

MENU

BIBLE REFERENCES

1

The Holy Spirit gives people power to believe and to live as God's people

Symbols of the Holy Spirit

1 Kings 19:11–13 Jeremiah 20:9
Matthew 3:16 John 3:8
John 7:38,39 Acts 2:2
Acts 2:3 1 Corinthians 2:4,10
Ephesians 1:13 Ephesians 6:17

The Holy Spirit changes people

Acts 4:1–22 Acts 5:12–32
Acts 8:9–25 Acts 8:26–40
Acts 10:23–48 Acts 12:6–24
Acts 16:16–40 Acts 19:1–20
Acts 19:23–41

The power of words

Proverbs 12:25 Proverbs 15:1
Proverbs 25:11 Matthew 5:21–26
Matthew 12:36,37 James 3:2–12

God's word is powerful

Genesis 1 Isaiah 55:10,11
Matthew 8:5–10,13 Matthew 13:3–9, 18–23
Acts 3:1–8, 16 Romans 1:16
Hebrews 4:12 2 Timothy 3:16
1 Peter 2:2 1 Peter 1:20,21
1 John 1:1,2

God's word reveals

Romans 16:25,26 1 Corinthians 4:1
1 Corinthians 15:51 Ephesians 1:9
Ephesians 3:3,4 Colossians 1:26,27

The Holy Spirit in the life of Jesus

from Matthew: 1:18 3:11,12,16
4:1 11:25,26 12:17–21, 28
17:5 27:51–54 28:18–20
from John: 1:32–34 3:5–8
4:23,24 6:63 7:38,39
14:15–17,25,26 15:26,27 16:7–15
20:20,21

The work of the Holy Spirit

John 14:10–12, 15–17, 23–26;
John 15:26,27 John 16:7–15
John 17:8,14 Romans 8:16,17,26,27
1 Corinthians 2:10–14

The sinful nature and the Spirit in conflict

Romans 7:18–20 Romans 8:5–10
Galatians 5:17 1 Peter 2:11
1 John 1:5,6 1 John 2:9–11, 16

The fruit of the Spirit

Galatians 5:22,23 Colossians 3:12–15

The Holy Spirit gives gifts

1 Corinthians 12:4–11 Romans 5:5
Romans 12:6–8 Ephesians 4:11–13

Key faith concepts

Romans 1:16 Romans 10:8–11
Romans 14:17 1 Corinthians 1:17,18,23,24
1 Corinthians 2:4,5 1 Corinthians 12:3
Ephesians 2:8,9

2

The Holy Spirit gives new life in baptism

Baptism: the work of the Holy Spirit

John 1:12,13 John 3:5,6

Baptism: a washing

Titus 3:3–8 1 Peter 3:21
Ezekiel 36:25 Hebrews 10:19–22
1 Corinthians 6:11

Baptism: from the old to the new

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

Baptism: a new birth

John 3:3–8 Matthew 18:1–5
Romans 8:14,15 2 Corinthians 5:17
Galatians 3:26 1 Corinthians 6:11
1 Peter 2:1,2 Mark 10:13–15

Baptism: dying and rising to new life

Romans 6:3–11 Romans 8:14
Romans 12:2 1 Corinthians 9:25,26
Galatians 5:16,24,25 Colossians 2:11–15
Colossians 3:1–25 Hebrews 12:1,2
1 John 1:9 1 John 2:20

Baptism: renewal

Romans 8:9–13 Colossians 3:5–17

Baptism: belonging to God

2 Corinthians 1:22 Galatians 3:26,27
Ephesians 1:13,14 Ephesians 4:30

Baptism brings believers into God's family

1 Corinthians 12:13,14 Ephesians 4:5

Baptism brings a new life of holiness

Ephesians 5:25–27 Hebrews 10:23,24

Baptism brings unity

Ephesians 4:5,6 Colossians 3:11

Baptism brings forgiveness of sins

Acts 2:38

Baptism brings the gift of the Holy Spirit

Acts 2:38 Galatians 4:6

Baptism brings repentance and faith

Colossians 3:9,10 Romans 6:13,14
Colossians 2:12 Ephesians 4:5

Baptism empowers people with gifts

1 Corinthians 12:12–31

Baptism incorporates people into Jesus' death and resurrection

Romans 6:1–11

Baptism: into Christ (into the fellowship of believers)

Acts 2:41–47 Acts 4:32–37
Romans 12:4,5 1 Corinthians 12:4–27
Ephesians 2:11–22 Ephesians 3:2–12
Colossians 3:1–17

Baptism: a change of status

Mark 16:16 John 3:3–6
Acts 2:38,39 Romans 6:22
1 Corinthians 12:13 2 Corinthians 5:17
Galatians 3:26,27 Ephesians 2:12,13,19
Colossians 2:12,13 Colossians 3:11
1 Peter 1:3,4 1 Peter 2:5,9,10
1 Peter 3:2

Baptism: a new identity

Romans 8:2 1 Corinthians 6:19
Galatians 3:28,29 Galatians 5:19–24
Ephesians 4:22–32 Colossians 1:22
Colossians 3:1–17 (especially v10)

