

**SCHOOL-DEVELOPED
SAMPLE UNIT
FOR LEVEL 2**

GOD WITH US

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

YEAR: FAITH STATEMENTS: ① 2 ③

DURATION OF UNIT: 10 – 11 hours DATE OF USE:

UNIT-SPECIFIC GOALS (highlighted)

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

1a investigate the role of the Holy Spirit in the life and work of Jesus

1b explore the Christian belief that God's word is the means by which the Holy Spirit converts people

1c explore the New Testament teaching on the tension which exists between the 'flesh' and the 'spirit' in a Christian's life

2. THE HOLY SPIRIT GIVES NEW LIFE IN BAPTISM

2a investigate the practice and teaching of baptism in the New Testament and the early church

2b compare baptism as an initiation rite with other initiation rites in society and different religions

2c compare and contrast the Lutheran understanding of baptism with that of other Christian denominations

2d explore baptism as the power for a new way of life

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

3a investigate the understanding and use of sacraments in the Christian church

3b compare the Lutheran teaching on holy communion with the teaching of other Christian denominations

3c explore the Christian belief that the Holy Spirit uses God's word to help people grow as Christians

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Give an oral report on the role of the Holy Spirit in one particular event in Jesus' life. (1a)

Write a personal reflection on the way the Holy Spirit works through the Bible. (1b,3c)

Examine the battle between the Holy Spirit and the sinful nature as depicted in Bible texts. (1c)

Use Luther's small catechism to find out about the Holy Spirit at work through the sacraments. (3a)

Report or poster on role/work of the Holy Spirit. (1a,1b,1c,3a,3c)

ASSESSMENT STRATEGIES

⇒ oral report

⇒ written personal reflection

⇒ TRS D2/3

⇒ observation

⇒ work sample

UNIT SUMMARY

Students make a display of the various meanings of the word 'spirit' They use Psalm 23 as a metaphor of the concept of 'God with us'. Then they explore how God is with us as the Holy Spirit: fighting our sinful nature and helping us through baptism, holy communion and God's word.

UNIT NOTES

The Holy Spirit was present in the beginning when God created the universe, and he was intimately involved in God's redemptive activity: in the incarnation, life and ministry of Jesus Christ. In this unit we concentrate on the Holy Spirit continuing Jesus' work today, as he comforts and teaches people through God's word, the sacraments and human agents.

An optional ongoing activity for the unit is outlined on Teacher Resource Sheet (TRS) D2/1.

INTRODUCTION

1. WORKSHOP

Introduce the unit on the work of the Holy Spirit with a workshop session in which two things are happening:

Students make a display. Students use a thesaurus (printed or electronic) to find synonyms for the word "spirit" (lower case). Each student selects a different spirit-synonym and writes it several times on a real (red) balloon with texta. The word should be large and legible.

Tie the balloons together and suspend from the ceiling. (Hint: Tell students that you are going to do this, so their writing is the right way round.) Leave this on display for the duration of the unit.

Alternatively, the display can be made from paper cut-outs.

Students listen to music: A volunteer disc jockey (or the teacher) selects from any Christian CDs or tapes available music that reflects on the work of the Holy Spirit.

Students who have completed the balloons, record on large cards phrases about the Holy Spirit that they hear in the songs.

In the last five minutes of the session, students select one of the phrases and attach it to the display. Students brainstorm what the phrase might mean in the light of the various spirit-synonyms.

DEVELOPMENT

2. SHEPHERD WITH HIS SHEEP

Students in small groups read Psalm 23:1-4. They write or record directly onto audio tape the psalm portion as a monologue spoken by a sheep.

Students present the monologues to the whole class.

Introduce the idea that the psalm-portion is a word picture of people as sheep and God as the shepherd.

Students return to small groups and write or record another monologue, this time by a teenager who sees himself/herself as being guided and protected by God. They will need to incorporate details: What's it like in human terms to be led beside quiet waters? What's it like to walk through the valley of the shadow of death? What sort of rod and staff does God use to protect people?

