

MODEL UNIT
BAND C
LEVEL 1

THE LIFE-CHANGING SPIRIT

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

YEAR: **SUGGESTED DURATION:** 6 weeks (approx 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 TO LIVE AS GOD'S PEOPLE

1a investigate the work of God the Holy Spirit in the Old Testament

1b examine Bible references which describe the life-giving work of the Holy Spirit

1c explore the Holy Spirit's work in creating and sustaining faith

2 THE HOLY SPIRIT GIVES NEW LIFE IN BAPTISM

2a investigate Bible references to baptism as the sacrament that gives life

2b explore the baptismal rituals of Christian denominations

2c investigate the Christian teaching concerning the implications of baptism for daily living

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

3a investigate biblical references to holy communion as the new covenant between God and his people

3b explore the holy communion rituals of Christian denominations

3c investigate holy communion as the Spirit's means of strengthening faith

3d investigate ways Christians use the word of God for spiritual growth

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Record and dramatise the events and people in Paul's life. (1b,1c)

Record Paul's teaching about the Holy Spirit. (1b,1c)

Record Paul's teaching about the blessings of baptism. (2a)

Record Paul's description of the way in which baptism affects Christians' lives. (2c)

ASSESSMENT STRATEGIES

⇒ work sample, observation

⇒ work sample

⇒ work sample, TRS C1/4

⇒ TRS C1/4 and information on outlines of people

UNIT SUMMARY

Students investigate the work of the Holy Spirit in the life of Paul and present the information in the form of a video. Paul's life dramatically shows the 'life-changing' nature of the Holy Spirit. Students will also consider the way in which the Spirit works through baptism to give new life.

UNIT NOTES

Students use what they learn about the work of the Holy Spirit in the life of Paul to make a video. This unit is easily integrated with English. Section 1 can be completed in time designated for English.

In section 3 students will be required to read about fifteen chapters of the book of Acts. To complete the reading consider using silent reading or the class novel reading time, as well as the Christian Studies sessions.

Alternatives to the video include: a dramatic presentation as part of a school worship or concert, a puppet play for other classes, or a book about the life of Paul.

1. LET'S MAKE A MOVIE

This activity is designed to generate interest in the amazing life of Paul. Be careful to keep his identity secret until after this introductory activity. Lead the students to identify the stereotypical portrayal of action adventure characters and of biblical characters.

Distribute Teacher Resource Sheet (TRS) C1/1. Explain that these events actually happened to one man. Students complete the work sheet individually and then share them in groups.

As a whole class discuss:

- What are some of the movies you know with similar adventures?
- What might you do differently if you knew the movie is about a Bible character?
- How are Bible characters generally portrayed?
- What might have inspired a particular Bible character to have these adventures?

Tell students that the movie is about the apostle Paul and that they will be making an adventure video about his life.

Students brainstorm as a class what they know about Paul and sort the information under headings: his life, his motivation, his teaching. Use any lack of information in the lists to develop questions about what students need to find out, eg What motivated Paul to do what he did? How did Paul become a follower of Jesus?

2. A LIFE-CHANGING EXPERIENCE

In this section highlight the changes the Holy Spirit brought about in Paul. Paul's encounter with Jesus and baptism are the turning points. Christians believe that the Holy Spirit worked through Jesus' words and Paul's baptism to bring about the change.

Before: Read Acts 2:38,39; Acts 4:1–3, 18–21 to set the scene for the students. Describe the resistance the disciples often faced when speaking about Jesus. Many Jews refused to believe that Jesus was the promised Messiah and accused those who preached about him of blasphemy and persecuted them.

Discuss the way in which the Holy Spirit was at work in the disciples after Pentecost. What life-changing experiences did the disciples have? (eg from fear to courage in face of persecution, from doubt and misunderstanding to strong faith).

Read Acts 7:54 – 8:3; 9:1,2 as a class and discuss:

- What problems were the early Christians facing?
- Who was persecuting them?
- How does the Bible describe the work of Saul?
- What future might you predict for a person like this?

Students draw their image of the person Saul.

After: Students read Acts 9:3–31 as a class and then individually complete the questions on the first half of TRS C1/2. Students share their responses in groups and complete the film strip of the life-changing experience on TRS C1/2.

Discuss: What do you think could bring about such a change in Saul?

As a class read and list what baptism means for people by reading the third and fourth parts of the Baptism section of *Luther's Small Catechism*.

Students also read Acts 11:19–30; 13:1–52 and, using the second part of TRS C1/2, record the changes apparent in Paul after his baptism and being filled with the Holy Spirit.

