

MODEL UNIT
BAND B
LEVEL 2

THE HOLY SPIRIT CHANGES LIVES

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

YEAR:SUGGESTED DURATION: 4–5 weeks (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
Summarise the events of the coming of the Holy Spirit at Pentecost. (1a)	⇒	diary entries
Summarise the work of a follower of Jesus from the book of Acts. (1b,1c,3d)	⇒	work sample TRS B2/1
Describe the importance of God's word, baptism and holy communion to the lives of Christians. (1c,2c,3c,3d)	⇒	TRS B2/2, work sample
Using biblical references, list and illustrate changes the Holy Spirit brings. (1c)	⇒	work sample

UNIT SUMMARY

Students identify the changes the Holy Spirit brought to the lives of the followers of Jesus at Pentecost and after Pentecost. They explore Christian teaching concerning the work of the Holy Spirit in people's lives and the benefits the Holy Spirit brings through baptism and holy communion. Students identify the changes the Holy Spirit can bring to people's lives, including people in their class.

UNIT NOTES

G During this unit the students can create a 'gallery' of people who have been changed by the Holy Spirit. This gallery can be set up in the classroom or in a place accessible to other students and parents, eg the library or a withdrawal room. The students will choose a name and invent a logo for this gallery at the end of the unit.

INTRODUCTION

1. CHANGE

Students explore different kinds of change, ranging from simple physical changes, to changes which require help from others.

Changes I can make on my own

Play 'statues'. Students move around in an enclosed area. When the teacher calls 'freeze', students stop and change their body into a statue. Teacher calls 'go', and students move freely again. Teacher calls 'freeze', and students change into a different statue.

After playing statues, students identify the kinds of changes they were making during the game. Help them to see that they could manage these changes on their own.

Changes I need help to make

Tell students that some changes can be more difficult to deal with. Consider reading a story to the class which deals with change (see Recommended Resources Menu).

Students identify and list changes which have occurred in their lives where they felt confused, upset or lost, eg moving house, starting in a new school, friend moves away. Ask students to discuss their feelings about the change and how they managed the change. Did they need anyone to help them cope with the change? Who? Why?

Students identify a person(s) who helped, encouraged, guided or comforted them in this difficult situation. Describe the changes in their feelings and in the situation as a result of the help from this person.

Each student chooses one of the people who helped them. Students write a description and illustrate the way the person has helped them, and how the helpful actions of this person changed the way the student felt. The teacher may need to model this description.

DEVELOPMENT

2. CHANGES FOR THE DISCIPLES

Assist the students to see that when Jesus left the disciples they would have felt confused, afraid and alone. The disciples could not change this situation on their own. The Bible tells how God sent the Holy Spirit who helped them to change. With the power of the Holy Spirit, the disciples became certain of God's love for them. They believed in Jesus as the Saviour of all people and were confident to tell others about Jesus.

Students imagine that they are one of Jesus' disciples or friends (see Acts 1:13–15). Students research each of the following stories and write a diary entry from the viewpoint of their chosen follower. The teacher may need to model this process.

First story and diary entry

Students read the story of Jesus' ascension (Acts 1:1–11). *As your chosen character, write a diary entry recalling the events which took place and your feelings now that Jesus has gone.*

Second story and diary entry

Students read the story of the coming of the Holy Spirit (Acts 2:1–4). *Write a new diary entry recalling the unusual events which took place. Include descriptions of the presence of the Holy Spirit, your feelings about what was happening and the changes you were experiencing.*

Third story and diary entry

Students read the story of the day of Pentecost (Acts 2:5–18, 22–24, 33, 38–47, or a summary in a Bible story book). *In the third diary entry, include the events of Pentecost day. Describe*

- *the impact God's word has had on you*
- *the changes which you have experienced*
- *what you are able to do now as a result of the coming of the Holy Spirit.*

G-1 Students paint a picture of their follower of Jesus. Display it in the gallery with the diary entries in written form or an oral version recorded on an audio tape.

3. PEOPLE CHANGED BY THE SPIRIT AFTER PENTECOST

Students investigate the life and work of a follower of Jesus after Pentecost and the way the Holy Spirit helped the person to change, eg through hearing the word of God, baptism. Choose from people such as Barnabas, Stephen, Philip, Dorcas, Lydia, James, Priscilla and Aquila, Apollos, Timothy, Peter, John, Paul

(see Bible References Menu). Use Teacher Resource Sheet (TRS) B2/1 to assist with organisation of research. Use resources such as a Bible encyclopedia or handbook, a study Bible, or *Eternal Word: Alive to Serve*.

As an optional activity, students could investigate the work of contemporary Christians, such as Mother Teresa, who have been helped or changed by the Holy Spirit and have brought about changes to the lives of others.

G-2 Students paint or draw a picture of the person they researched (possibly actively engaged in their particular work) to display in the gallery. The students could then write a summary or character profile of the person they have researched, or record the information on an audio tape.

4. HOW THE HOLY SPIRIT WORKS IN PEOPLE'S LIVES

Arrange to have a Christian who is involved in work for the church (eg a pastor, principal or teacher, missionary, community care worker) talk to the class about

- the changes the Holy Spirit has brought into their life
- the impact of these changes on their work
- the importance of God's word, baptism and holy communion in their life.

Make sure that the guest speaker is prepared to speak to the students about these points, particularly the importance of the work of the Holy Spirit through God's word, baptism and holy communion.

Use TRS B2/2 to assist students with their questions and recording of information.

G-3 Students paint/draw a picture of the guest speaker actively involved in their work. Include a summary of the interview or personal profile in written form or on an audio tape.