Students present the monologues to the whole class.

Drawing, as much as possible from the students' monologues, introduce the concept that God's leading and feeding of people today is the work of the Holy Spirit, working through the Bible, the sacraments, and through people serving as his agents.

3. THE HOLY SPIRIT WITH JESUS

Students look at the work of the Holy Spirit in the life of Jesus. Follow the outline on TRS D2/2.

4. THE HOLY SPIRIT WITH PEOPLE

Students skim read John 14 - 16 in several Bible translations and list the titles and jobs Jesus uses in relation to his promise of the Holy Spirit.

You may add white balloons with these words about the Spirit (upper case) to the balloon spirit display.

Revise the work students did in *Shepherd with his sheep* (Section 2 above). Consider how each of these titles and jobs of the Holy Spirit can be seen as the 'rod and staff' that God uses to comfort and guide people today.

A. The Holy Spirit VS the sinful nature

Use TRS D2/3 to explore the idea of the struggle between the Holy Spirit and people's sinful nature. TRS D2/3 can be used as an individual Bible study or as a teacher-directed whole-class activity.

Christians believe that the Holy spirit works in people's lives through God's word and the sacraments.

NOTE: The following sections can be quite brief. However, if this is the only time you are looking at baptism and holy communion, you may want to look at them in more depth. The LIFE concept *God helps people by his word* is a more complete development of Section D.

B. The Holy Spirit works through baptism

Challenge students to find the answers to the following questions in the explanation of baptism in Luther's small catechism.

- What does the Holy Spirit do for people in baptism.
- What makes baptim 'work'? (water and God's word)

C. The Holy Spirit works through holy communion Challenge students to find the answers to the following questions in the explanation of holy communion in Luther's small catechism.

- What does the Holy Spirit do for people in holy communion?
- What makes holy communion 'work'? (God's word)

D. The Holy Spirit works through God's word Form small groups. Give each group one of these Bible passages to read and find answers to the questions:

- What does the Holy Spirit do for people through his word, the Bible?
- How does God's word work in people's lives?

Passages for students to examine:

Psalm 119:97-104 Isaiah 55:10,11
 John 5:39 Colossians 3:16
 2 Timothy 3:15-17 Hebrews 4:12
 James 1:22-25

After all groups have reported to the class, each student writes a personal reflection on the two questions.

E. The Holy Spirit keeps on working

Write three words on the board: Eating, Washing, Learning.

Discuss with students the elements of repetition in each of these activities:

- We eat, get hungry, eat, get hungry. . .
- We wash, get dirty, wash, get dirty. . .
- We read, read again, review, etc, to learn.

Students identify the connection between each of these activities with a way the Holy Spirit works. Discuss the need for repetition:

Christians are baptised only once, why do they keep on drawing on their baptism (see fourth part of the explanation of baptism)?

- Why do Christians commune repeatedly?
- Why do Christians read/study the Bible regularly.

Note: If any balloons in your display are deflating, use this as an image of what happens to human beings when the wind/air/life of the Holy Spirit is not renewed regularly.

F. Summary

Students read the explanation of the third part of the Apostles' Creed and underline or highlight the action words (verbs) which denote the work of the Holy Spirit. The teacher can lead a discussion based on how these activities are actually carried out today.

RESPONSE

5. REFLECTION, REPORT OR POSTER

Choose one of these options for responding to the unit.

- Settle the students in a quiet, comfortable reflective mood. Read the poem Footprints. Students use the poem as a model for writing their own poems, reflecting on how God, the Holy Spirit has been with them in their life.
- Students revise their monologue (see Section 2) in light of what they have learnt about the work of the Holy Spirit.
- Students write a report about the work and role of the Holy Spirit.
- Students create a poster using balloon imagery, describing the Holy Spirit and his work/role.