Highlight the Christian belief that through baptism God gives people the Holy Spirit and the power to believe and live a new life.

3. THE LIFE AND TIMES OF PAUL

Using TRS C1/3 as a guide, students read sections of the book of Acts to explore Paul's life. The reading sessions could be varied with teacher, individual, partner, group or class reading activities (eg use the dramatised Bible to present the reading). See TRS C1/3 for readings. More than one chapter could be read per session. To ensure that all students develop a sense of chronology, students need to have read or listened to each section.

After reading each section, work as a class to plot Paul's adventures on a class time line.

Students work in groups to complete the following activities. Each group will

1. plot on large maps the cities and regions Paul visited;
2. draw the people featured in the reading. Attach summaries of what happened to these people and the changes apparent in their lives once the people believed and were baptised;
3. attach the drawings and summaries to the map beside the places where the events took place;
4. discuss or record in their journals responses to:
 - What have you learnt about Paul?
 - What does Paul's story teach us about the Holy Spirit?

At the completion of the reading, groups share their maps with the class. As the groups share, discuss:

- What was the turning point in Paul's life? Why did Paul keep referring to this event?
- What motivated Paul to do these things? How do you know?
- In what ways could Paul call the Holy Spirit the 'life changer'?
- What changes did the Holy Spirit bring to people's lives through Paul's work?

Use questioning and discussion to lead the students to understand what the Bible says about the power of the Holy Spirit working through Paul to change people's lives by bringing them to faith in Jesus. Paul had previously operated in his own power; after he was baptised he was operating in the power of the Spirit. Other people also experienced the power of the Spirit at work in their lives.

Provide time for students to review the events in Paul's life and to list what they have learnt about the Holy Spirit from Paul's story.

4. PAUL'S TEACHING

Tell students that while Paul was having these great adventures he also wrote letters to early Christian congregations. In his letters Paul reflects on the work of the Holy Spirit in his life.

Students work in groups to read, discuss and list Paul's teachings about the Holy Spirit and the changed relationship with God which the Spirit gives through baptism. See TRS C1/4.

Each group reports their findings to the class.

Discuss as a class and students record:

- What have we learnt about Paul?
- What has Paul taught us about the Holy Spirit?

Emphasise that the Holy Spirit enabled Paul to do great things. When Paul was imprisoned or facing persecution, then his dependence on God was at its strongest. The Spirit not only changed Paul but used these times to show God's power and love.

5. THEMES FOR THE VIDEO

Students work in groups to review what they have learnt about Paul and the Holy Spirit and to discuss and list what they believe should be the theme of the video they will make about Paul. Discuss:

- What do you think Paul would have as the theme of his biography?
- How can the theme reflect what we have learnt?

As a class, share ideas and decide on the theme. Display this theme for all the students to refer to during the scriptwriting.

6. SCRIPTWRITING

Examine several scripts to identify the features of scripts. If possible obtain scripts with technical notations for lighting or camera shots.

Students work in groups, using their maps, journal reflections and time line to divide Paul's life into sections. Each section can be assigned to a group which is responsible for writing the script. Depending on the size of the groups, some students could begin preparing backdrops, sound-effects, costumes, while others write.

Encourage students to write Bible passages in their own words to convey Paul's message.

7. FILMING

Students choose between two alternatives:

- Each group films their part of the video separately.
- The class combines scripts, selects one director and one producer, and holds auditions for actors and technicians.

8. VIDEO LAUNCH

Students plan and advertise the launch of the film to the school community. Consider appropriate screening times eg, in the school library at lunchtime.

YOU WILL NEED

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| <input type="checkbox"/> video equipment
<input type="checkbox"/> non-fiction texts about Paul
<input type="checkbox"/> maps of the Mediterranean area enlarged to at least four times A3 for group work | <input type="checkbox"/> time line for recording the events in Paul's life
<input type="checkbox"/> TRS C1/1,2,3,4
<input type="checkbox"/> TV, video, or play scripts |
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INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Identify and challenge stereotypical and simplistic portrayals of people in texts. Use strategies for gathering, recording, reporting data. Read alone. Write plays featuring settings, characters and dialogue. *Mass media:* Consider how music, sound effects, images and camera angles are used for effect. *Everyday texts:* Select appropriate text types for particular speaking purposes and explain their choices. Consider the needs of the audience when writing texts of different types. Recognise differences between spoken and written texts.