Baptism: to put on Christ

Matthew 5:13–16 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 Galatians 3:26,27
Ephesians 4:23,24 Colossians 2:3

Baptism: a new way of life

Romans 12:2 Romans 12:9–21
Galatians 5:24,25 Ephesians 4:25 – 5:2
Colossians 3:9,10 Colossians 3:12–17
Hebrews 12:1,2 James 4:7–10
1 Peter 2:11–21

Baptism: God's act of grace

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

Water, a symbol of baptism

Genesis 6 – 9; Exodus 14
Joshua 3 & 4 2 Kings 5:1–14
Romans 6:3,4 Titus 3:5,6
1 Peter 3:20,21

Baptism in the New Testament

Matthew 3:1–17
from Acts 2:38–41 8:26–39 9:10–19
10:23–48 16:13–15 16:22–34 18:7,8
Romans 6:3–11 Colossians 2:9–13
1 Peter 3:18–22

3

The Holy Spirit uses God's word and holy communion to help God's people grow

The passover

Exodus 7 – 14 Exodus 12:1–14
Deuteronomy 26:5–10

Holy communion

Matthew 26:17–30 Mark 14:12–25
Luke 22:7–20 1 Corinthians 10:16,17
1 Corinthians 11:23–29

Food for the soul

Matthew 11:28 John 6:48–56
John 15:5 2 Corinthians 5:15
Hebrews 10:14

God's commitment

Ephesians 1:4,13,14 1 Thessalonians 5:9
2 Thessalonians 2:13–15 1 Peter 1:2

God's bounty

Psalms 1 Isaiah 25:6
Jeremiah 17:7,8 Jeremiah 31:12,14

Meals in the Bible

Old Testament: Genesis 14:17–20
Genesis 15:6–21 Genesis 18:1–15
Genesis 27:1–4
New Testament: Matthew 9:10–13
Matthew 15:21–28 Mark 8:1–9
Luke 5:27–31 Luke 7:36–50
Luke 14:16–24 Luke 15:23,24,31,32
Luke 19:1–10 Luke 24:30,36–39
John 2:1–11 John 6:1–15

Jesus the bread of life

Matthew 7:24–27 John 6

God's word brings growth in faith

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 2 Peter 3:18

MENU

INTRODUCTORY ACTIVITIES

1

The Holy Spirit gives people power to believe and to live as God's people

WORDS CREATE MEANING Students list the different meanings and ideas contained in the words 'holy' and 'spirit'. How could these words shape our perception of the Holy Spirit? The list of words can be a reference point for teacher and students for subsequent activities on the Holy Spirit. (1a,1b)

WHO IS THE HOLY SPIRIT? Working in small groups, students do research into the person and work of the Holy Spirit. Groups work through the following steps:

- Create a list of questions to help identify the Holy Spirit, eg Who is the Holy Spirit related to? Where can you find the Holy Spirit? What does the Holy Spirit do?
- Brainstorm the resources they will need to help them answer the above questions.
- Research.
- Present findings in an appropriate manner, eg poster, OHTs, demonstration, short biography. (1a,1b)

STICKS AND STONES . . . Students share stories of the power words can have in the life of a person. Students contrast the feelings they experience when they are complimented or given words of encouragement and praise with how they feel when they are reprimanded, put down, shouted at in anger, or lied to.

What does the school anti-harassment policy have to say about unacceptable and acceptable use of language?

Students respond to the following biblical texts:

Proverbs 12:25 Proverbs 15:1
Proverbs 25:11 Matthew 5:21–26
Matthew 12:36,37.

This can be followed by a study of the change in people's lives brought about by the Holy Spirit working through the word of God. (1b)

WIND? FIRE? DOVE? Students consider the many different symbols which exist to help explain the person and work of the Holy Spirit. The following Bible verses can be a starting point:

1 Kings 19:11–13
Jeremiah 20:9 Matthew 3:16
John 3:8 John 7:38,39
Acts 2:2 Acts 2:3
1 Corinthians 2:4,10 Ephesians 1:13; 6:17.

Students indicate what these symbols tell them about who the Holy Spirit is and what he does. They contribute other symbols which could be appropriate. (1b)

PRESSURES! Students brainstorm to identify the many ways they are pressured to conform to other people's view and expectations of them, eg TV advertisements and programs, magazines, peer groups, parents, school, sport. Students role-play situations in which they feel pressure to conform.

Students reflect in a journal how such pressure makes them feel and how they respond to pressure.

Go on to explore the struggles Christians experience when they want to live as God's people. (1c,2d)

2

The Holy Spirit gives new life in baptism

NATURALISATION Invite a member of the community to share what happens when a person becomes an Australian citizen. What new rights and benefits does the naturalised person have? What difference does the naturalisation process make to the person's sense of identity?

Go on to compare Christian baptism with the naturalisation process. (2a,2b)

MAKE-OVERS You will need a range of magazines: sporting, cooking, fashion, car magazines. Find examples of *before-and-after*-type of articles. Students identify

- the changes that are made in each instance
- reasons the changes were necessary or desired
- the process that created the change
- the advantages of the new form/look.