YOU WILL NEED

- | | |
|---|---|
| <ul style="list-style-type: none">○ balloons (red and white); textas that will write on the balloons without smudging; string and masking tape for hanging the balloon display alternatively, coloured paper which can be cut into balloon shapes | <ul style="list-style-type: none">○ Bibles○ Luther's small catechism○ (optional) large cards for writing Bible verses; materials for making posters○ TRS D2/3 for students |
|---|---|

INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in relation topics and skills dealt with in this unit.

Topics

- lifestyle
- support structures.....

Skills

- analysing, interpreting and using metaphors and similes

UNIT EVALUATION

What main outcomes were achieved?

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the variety of students' awareness of the work of the Holy Spirit?

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

What main learning skills were engaged by students?

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

OPTIONAL ONGOING ACTIVITY

spirit

Begin each session (after the first, where this activity is modelled using words from a song), by attaching a different Bible verse to the display and brainstorming what the verse can mean in the light of the various spirit-synonyms.

Verses to use include:

Genesis 1:2 (creation)

Judges 13:24,25 (Samson)

1 Samuel 10:10 (Saul)

1 Samuel 16:13 (David)

2 Kings 2:9 (Elisha)

Nehemiah 9:16 (the Israelites)

Job 33:4 (Elihu)

Psalms 51:11 (David)

Ezekiel 11:19 (promise to Israel)

Joel 2:29 (promise to all people)

John 4:23,24 (God is spirit, worship)

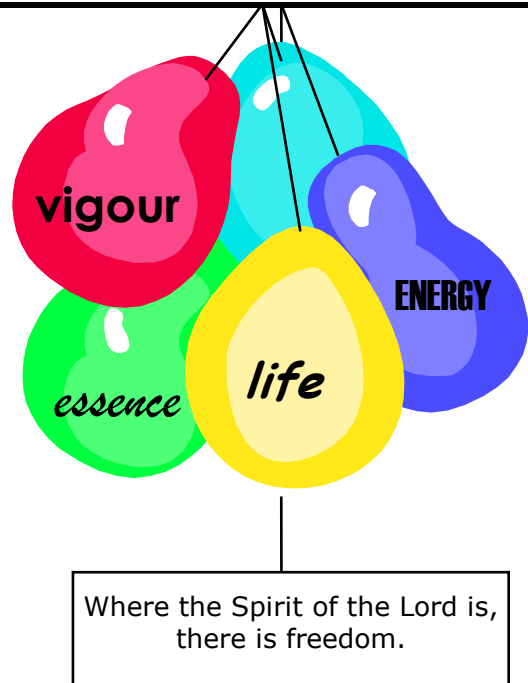
John 6:63 (Spirit gives life)

John 20:21,22 (disciples)

Romans 8:15 (Spirit of sonship)

2 Corinthians 3:17 (freedom)

Philippians 1:19 (Paul)



THE SPIRIT WITH JESUS

Form seven or nine small groups and assign one event to each group.

Each small group prepares a short presentation for the class in which they

- show an illustration of the event (page references in two possible sources of illustrations, *According to Plan* and *The Great Bible Discovery* series, are keyed in the chart below);
- briefly tell what happened in the event, based on their reading in the Bible or in Bible story books;
- briefly explain the role of the Holy Spirit in the event as recorded in the listed Bible verse/s.

When the groups are ready, work through these Spirit-related events in Jesus' life. in sequence. The teacher will be responsible for any continuity required between the stories. If you have a time line chart of Jesus' life, you may use it to help locate each event in time and context.

| EVENT | SPIRIT VERSE | Plan | Discovery |
|-------|--------------|------|-----------|
|-------|--------------|------|-----------|

Continuity: *Isaiah prophesied that the Holy Spirit would be with Jesus.*

Note: There is little 'story' content to this first event. The teacher may want to present it.

| | | | |
|---------------------|-------------|---------|-------|
| (1) Prophecy | Isaiah 11:2 | p 56,57 | 12/38 |
|---------------------|-------------|---------|-------|

