

MODEL UNIT
BAND D
LEVEL 1

WEARING NEW CLOTHES

GOD HELPS PEOPLE BY THE WORK OF THE HOLY SPIRIT

YEAR: GOALS DEALT WITH: ① ② ③
 DATE OF USE: SUGGESTED DURATION OF UNIT: 4-5 WEEKS.....

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

Design T-shirts with slogans that represent the sinful nature and the new nature given at baptism. (1c)

Create a word web on baptism. (2a)

Role-play conflict between the sinful nature and the nature created by the Spirit. (1c)

Write a response to the question whether or not baptised persons can wear items from both the old and the new wardrobes. (2d)

Complete a work sheet on how the Holy Spirit helps baptised persons. (2d,3c)

Complete a work sheet on God's declaration of commitment to baptised persons. (2a)

Optional activity: create a motivational booklet. (3c)

ASSESSMENT STRATEGIES

⇒ group work sample

⇒ work sample

⇒ group work observation

⇒ individual work sample

⇒ TRS D1/2

⇒ TRS D1/3

⇒ TRS D1/4

UNIT SUMMARY

Students examine two key points concerning the work of the Holy Spirit in baptism: the new identity as God's child given to a person, and the difference that this new identity makes to the life of the person.

UNIT NOTES

The unit aims to

- affirm baptised students
- to present baptism as a desirable step for students who believe but are not baptised
- to inform all students about Christian baptism and its importance for Christians.

In preparation for the unit, conduct a survey (written, rather than a show of hands) to find out who in the class has/has not been baptised.

This unit uses the picture of baptism as a set of new clothes given to a person by God. Each day he/she puts on the new clothes and takes off the old (see Ephesians 4 and Colossians 3).

INTRODUCTION

1. THE CLOTHES WE WEAR

Give students a selection of magazines. They find three items of clothing they would like to add to their wardrobe. Students discuss in small groups their choice of clothes:

- What role do colour, brand, style play?
- Is choice influenced by friends, money, image, advertising, singers/film stars?

As a class discuss to what extent the clothes people wear reveal

- who they are and the role they have in life
- the kind of people they are.

TRS D1/1 lists words that describe people and their actions. Students discuss the link between the words and clothes.

DEVELOPMENT

2. THE OLD CLOTHES

Since the fall, all people have a sinful nature (described as the old clothes), an identity which is hostile and in conflict with God. All people need a rebirth, to be made new.

Students discuss what words, phrases, pictures might feature on clothing that truthfully reflected a person's feelings, actions, thoughts.

Students form small groups. Give each group one of the Bible passages that identify the traits of the sinful nature:

Galatians 5:17–21 Ephesians 5:8–13
Colossians 3:5–11 Titus 3:3
James 3:14–16.

Each group designs a series of T-shirts (give students large sheets of paper) with different descriptions of the sinful nature printed as slogans on the T-shirts, eg I am a liar, I am a back stabber? (Note: In Nathaniel Hawthorne's

The Scarlet Letter a woman guilty of adultery had to display a scarlet letter 'A' at all times for all to see.) Each group parades their T-shirts before the class. As a class discuss how people would react to such a parade of one's thoughts, feelings and actions.

If you were God, how would you react to the continual parade of sinful nature by humanity?

End this section with John 3:3–6 which establishes that God requires the old clothes to be replaced. Ephesians 4:22, 25–31 is also relevant.

3. THE NEW BIRTH

The Holy Spirit recreates people so that they can truthfully wear clothes of love, patience etc. Baptism is one way that God gives a new spiritual life and identity with new clothes. The Holy Spirit works through the word of God, used with water in baptism, to change the wearer and give him/her a new wardrobe.

Students investigate how the New Testament writers reported on and explained baptism. The following texts are useful:

Matthew 28:19,20 Acts 2:38–41
Acts 8:26–39 Acts 9:10–19
Acts 10:23–48 Acts 16:22–34
Romans 6:3–11 1 Peter 3:18–22
Colossians 2:9–13.

Students create a word web on baptism to show what the Bible teaches about baptism. They report on

- who can be baptised
- where and when baptism takes place
- what baptism does for a person
- God's role in baptism
- what makes baptism so powerful.

Students create a manufacturer's tag (such as the ones found in the seams of garments giving the composition of the garments) listing aspects of the new baptismal identity. See

Luke 3:21,22 John 3:5,6
Galatians 3:26–29 Colossians 2:12,13
1 Peter 1:3–6 1 Peter 2:9,10
Titus 3:5–7.

Ask students how they would sum up the new identity in one word (Jesus — see Galatians 3:27).

4. THE NEW CLOTHES

A baptised person has 'put on Christ' or 'been clothed with Christ'. The mind of Christ, the righteousness of Christ and the life and death of Christ are all part of the new identity.

Students explore what it means to have 'put on Christ'. See
 Matthew 5:14,15
 John 8:12 Romans 3:22
 1 Corinthians 1:24 1 Corinthians 2:16
 1 Corinthians 12:13,27 2 Corinthians 3:3
 2 Corinthians 4:10 2 Corinthians 5:17
 Ephesians 4:23,24 Colossians 2:3.