Follow this with *Baptism: a Radical Make-over* in the Development Activities Menu. (2a)

INITIATION RITES Students investigate the rite of passage from puberty to adulthood in the life of Indigenous Australians. Students report on:

- What do the rituals and symbols communicate about the change from childhood to adulthood?
- How is life different afterwards for the young people who have been initiated?
- What new privileges, responsibilities and status are theirs after initiation?

Then explore Christian baptism as an initiation rite. (2b)

rites of passage today

Students brainstorm the different rites of passage which exist in our Australian society, eg moving from primary to secondary school, getting one's driver's licence, the debutante ball, turning eighteen and twenty-one. Students survey people who have experienced any of the above to find out the impact of these rites on people's view of themselves and the role they play in society. (2b)

WHO'S BAPTISED? Students survey their own class on the practice and meaning of baptism. Students design their own set of questions which will give them a comprehensive picture of the situation.

Students write a definition of baptism.

They survey their parents to find the reasons why they were or were not baptised.

This can lead to an investigation of the different beliefs and practices associated with baptism in a range of Christian denominations. (2a,2c)

water, water everywhere

Find poems which feature water, pictures of water, view film clips which demonstrate the power of water. Allow students to run their hands under water.

Students brainstorm the different uses of water, the different types of water bodies, the different symbols we have for water, the different ways people react to water. Explore both the regenerative and destructive nature of water.

Students discuss reasons why water is a strong religious symbol. They investigate the use of water as a symbol in different religions. (2a,2b)

FASHION PARADE You will need large sheets of butcher paper, scissors, coloured pens, sticky tape, a stapler. Using words, symbols and pictures, students design a T-shirt which expresses important aspects of their identity. They parade their creations.

Students discuss the concept of identity. What is identity? Who or what gives a person identity? How important is identity in the life of a person? How do words, actions, clothing etc either hide, betray or celebrate a person's identity?

Go on to explore the new identity given to a person in Christian baptism. (2d)

SO MANY CHOICES Students wear many hats. They are friends, sons or daughters, brothers or sisters, team members, school students etc. Students brainstorm the choices and struggles they face when two roles are in conflict, eg being available as a friend or finishing off an assignment.

- What is the nature of the struggle?
- On what basis do they make choices?
- What happens when they make the wrong choices?

This can lead to students investigating the struggles Christians experience in following God's commands in his word. (1c,2d)

3

The Holy Spirit uses God's word and holy communion to help God's people grow

MYSTERY Students brainstorm instances in which the word *mystery* is used and give a definition of the word.

Students explore how the word *mystery* is used in the Bible. See

Romans 16:25,26 1 Corinthians 4:1
1 Corinthians 15:51 Ephesians 1:9
Ephesians 3:3,4 Colossians 1:26,27.

Go on to examine ways that baptism and holy communion are *mysteries*. (3a)

you are important to me

List the many different ways people communicate to another person that that person is important to them. Do people use words? objects? gestures? actions?

Go on to look at what God communicates to people in baptism and holy communion. (3a)

THEIR STORY, MY STORY

Students read Deuteronomy 26:5–10. The people of Israel identified with the life experiences of Abraham and other generations before them.

Students investigate the stories handed down in their own families about grandparents, great grandparents. They question their parents about their parents' significant life-stories. They reflect on the impact past events in their family have on their own lives.

Students write the *story* of their family in the style of Deuteronomy. Does writing in this manner give students a greater affinity with their family story?

Explore the stories that are handed down in baptism and holy communion. (3a,3b)

SPECIAL MEALS Students share with one another experiences of having a special meal. What food was served? What rituals took place? What was said? Who was present? Who was the host? They then look at holy communion as a special meal. (3b)

WHAT IS THE PASSOVER? A study of the passover is not the focus of Band D, but for students who have little background knowledge, there are several ways the material can be covered:

- Read sections of Exodus 7–14 or Exodus 12:1–13.
- View depictions of the passover meal on video, eg *I Believe* series (Judaism), *Fiddler on the Roof*.
- Invite a Jewish person to demonstrate and explain the passover meal.
- Refer to TRS B3/1 in Band B.
- See pages 82–85 in *On Sacred Ground* (see Recommended Resources Menu).

Discuss what the passover meal celebrates. (3b)

DENOMINATIONAL PERSPECTIVES

Students belonging to various denominational groups describe and explain the practices associated with holy communion in their churches. Students note on what points different groups are united and where the differences lie. (3b)

WISDOM Students define *wisdom*.

- What is the difference between knowledge, information and wisdom?
- Who is normally described as wise?

Brainstorm how one can become wise.

This is developed in *Becoming Wise* in the Development Activities Menu. (3d)

GETTING THE MOST OUT OF THE BIBLE Students investigate the range of material available to help people understand the Bible.