5. CHANGES THE HOLY SPIRIT BRINGS

Students work in groups to identify ways the Holy Spirit can change people. Each group examines one of the following Bible references: John 14:26, 15:26,27 Romans 12:1, 2, 9–21 Ephesians 4:21 – 5:21 Colossians 3:8–17.

Write the changes on cards, eg 'tell the truth', 'know about and believe in Jesus', 'help people by what you say'. Groups share their 'changes' with each other. These cards will be used as a resource in the next session.

6. THE HOLY SPIRIT AT WORK IN OUR CLASS

Students work in groups and use the cards from the previous session to help them to identify evidence of the Holy Spirit at work in their class. Students list the changes people could see or may have already experienced which could be evidence of the Holy Spirit. Examples could include: The Holy Spirit helps students to

- understand and believe in Jesus
- encourage and support each other
- forgive each other after a conflict
- speak kindly to each other.

Identify and list ways the Holy Spirit has used to help people to change, eg devotions, hearing Bible stories, Christian songs.

It is important that students remain focused on positive changes rather than on past negative behaviours of particular students.

G-4 Prepare a new exhibition for the gallery. The title of this display could be *The Holy Spirit at work in our class*. Include a photograph of the class. Students prepare photographs or paintings which illustrate one or all of their group's suggestions. They record in written form or on an audio tape the information about the work of the Holy Spirit in their class.

RESPONSE

7. THE GALLERY

Students spend a session in the gallery to view and listen to the various presentations. Students complete evaluation sheet TRS B2/3.

Show students examples of logos. They work in small groups to invent a name for the gallery and to design a logo or symbol. Students should keep the focus of their suggestions on the Holy Spirit and the work of the Holy Spirit.

Each group presents their suggestion to the class with an explanation of their choice of ideas and symbols. The class can then make an informed decision as to which name and logo they will choose for their gallery.

Students can also create a newsletter or advertisement to publicise their gallery to parents and other students in the school.

Make your gallery a real multimedia experience. If your students have prepared audio tapes of reports, organise walkmans for people viewing the gallery.

YOU WILL NEED

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> books dealing with change (see Recommended Resources Menu) <input type="checkbox"/> Bibles and Bible story books <input type="checkbox"/> Bible encyclopedia and Bible handbook <input type="checkbox"/> information about Pentecost and followers of Jesus after Pentecost <input type="checkbox"/> blank audio tapes, cassette players | <ul style="list-style-type: none"> <input type="checkbox"/> paper and paints for portraits <input type="checkbox"/> organise a visit from a Christian involved in work for the church, eg pastor, teacher <input type="checkbox"/> cardboard pieces <input type="checkbox"/> examples of logos or symbols <input type="checkbox"/> photocopy TRS B2/1, B2/2, B2/3 for each student |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Awareness of plot, point of view, characterisation, atmosphere, suspense, setting. Write character portraits. *Mass media:* Write an advertisement which appeals to a particular audience. *Everyday texts:* Consider how factors such as information, rhythm and pronunciation influence the way audiences receive spoken texts. Plan, prepare and present short talks. Develop strategies for gathering, recording, reporting data. Read and use subheadings and diagrams in informational texts.

THE ARTS: *Media:* Experiment with words, sounds and images for different effects and to present different points of view. *Visual arts:* Make works showing a knowledge of visual cues and convention. Integrate with drama, media and music. Make, design and arrange works for a specific audience or purpose.

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' knowledge about the Holy Spirit?

How did I respond to the range of students' attitudes about the changes the Holy Spirit brings?

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?



STUDENT RESEARCH SHEET

Your name _____

Name of person you are researching _____

Resources you will be using _____

Write brief notes about your person under the following headings.
Have them checked by a friend and/or the teacher before you begin to write a
summary/profile or record your audio-tape presentation.

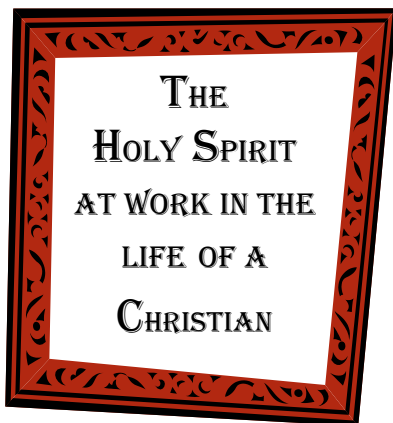
1. General information about the person _____

2. Ways the Holy Spirit helped this person to change _____

3. Ways this person helped others _____

4. Bible references related to this person _____

5. Other relevant or interesting facts _____



STUDENT INTERVIEW SHEET

Your name _____

Name of person interviewed _____

Occupation _____

Write **brief notes** about your person under the following headings.
Have them checked by a friend and/or the teacher before you begin to write a summary/profile or record your audio-tape presentation.

1. General information about the person _____

2. Changes the Holy Spirit has brought to their life _____

3. How the Holy Spirit helps them in their work _____

4. The importance of the following to this person:

• God's word _____

• baptism _____

• holy communion _____



GALLERY EVALUATION SHEET

1 Name your favourite display in each section of the gallery.
Give reasons for your choice.

- The coming of the Holy Spirit _____

- Jesus' followers after Pentecost _____

- The Holy Spirit at work in the life of a Christian _____

- The Holy Spirit working in our class _____

Which person displayed in the gallery did you find most interesting? Give your reasons. _____

2 Which of your displays did you enjoy doing most of all? Give reasons. _____

3 Which display did you have most difficulty preparing? Give reasons. _____

4 What are the most important things you have learnt about the Holy Spirit? _____

5 What questions do you have about the Holy Spirit? _____