Students brainstorm how the influence of Jesus might show itself in a person's thinking, attitudes and behaviour.

Paul lists the differences that the influence of Jesus should make on people. Read
 Romans 12:9–21 Colossians 3:12–17
 Ephesians 4:25 – 5:2.

Working in small groups students design another series of T-shirts, this time with words, slogans and pictures that reflect the change in thoughts, feelings and actions of the new nature given in baptism. Each group parades their T-shirts before the class.

Discuss: Can Christians truthfully wear at all times any of the new T-shirts?

5. WHICH CLOTHES WILL I WEAR? THE OLD OR THE NEW?

Baptism introduces a life of struggle between the old self and the new identity of Jesus.

Students list the influences in their lives, eg family, teacher, friends, singer/group, sports person, media, films, church. Beside each influence, students write how they are influenced, what difference it makes to their actions and the choices they make.

Students think of examples when the different influences in their lives come into conflict, eg Should you spend time with a friend or spend the time finishing off an assignment? Should you lie to your parents about your whereabouts to please your friends? Groups of students each role-play a conflict situation.

Galatians 5:17 and Romans 8:5–10 describe the conflict between the old and new identity of the baptised person. Students role-play this conflict.

Students write a response to: 'Is it possible for a baptised person to wear items from the old and new wardrobe at once?'

Christians have a dual personality: the new self exists alongside the old sinful nature. This is a reality for baptised people. Baptism is a lifelong turning to God who has turned to us. It involves discarding the clothes belonging to the sinful nature and putting on

the clothes of the new identity in Jesus. The Holy Spirit who gave new life at baptism is also a guide, comforter and helper for the life of a baptised person.

Students individually write about a time when they asked a person they respect for advice about a difficult choice. What help was given? How did they feel after going to the person?

Students use TRS D1/2 to investigate what help a baptised person receives from the Holy Spirit and the role of God's word in helping people make the right choices.

RESPONSE

6. REMEMBERING WHO YOU ARE

In baptism God chooses and claims a person for himself. It is an irrevocable decision on his part. To remember one's baptism is to remember one's identity, and to whom one belongs.

Students review the manufacturer's tag that will be found in the new clothes of the baptised person. What important message does it have for the baptised person about who he/she is and his/her relationship with God?

Students discuss what the consequences are for a baptised person if he/she makes the wrong choice, decides to wear the old clothes instead of the new.

Students complete TRS D1/3, applying to everyday situations the message of God's unconditional acceptance of the baptised person.

Personal reflection Students reflect on what they learnt about baptism in this unit.

- Baptised students: What encouragement and challenges has the unit presented?
- Students who believe but are not baptised: Would you consider baptism as something you can request for yourself?
- Students struggling with faith issues: What have you learnt that is new? surprising? challenging? What further questions do you have?

It is important that teachers make a commitment to read student reflections and respond on a personal level.

Optional activity Students create a motivational booklet based on God's word for the baptised person. See TRS D1/4.

YOU WILL NEED

- | | |
|--|---|
| <input type="checkbox"/> Bibles | <input type="checkbox"/> TRS D1/1,2,3,4 |
| <input type="checkbox"/> magazines | <input type="checkbox"/> student workbooks/journals |
| <input type="checkbox"/> large sheets of paper, eg butcher paper | |
| <input type="checkbox"/> scissors, glue, Blu-tack | |

INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in relation to

Topics

- self-image

Skills

- analysing texts and applying concepts to personal experiences
- expressing ideas and feelings through visual arts, movement, music

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 presence in the class of both baptised and unbaptised students?

How did I make baptism relevant to the lives of all students?

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?



WAYS OF DESCRIBING PEOPLE

RICH	POOR	GIRL	BOY
SISTER	BROTHER	FRIEND	ENEMY
<i>FATHER</i>	MOTHER	COOL	NERD
RUDE	MEAN	KIND	HELPFUL
SELFISH	CHEAT	SEXY	AMBULANCE OFFICER
INTELLIGENT	STRUGGLER	VOLUNTEER	FIGHTER
OUTGOING	QUIET	NO-HOPER	STREET KID
LIAR	HONEST	<i>RELAXED</i>	POPULAR
HARDWORKING	LAZY	LONER	FOLLOWER
PIMPLY	SHORT	LEADER	LOYAL
TALL	ORGANISED	SNOOP	FICKLE
DREAMER	NERVOUS	HAPPY	CLEANER
NURSE	INNOVATOR	SPORTY	THINKER
ARROGANT	BATTLER	LISTENER	<i>TEACHER</i>
TALKER	STUDENT	MESSY	LEGEND
DIRTY	FOOLISH	CLEAN	WISE
AUSTRALIAN	ETHNIC	INDIVIDUAL	CHRISTIAN
FAT	THIN	EMOTIONAL	POLICE PERSON
<i>AWKWARD</i>	<i>ELLA BACHE</i>	ATHEIST	MAMBO
POLITICIAN	HUMBLE	<i>NIKE</i>	BLACK
HARD	WHITE	RIP CURL	COLOURED



THE HOLY SPIRIT AT WORK

ACTIVITIES TO HELP YOU INVESTIGATE THE WORK OF THE HOLY SPIRIT

Complete one activity from each of the three sections.
Activities can be done either individually or in groups.