Collect different types of Bible translations, concordances, commentaries, devotional and meditational material. Scripture Union, Lion Publishing, Openbook Publishers and LLL Tract Mission provide a range of materials suitable for different situations and age groups.

Students note the different purposes for the Bible helps. They design a tract for their own peer group. (3c)

MENU

DEVELOPMENT ACTIVITIES

1

The Holy Spirit gives people power to believe and to live as God's people

THE SUPPORTING ACTOR While the Spirit is not the main protagonist in the Gospels, he plays a significant supporting role. Students work in small groups. Half of the groups investigate the Matthew passages which refer to the presence of the Holy Spirit at significant times in the life of Jesus. The other half examine the John passages which contain Jesus' teaching on the Holy Spirit. Each group writes the director's character description for an actor taking the part of the Holy Spirit in a film about Jesus.

from Matthew 1:18 3:11,12,16
4:1 11:25,26 12:17–21, 28
27:51–54 28:18–20

from John: 1:32–34 3:5–8 4:23,24
6:63 7:38,39 14:15–17, 25,26
15:26,27 16:8–11 20:20,21 (1a)

JESUS' REPLACEMENT Jesus prepared his disciples for his death by telling them about the Holy Spirit. What details about the Spirit does Jesus give in the following passages? John 14:10–12, 15–17, 23–26; John 15:26,27 John 16:7–15; John 17:8,14.

The apostle Paul shares with his readers his understanding of the Holy Spirit: Romans 8:16,17,26,27 1 Corinthians 2:10–14. Students determine how well Paul's teaching matches Jesus' words. They write a diary entry for one of the disciples at the time Jesus spoke to them about the Holy Spirit. (1a,1b)

CHANGED LIVES Students conduct a survey of a local Christian congregation to discover how people's lives have been affected and changed by the world of God. Collate the findings. Students write a report on the findings.

Alternatively, read stories which highlight the change in people's lives brought about by the action of the Holy Spirit through the word of God. Refer to short biographies in *Towards the Goal*, *The Gods of Sport* and other Christian biographies (see Recommended Resources Menu). (1b)

THE WORD IN ACTION Students work in small groups. Each group is given a different incident from the book of Acts. Students identify the changed situation and people that each story describes. They present a summary of the story, choosing one of the following options:

- 50-word short story
- 50-word written news item
- 30-second radio news broadcast
- 1-page play script.

Students discuss the word of God as the means by which the Holy Spirit brought change into the lives of people. What is the role of the word of God and the Holy Spirit in each story?

Suggested stories from the book of Acts:

- Peter and John with the Sanhedrin (4:1–22)
- Apostles heal and preach (5:12–32)
- Simon the sorcerer (8:9–25)
- Philip and the Ethiopian (8:26–40)
- Peter and Cornelius (10:23–48)
- Peter's escape from prison (12:6–24)
- Paul and Silas in prison (16:16–40)
- Paul in Ephesus (19:1–20)
- Paul in Ephesus, cont'd (19:23–41). (1b)

THE CREATIVE WORD Words bear the stamp of the speaker and they are as powerful and authoritative as the person who speaks them. Students examine Bible texts and list things the word of God can do.

Genesis 1 Isaiah 55:10,11
Matthew 8:5–10, 13 Matthew 13:3–9; 18–23
Acts 3:1–8, 16 Hebrews 4:1
2 Timothy 3:16 1 Peter 1:20,21
1 John 1:1–2.

Students discuss on what basis the word of God can be trusted. (1b,3b)

THE SPIRIT GIVES GIFTS Students read Galatians 5:22,23 and Colossians 3:12–15. They make two lists: one of the characteristics that are evidence of life directed by the Holy Spirit, the other of the signs of life not directed by the Holy Spirit.

Students read 1 Corinthians 12:4–11, Romans 5:5; Romans 12:6–8 and Ephesians 4:11–13. They make a third list: of the gifts (understandings and abilities) given to Christians by the Holy Spirit. Students discuss any relationships they see between the Spirit's 'gifts' and the Spirit's 'fruit'. (1b,1c)

SWITCHED ON Discuss the importance of connections, eg what connections need to be made for an electrical appliance to operate.

The work of the Holy Spirit is to connect people to God by means of the word of God, which has the power to save. Give students the key concepts:

power	Holy Spirit
faith	salvation
believer	confession of faith
	word of God.

Students study the following Bible verses to find out what they say about the key concepts:

Romans 1:16 Romans 10:8–11
 Romans 14–17 1 Corinthians 1:17,18,23,24
 1 Corinthians 2:4,5 1 Corinthians 12:3
 Ephesians 2:8,9.

Students draw a diagram to indicate how they think the key concepts are connected. (1b)

A CONFLICT OF INTEREST

Students identify the conflict of interest which exists between the sinful nature and the nature born of the Spirit as it is described in

Galatians 5:17 Romans 8:5–10.

(Note: it will be necessary to explain the words 'sinful' and 'nature' to students.)

Students role-play examples of the conflict between the sinful nature and new nature created by the Spirit.

Students explore what it means to have 'put on Christ'. Read

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	Galatians 3:26,27
Ephesians 4:23,24	Colossians 2:3.