Continuity: *The Holy Spirit was involved in Jesus' life from the very start.*

| | | | |
|---------------------------------|-------------------------|------|--------|
| 2 Jesus' birth announced | Luke 1:35; Matthew 1:18 | p 71 | 19/5,6 |
|---------------------------------|-------------------------|------|--------|

Continuity: *There is no point in speculating on exactly how these things happened. What the Bible does tell us is that the Holy Spirit was involved in the start of Jesus' life on earth. The Bible is pretty sketchy about Jesus' childhood and youth. The story of his work as an adult begins with his baptism.*

| | | | |
|-------------------------|-----------------|------|----------|
| 3 Jesus' baptism | Matthew 3:16,17 | p 81 | 19/23,24 |
|-------------------------|-----------------|------|----------|

Continuity: *From this point on, the Holy Spirit was 'on' Jesus in everything he did. And Jesus knew it.*

| | | | |
|-------------------------------------|-----------|------|----------|
| 4 Jesus preaches at Nazareth | Luke 4:18 | p 83 | 19/31,32 |
|-------------------------------------|-----------|------|----------|

Continuity: *Jesus needed the Holy Spirit to do the things he went on to do*

| | | | |
|----------------------------------|------------|-------------------|--|
| 5 Jesus teaches and heals | Acts 10:38 | (select examples) | |
|----------------------------------|------------|-------------------|--|

Continuity: *The Bible books of Matthew, Mark, Luke, and John have many stories about Jesus doing these things. Can you think of any of them?*

Note: the following event does not have any 'story' content. John's gospel contains the words of Jesus to his disciples right after Jesus washes their feet. Jesus predicts his suffering and death, comforts his disciples and promises to send them the Holy Spirit. The teacher may want to do this event.

| | | | |
|---|----------------|--|-------|
| (6) Jesus comforts his disciples | John 16:6,7,13 | | 21/28 |
|---|----------------|--|-------|

Continuity: *The things that Jesus said would happen, really did happen.*

| | | | |
|-----------------------|------------|---------|-------|
| 7 Jesus' death | Luke 23:46 | 112,113 | 21/45 |
|-----------------------|------------|---------|-------|

Continuity: *The death of Jesus is not the end of the story. Jesus came back to life and he sent the Holy Spirit to his disciples and through them to many other people.*

| | | | |
|---------------------------|----------------------------|-------|-------|
| 8 Jesus' ascension | Acts 1:8; Matthew 28:18–20 | p 119 | 22/16 |
|---------------------------|----------------------------|-------|-------|

Continuity: *What Jesus promised did happen.*

| | | | |
|--------------------|--------------------------|-------|-------|
| 9 Pentecost | Acts 2:17; John 15:26,27 | p 120 | 22/19 |
|--------------------|--------------------------|-------|-------|

Continuity: *In coming lessons we will be looking at what happens when the Holy Spirit takes control*

of people.

THE HOLY SPIRIT VS THE SINFUL NATURE

Galatians 5:16–26

Galatians 5:16–26 speaks of a battle that goes on in Christians: the Holy Spirit striving to control, teach and comfort; the sinful nature striving to control.

➤ **Read Galatians 5:16,17.** Then describe in your own words what the battle is like. _____

➤ List the characteristics of a person whose life is controlled by the Holy Spirit. **(Galatians 5:22,23)**

➤ List the acts of a person whose life is controlled by their own sinful nature. **(Galatians 5:19–21)**

➤ Which of these two lists would have the best chance of selling movies or novels? _____

Why do you think this is so? _____

What does this say about the battle between the sinful nature and the Holy Spirit? _____

➤ **Read Ephesians 6:14–17** and list the weapons the Holy Spirit provides for the battle. _____

Select one of the weapons and describe how a person could actually use it. _____

➤ **Read Philippians 4:4–8** for some practical advice for the person who wants the Holy Spirit to be the victor in their own life. What can they do? _____