SECTION 1

The Bible passages below describe the special work of the Holy Spirit in the lives of people.

John 14:16–18, 26,27

John 16:7,8,13,14

Romans 8:26,27

Romans 12:4,5

1 Corinthians 2:10–14

1 Corinthians 12:4–7

2 Timothy 3:16,17

2 Peter 3:18

Activity 1

- A. READ the Bible verses
- B. FIND the names by which the Holy Spirit can be known
- C. LIST the different jobs the Holy Spirit does
- D. CREATE a simple crossword puzzle with clues down and across to give to another group to do

OR

Activity 2

READ the above Bible verses and CREATE a collage of words and pictures on the work of the Holy Spirit

SECTION 2

Matthew 7:24–27

Activity 1

READ the above passage and DRAW a series of pictures which show what makes one builder wise and another foolish. Draw another series of pictures to show how this applies in a person's life.

OR

Activity 2

INTERVIEW an adult Christian to find out the importance of reading the Bible in their life. Alternatively, read two or more of the short biographies in *Towards the Goal* to find out how reading the Bible has changed people's lives.

SECTION 3

The Bible verses below tell of the wisdom that a person can find in God's word.

Psalms 119:105

Matthew 4:4

John 14:23,24

John 21:30,31

Acts 20:32

1 Thessalonians 2:13

1 Timothy 1:18,19

2 Timothy 1:13,14

2 Timothy 2:2

2 Timothy 3:15–17

Hebrews 5:12–14

James 1:21–25

1 Peter 2:2

Activity 1

CREATE an advertisement promoting the wisdom in the Bible

OR

Activity 2

READ the above Bible verses and WRITE a poem about the wisdom found in the Bible

REMEMBERING WHO YOU ARE

Baptism is not just an initiation ceremony; it is God's declaration of love and commitment to the baptised person. How do you think God will reply to the problems people have written on this page?



Write God's replies on the basis of what you have learnt in this unit. The Bible verses (below) give you clues. You may also write your own questions and responses.

<p><i>Dear God, I was baptised as a child but have not prayed to you, read the Bible or gone to church. Anita</i></p>	<p>Dear Anita,</p>	<p><i>Dear God, I always try hard to be good, but I always makes a mess of things. Caleb</i></p>	<p>Dear Caleb,</p>
<p><i>Dear God, I'm just nothing. John</i></p>	<p>Dear John,</p>	<p><i>Dear God, I believe in you but I can't tell my friends. Linda</i></p>	<p>Dear Linda,</p>
<p><i>Dear God, I love my parents but I often don't do what they ask of me. Michelle</i></p>	<p>Dear Michelle,</p>	<p><i>Dear God, Everything bad always happens to me. Katrina</i></p>	<p>Dear Katrina,</p>
<p><i>Dear God I believe in you but I haven't been baptised. Do you still love me? Larissa</i></p>	<p>Dear Larissa,</p>	<p><i>Dear God, I hate my body. Why did you make me so ugly? Marco</i></p>	<p>Dear Marco,</p>
<p><i>Dear God, I'm so worried I won't get good marks for my assignment. Tamara</i></p>	<p>Dear Tamara,</p>	<p><i>Dear God, I'm not sure whether I believe in you or whether you exist at all. Simon</i></p>	<p>Dear Simon,</p>

John 15:16 Romans 8:1,2,33,38,39 Romans 9:16 Ephesians 1:4,5 1 Thessalonians 5:9
2 Thessalonians 2:13,14 Titus 3:4-7 1 Peter 1:2-5 1 Peter 3:21 1 John 3:2

A MOTIVATIONAL BOOK BASED ON GOD'S WORD

STEP 1

Imagine that you have been given the baptised person's new identity.

What habits, attitudes and reactions to life situations
would you find hard to give up or change?

For example, do you have problems with controlling your temper?

When someone wrongs you, do you hold a grudge,
or does forgiving the person come easily?

***List all the problem areas a Christian person your age might have
getting used to their new clothes.***

STEP 2

Find Bible verses that can offer encouragement and advice

for times when a person has difficulty
with controlling their anger, using bad language etc.

Use a Bible concordance to
locate verses which relate to these difficulties.

Some Bible editions have a section in the front or the back with Bible references listed
under topics such as: *What to read when you are angry, lonely, hurt.*

STEP 3

Make a motivational book

which contains appropriate Bible verses
for situations of stress and difficulty for the Christian person.

Decide under what topics you will organise your Bible verses,
eg you could have a double-page spread on anger or jealousy or arguing, etc.

You can include your own illustrations and poems
or poems found in anthologies
(be sure to acknowledge the author and the source of your reference).

Each person in a group can contribute a page to the book,
or each group can create a double spread to go towards a class book.
Alternatively, each person in a group pools their information to create a book which is
reproduced for each member of the group.

STEP 4

What will you do with the book?

Keep it for yourself?

Give it to a friend?

Put it in the library for general use?