How can these verses help a person who has been born of the Spirit to deal with the conflict between the old and new natures? (1c,2d)

For the following two activities invite a sports coach who is a Christian to talk about game tactics and struggles faced by players in a game and to draw parallels between playing the game and 'living in the Spirit'.

ADJUSTING TO A NEW COACH

New Testament writers use a variety of images to help Christians understand the struggles they face to be the new persons God has made them. Students identify the different images used in

Romans 7: 18–20
Romans 8:5–10
Galatians 5:17
1 Peter 2:11
1 John 1:5,6
1 John 2:9–11,16.

Students write or draw the new game plan which the Holy Spirit sets out for them. They list the difficulties the players can anticipate as they seek to unlearn the old habits. (1c)

THE PRE-MATCH ADDRESS

Christians daily play the game of life. Students write the pre-match encouragement, advice and tactics that the Holy Spirit delivers. Use the following passages for guidance:

Romans 8:14	Romans 12:2
1 Corinthians 9:25,26	Galatians 5:16,24,25
Colossians 3:5,7–10,12–14	
Hebrews 12:1,2	1 John 1:9; 2:20

There are times when individual players need special words of advice. Students identify the situations when the Holy Spirit would send a 'personal runner' to a player. What words will the runner carry? (1c)

2

The Holy Spirit gives new life in baptism

WHAT IS BAPTISM? There are many different views about baptism, eg it is

- a naming ceremony
- a rite of passage
- a blessing from the church
- dedicating a child to God
- a dramatic declaration of faith in God
- a way of conferring membership in a church community
- an act of God's grace towards people.

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

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 imagine that they are members of a group of Christians at the time of the New Testament writers. They present a summary of what the writers tell their group about baptism. (2a)

BAPTISM, A RITE OF PASSAGE

Using the following Bible verses as a starting point, students determine the new status that baptism confers on the person being baptised.

Working in groups, students plan and enact a ceremony which highlights the new standing of the baptised person. The words, rituals and symbols used need to reflect the content of the Bible verses.

Mark 16:16	John 3:3–6
Acts 2:38,39	Romans 6:22
1 Corinthians 12:13	2 Corinthians 5:17
Galatians 3:26,27	Galatians 4:6
Ephesians 2:12,13,19	Colossians 2:12,13
1 Peter 1:3,4	1 Peter 2:5,9,10
1 Peter 3:2.	

Provide students with copies of different baptismal services, eg emergency baptism service for lay people, descriptions of baptismal rites used in the first few centuries, services used by different denominations. Students compare these with ceremonies they created. (2a,2b)

BAPTISMAL PRACTICES Students investigate different rituals and practices associated with Christian baptism from the time of the book of Acts to pre-reformation days. Note such practices as

- the prayer of exorcism
- anointing with chrism (consecrated oil)
- wearing a white garment
- the lighting of a candle.

Students role-play the different practices. Students discuss what different beliefs about baptism are evident in the rituals and practices. Students compare these rituals and practices with what happens today (see Dowley T *A History of Christianity* and Crawford M *Beginnings: a History of Christianity*). (2a)

ANOTHER RITE OF PASSAGE

Water is a powerful symbol of the deliverance from — cleansing and drowning of — the sinful nature in baptism. It is a recurrent motif in the Bible. Select one or more passages in which water is used by God to bring change, eg

- Noah and the flood (Genesis 6–9)
- the crossing of the Red Sea (Exodus 14)
- the crossing of the Jordan (Joshua 3,4)
- the healing of Naaman (2 Kings 5).

Students either view film clips or read the stories in the Bible. Students identify key words and images to describe God's action in the events.

In small groups students create a series of posters which demonstrate God at work in baptism. They base their posters on the following passages:

Romans 6:3,4 1 Peter 3:20,21
Titus 3:5,6. (2a,2b)

JUST ANOTHER RITE?

Students compare the rite of baptism with other initiation rites in society, listing the similarities and differences.

- What changed status does each rite describe?
- What new privileges and responsibilities does a person receive through each rite?
- What gives each rite its authority and power?

Students write a paragraph about what distinguishes baptism from other initiation rites. (2b)

BAPTISM: A RADICAL MAKE-OVER

Baptism is the means God the Holy Spirit uses to recreate a person. The following Bible verses present both the pre- and post-baptismal identity of the baptised person:

Romans 8:2	1 Corinthians 6:19
Galatians 3:28,29	Galatians 5:19–24
Ephesians 4:22–32	Colossians 1:22
Colossians 3:1–17	Colossians 3:10.

Working in pairs students design a *before-and-after* identity kit for person X, recently baptised. They describe the process which creates X's new identity. This is a document to be presented to X as a testimony to their new identity.

OR Students design two T-shirts: one for the pre-baptismal identity, one for post-baptismal identity. *Old identity* T-shirts are paraded first. *New identity* T-shirts are worn over first T-shirts and paraded. This dramatic enactment can promote discussion on the work of the Holy Spirit in the act of baptism. (1b,2a,2c,2d)

SHARING BAPTISM STORIES

Find out which students in the class have been baptised and ask them if they would be willing to share their baptism story with the class. It is possible that some students may even have video footage of the event. Invite parents to share the story of either their own baptism or their children's baptisms.