THE ARTS: *Drama:* Role and characterisation: improvise and experiment in structured drama. Vary and explore drama elements to create meaning, identity. Discuss key features of drama, use appropriate language and terminology. Express opinions about own and others' drama. Experiment with settings, costumes, equipment. Shape own drama for particular audiences or purpose.

Media: Use media technology; undertake different production roles at different times.

Music: Experiment with sounds to discover various methods of producing, changing and combining sounds. Explore, describe, distinguish between sounds: different pitch, tempo, tone.

SOCIETY AND ENVIRONMENT: *Investigation, communication and participation* Gather, organise, interpret information, draw conclusions, use time lines, write reports, role-play.

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' attitudes to the life and work of the apostle Paul?

Did I provide adequate opportunities for students to learn about the role of the Holy Spirit in Paul's life?

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?

NOW SHOWING

The unsurpassed adventure of one man's survival
travelling the known world imprisoned
plagued by personal tragedy shipwrecked
stoned and left for dead
hunted by soldiers entertained by royalty
Discover the secret of his amazing power!

1. Imagine that you are making a video of this man's story

Who is your target audience?.....

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What type of video will it be, eg romance, comedy?

Who will you cast as the central character?

Why?

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What title will you give your video?.....

Complete the advertising poster with an appropriate title and illustration.

2. Think about

How are action adventure heroes generally portrayed?

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What motivates or inspires the heroes to have adventures?

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A Life-changing Experience

Read Acts 9:3–31

How do you think Ananias felt about being sent to Saul? Use verses from the text to support your point of view

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Describe Saul before and after his Damascus road experience

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Describe what you think happened to Saul.

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Create your own film strip of what happened.

[illegible]

Read Acts 11:19–30 and Acts 13:1–52.

Why do you think Saul's name is changed?

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What changes are apparent in Paul since he has been filled with the Holy Spirit and has been baptised?

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What do you think has brought about these changes in Saul?

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THE LIFE AND TIMES OF PAUL

You will be reading the following chapters about Paul.
You can tick them off as you read them.
You may read more than one section each day.

Who is Paul? Acts 7:54 – 8:3; 9:1,2; 22:3–5

☐ Acts 14:1–28

☐ Acts 15:1–41

☐ Acts 16:1–40

☐ Acts 17:1–34

☐ Acts 18:1–28

☐ Acts 19:1–41

☐ Acts 20:1–38

☐ Acts 21:1–36

☐ Acts 21:37 – 22:29

☐ Acts 22:30 – 23:35

☐ Acts 24:1–27

☐ Acts 25:1–27

☐ Acts 26:1–32

☐ Acts 27:1–44

☐ Acts 28:1–31

1. You are expected to read or listen to each section carefully.
2. With your group record the important events and people under the headings of the cities in which they happened.
3. Present your information using a large map of the region.
Maps of the Mediterranean area in Paul's time can be found in many Bibles.
You can make an enlarged copy of the map. Write on the map the names of the important places Paul visited.
4. Draw each person who featured at each location. Write a summary about what happened to each of them and attach the summary to each person. Place each drawing and summary in the appropriate place on the map
5. Prepare a brief presentation about the findings of your investigation. Consider these questions:
 - What were the major events in this part of Paul's life?
 - What have these events revealed about Paul? (his personality, appearance, faith, talents)
 - What inspired and gave Paul the power to do these things?
 - What changes occurred in Paul's and other people's lives? Why did these changes occur?
 - What have Paul's experiences revealed about the Holy Spirit?



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PAUL'S TEACHING ABOUT THE HOLY SPIRIT

Work with your group.

Read the Bible passages and record what Paul is teaching about the Holy Spirit.

1. **Romans 8:14–16; 1 Corinthians 6:11; 2 Timothy 1:7** ☒ What does the Spirit do?

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2. **Galatians 5:16–18, 22–26; Colossians 3:12–17** ☒ What happens to people who are filled by the Spirit?

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3. What evidence is there that the Spirit was at work in Paul's life?

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... in the lives of the early Christians?

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4. **Ephesians 1:15–17; 1 Corinthians 2:10–12** ☒ How do people come to know God?

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5. **2 Corinthians 4:7–10** ☒ Paul faced many hardships and was often persecuted for preaching about Jesus. How does Paul describe the treasure and strength Christians have?

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6. **Romans 6:3,4; Colossians 2:12–14; Titus 3:3–7** ☒ What happens to people through baptism?

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How does this explain the changes apparent in Paul and the people he baptised?

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7. How do you think Paul would describe the work of the Holy Spirit in his life?

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