism.

These are some of the important things they said about their baptism.

What I think was the most important thing the speaker said about baptism

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QUESTIONS I HAVE ABOUT BAPTISM

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## WHAT HAPPENS DURING A BAPTISM

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**IMPORTANT WORDS SPOKEN BY A PASTOR  
WHEN A PERSON IS BAPTISED**

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SYMBOLS OF BAPTISM

MY OWN BAPTISM SYMBOL

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BAPTISM PRESENTATION PLAN

What kind of presentation will you do?

video leaflet newsletter book poster oral presentation computer
something else _____

Outline your presentation

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Describe the role of each member of your group

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

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## SELF-EVALUATION OF PRESENTATION

What do you think is the best part of your presentation? \_\_\_\_\_

\_\_\_\_\_

What would you do differently next time? \_\_\_\_\_

\_\_\_\_\_

| How would you assess                               | excellent | satisfactory | needs improvement |
|----------------------------------------------------|-----------|--------------|-------------------|
| the time you spent planning the presentation       |           |              |                   |
| the information about baptism in your presentation |           |              |                   |
| the presentation                                   |           |              |                   |

What is the most important thing you have learnt about baptism in this unit?

\_\_\_\_\_