The *Faith and Commitment* series from REMP (see Recommended Resources Menu) contains stories about baptism. Seek out a range of stories from different Christian denominational experiences. Students record the similarities and differences between the different denominations. (2c)

A DENOMINATIONAL PERSPECTIVE ON BAPTISM

There are various ways of investigating a range of denominational practices and beliefs in relation to baptism (especially of students in your class):

- Invite pastors from different denominations to form a panel. Students prepare questions beforehand.
- Collect brochures put out by different churches in which they present their views on baptism.
- Use library resources and the Internet.
- Groups of students attend a baptismal service and report back to the class. This must be voluntary. Permission from parents will need to be sought. (2c)

WHAT LUTHERANS TEACH ABOUT BAPTISM

Students read through the relevant section about baptism in *Luther's Small Catechism*. Chapters 31–33 *Growing as God's People* are also a useful resource.

Give students a series of true/false statements based on the information found in the catechism, eg

- Lutherans believe that baptism is a symbol of what happens in a person. T/F?
- Lutherans believe that baptism is a new birth. T/F?

Students must justify their responses, using material from the catechism. (2c)

BAPTISM: A NEW WAY OF LIFE

The writers of the New Testament continually urge their readers to live lives which reflect their new identity. Students create cue cards which remind the baptised person of the attitudes, thinking and behaviour consistent with having 'put on Christ'. Base cue cards on: Romans 12:9–21 Colossians 3:12–17 Ephesians 4:25 – 5:2.

The Holy Spirit works in people to renew and transform their thinking etc. Students write motivational slogans which reflect the message contained in

Romans 12:2	
Galatians 5:24,25	Ephesians 5:1,2
Colossians 3:9,10	Hebrews 12:1
James 4:7–10	1 Peter 2:11–21

Part 4 of Baptism in *Luther's Small Catechism*. (2d,1c)

3

The Holy Spirit uses God's word and holy communion to help God's people grow

THE SACRAMENTS: FOR YOU

The purpose of this activity is to show that the sacraments are more than illustrations or symbols. The sacraments enact the gospel. They tell a story which becomes the story of the participant. Students read

Matthew 28:19	Matthew 26:26–28
Luke 22:19,20	Romans 6:3–11.

Person X is baptised and communes. Students either draw or write the story of X from the information gained in the biblical texts.

Compare student drawings/stories with OHT 17B and OHT 23 in *The Divine Drama* (see Recommended Resources Menu). (3a)

DIFFERENT GLASSES, DIFFERENT PERCEPTION

(a) Investigate the sacraments in different Christian denominations.

- What definition of sacrament does each tradition have?
- Why do some traditions not have any sacraments, while others have numerous sacraments?

(b) In small groups students brainstorm which symbols and what ideas on baptism and holy communion a person would emphasise if they wanted to stress that

- God is a father
- God is a king
- there is nothing a person can offer to God
- human beings have a responsibility to obey God's commands.

Students then consider the different emphases various Christian denominations have in the expression of their faith and the practice of these two sacraments. (3a,3b)

ARE SACRAMENTS FOR REAL?

Christians claim that baptism and holy communion bring forgiveness of sins, the gift of the Holy Spirit, eternal life, empowerment to live God's life today. On what basis do Christians make these claims? Do the sacraments give God's grace through

- performing the rituals?
- the use of water, wine and bread?
- the word of God?
- faith in God and the sacraments?
- having a good understanding of the sacraments?
- living a good life?
- the work of the Holy Spirit?

Students arrive at a reasoned answer, using the following Bible verses as a starting point: Ephesians 1:4,13,14 1 Thessalonians 5:9 2 Thessalonians 2:13–15 1 Peter 1:2. (3a,3b,3c)

JESUS, THE BREAD OF LIFE Bring a large, fresh, tasty loaf of bread (or bread rolls) to class. Role-play John 6:1–13. Select several students to be the disciples who hand out the loaves to the class.

Present the story as a problem which Jesus solves. Students brainstorm the various possible responses from the crowd (6:14,15). Focus on selected verses from the remainder of John 6: 26, 27, 32, 33, 35, 40, 47–59, 63, 68.

Students draw a comparison between the bread they are eating, what is actually happening to that bread, and Jesus' declaration: 'I am the bread of life'. What light

do the words of Jesus shed on holy communion and its importance in the life of a Christian? Of what importance is the Bible to someone who believes in Jesus? (3b,3c)

WHAT DO YOU THINK? Martin Luther describes holy communion as 'food of the soul'. Students explain in their own words what Luther meant and consider to what degree this is a helpful and accurate way to describe holy communion.

Students refer to the following Bible texts:

Matthew 11:28	Matthew 26:26–28
John 6:48–56	John 15:5
2 Corinthians 5:15	Hebrews 10:14.

They also refer to the section on holy communion in *Luther's Small Catechism* and the service with holy communion in the *Supplement to the Lutheran Hymnal*.

Students discuss in what ways holy communion can be considered as food for the growth of the Christian. (3b,3d)

THE LAST SUPPER Students read different Gospel accounts of the Last Supper: Matthew 26:17–30 Mark 14:12–25 Luke 22:7–20. Alternatively, view the appropriate section in the *Matthew* video (Visual International).

Matthew, Mark and Luke tell us that the last supper Jesus ate with his disciples was a passover meal. This helps to explain the significance of holy communion. Lead students in a discussion of the following questions:

- What did the Jews celebrate in the passover meal?
- What was sacrificed at passover?
- What promise did God make to the Hebrews at the original passover meal?
- In what way is the Lord's Supper a parallel of the passover meal?

Students explain in their own words what they think is the significance of celebrating the Lord's Supper today. (3b)

COMMUNION SONGS Students examine songs used during holy communion in some Lutheran church services, eg communion songs from *All Together* song books:

- ATN 71, 77, 79
- ATA 167, 179
- ATE 267, 271, 277, 279
- ATOK 378, 393.

Include communion songs from other song books, eg Hillsongs, if you have easy access to them.

Form small groups each of which answers the following questions based on a different song.

- Who has been invited to the holy communion meal?
- What must the guests have done to be invited to holy communion?
- Who is the host?
- What is being celebrated?
- What is served up at holy communion?
- What makes holy communion special for the guests? (3b)

WHAT'S IN A NAME? Students identify various names used for holy communion: the Lord's Supper, the Lord's table, the eucharist, the sacrament of the altar. Discuss what truth about holy communion each name expresses.

Students can further investigate the different ways holy communion is administered in different churches. Invite pastors of various denominations to share understandings and practices associated with holy communion. (3b)

BECOMING WISE Students explore the kind of wisdom that God's word offers a person, in particular a Christian:

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 3:15,16
Hebrews 5:12–14	James 1:21–25
1 Peter 2:2.	

Students read Jesus' parable of the wise and foolish builders (Matthew 7:24–27).

Brainstorm situations in life that can be represented as the rains which come in Jesus' parable. Students suggest ways in which God's word can be like a 'rock' in these situations.

Students consider the importance of the Bible in both a non-Christian and a Christian person's life. (3d)

CAN YOU HELP ME? Students find Bible verses of encouragement and advice for a variety of situations Christians may struggle with as they seek to live out the new life God has given them, eg the struggle with bad language, jealousy, fits of anger, selfishness, fighting etc.

The Bible References Menu options *A Conflict of interest*, *Baptism: a radical make-over* and *Baptism: a new way of life* provide Bible references which identify points of struggle for Christians, as well as giving advice. A Bible index and concordance will also help students find appropriate verses. (3d)

MENU

RESPONSE ACTIVITIES

1

The Holy Spirit gives people power to believe and to live as God's people

A GUEST APPEARANCE Imagine that there is to be a *THIS IS YOUR LIFE, JESUS* presentation. The Holy Spirit has been invited to reminisce about his relationship with Jesus and the great moments in their work together. In pairs students present the segment of the show in which the Holy Spirit appears and is interviewed. (1a)

RESTORATION Students each prepare a diagram which expresses the contribution of God's word, the sacraments and the Holy Spirit in renewing and transforming a Christian. Students choose an image (eg restoring a car, bringing a person back to good health, rehabilitation of a criminal) to use as an integrating device.

Students present their interpretation in diagrammatic form, appropriately labelled. They can present 'before and after' diagrams to the class, explaining their particular choice of integrating device. (1b,3a)

HOLY SPIRIT SIGNALS Road signs indicate what people can and cannot do when driving on the roads. These signs are for the good of the individual and the community. Children of God are often torn between the desires of the sinful nature and the desires of the Spirit. Students create a series of 'road signs' the Bible says the Holy Spirit gives to Christians through God's word. The signs operate in the same way as a set of traffic lights: stop, be careful, go. (1c,2d)

2

The Holy Spirit conveys God's blessings through baptism

SERIES OF TABLEAUX In small groups students dramatise the life of a baptised person from beginning to end. The drama is presented as a series of mimed movements and tableaux. The tableaux illustrate significant moments in the life of the baptised person.

Students make symbolic use of colour and props (minimal) and select appropriate mood music for each tableau. Movement needs to be deliberate, couched with meaning. Student work can be videoed and played back to students, who can assess their performance and how well they have understood baptism. (1c,2a,2b,2d)

WHO AM I IN CHRIST? Students each design a bookmark which summarises the truth of a person's new identity in Christ, eg I am God's child; I have been forgiven; I have eternal life; I am the light of the world. The bookmark can be a gift for a person of student's choice or be kept as a personal reminder. (2a)

A PLEDGE OF ALLEGIANCE

Students write God's pledge of commitment, love and acceptance to all who will accept it. Use these verses as the basis for the pledge:

John 15:16	Romans 8:1,2,33,38,39
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

Students can present the pledge to persons about to be baptised or confirmed. Alternatively, students each keep this pledge in their journals.

Artwork, calligraphy, computer graphics are just a few of the options available to students for presentation of their work.

Students can reflect on God's pledge at regular intervals in the year. (2a)

INITIATION RITES Students write and design a double-page spread (suitable for a textbook) on baptism as an initiation rite. Students need to identify significant aspects of the rite, the change of status for the person undergoing baptism, the new privileges and responsibilities. A comparison with one or more initiation rites from other religions is to be included. (2b)

INFORMATION PAMPHLET Working in groups, students produce an expandable pamphlet which can serve as a summary of different Christian traditions, practices and teachings concerning baptism and/or holy communion. Information can be given under a variety of headings, eg symbols used, features of the rite. (2c,3a,3c)

THE LUTHERAN CHURCH TEACHES

Students design an informative brochure on either holy communion or baptism for the Lutheran church. The brochures are to be suitable for young people of high school age who are not necessarily churchgoers. The aim of the brochure is to give an understanding of the significance of the sacraments in the life of the church and in the life of the individual members of the church. (2c,3a,3c)

3

The Holy Spirit uses God's word and holy communion to help God's people grow

THE LORD'S SUPPER Students examine the range of contemporary and older representations of the Lord's Supper by various artists, including indigenous peoples. What does each of the paintings convey about the significance of the event?

Students paint their own interpretation of the Lord's Supper and attach a 100-word written explanation of what they wanted to communicate.

A viewing gallery of ancient, modern and student work can be set up in a suitable area of the school.

OR

Students select the painting of the Lord's Supper which speaks to them most clearly about the significance of the Lord's Supper and write a 100-word explanation of how this artist has portrayed the Lord's Supper. A display of selected paintings and the explanations can be set up in a suitable area of the school. (3b)

MOTIVATIONAL BOOK Divide the class into small groups. Each group finds Bible verses of encouragement and advice to motivate Christians to live out their new life in God. Groups combine their work to produce a book which can be donated to the library for general use in the school. Coloured paper, computer graphics, illustrations and poetry can enhance the production of such a book (refer to TRS D1/4). (3d)

INSPIRATIONAL POSTER Students each select a Bible verse they have found helpful in their own life experience or that they would like to make their own. They write out the verse and illustrate it. This is an opportunity to make use of calligraphy and the wide range of fonts computer programs have. Students attach a 75-word explanation of their choice of verse. (3d)

WRITE A SONG Students write a song about God's action in either baptism or holy communion. (2d,3a,3b)

MENU

RECOMMENDED RESOURCES

The introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop a unit about *God helps people by the work of the Holy Spirit*.

Some of the items may be out of print.

They are listed because they (or similar books) are still found in many school libraries.

Preview these and any other resources you intend using to be sure that they are appropriate for your students.

LITERATURE — NON-FICTION

Bowker J *World Religions* 1997 RD Press
 Braaten C *Principles of Lutheran Theology* Fortress
 Chapman & Clifford *The Gods of Sport* 1995 Albatross Books
 Dowley T *The History of Christianity* 1990 Lion Publishing
 Emmett J *Get a New Life* 1996 JBCE
Growing as God's People 1981 Lutheran Publishing House
 Hebart F *One in the Gospel* 1979 Lutheran Publishing House
 Janetzki E W *The Church Teaches* 1985 Lutheran Publishing House
Luther's Small Catechism 1996 Openbook Publishers
 Pfitzner V *Led by the Spirit* 1976 Lutheran Publishing House
 Powers MF *Life's Little Inspiration Book* 1995 Marshall Pickering
 Sutcliffe B & S *Faith and Commitment* series 1994 Religious and Moral Education Press
Towards the Goal (The New Testament in Contemporary English with testimonies of Christian Australian Athletes) 1997 The Bible Society

Baptism

Das A *Baptised into God's Family* 1991 Northwestern Publishing House
 Erlander D *Baptized We Live* 1981 Holden Village, Chelan, Washington
 Hamilton D S M *Through the Waters: Baptism and the Christian Life* 1989 T & T Clark
 Kolb R *Make Disciples, Baptizing* 1997 Concordia Seminary Publications
 Wendt H *The Divine Drama: Our Baptismal Exodus* Shekinah Foundation
 Whitaker *Documents of the Baptismal Liturgy* 1970 SPCK
 Willimon W H *Remember Who You Are* 1980 The Upper Room

Initiation rites

Biddulf S *Manhood* 1995 Finch Publishing
 Biddulf S *Raising Boys* 1997 Finch Publishing
 Crawford M *Beginnings (A History Of Christianity, Book 1)* 1991 E J Dwyer
 Crotty R et al *Finding a Way* 1989 Collins Dove
 Dineen J *Rites of Passage: Peoples and Customs of the World* 1995 Dragons World Ltd
 Engebretson K *Belonging* 1992 Social Science Press
 Mitchell L *Worship: Initiation and the Churches* 1991 The Pastoral Press
 Schubert D (ed) *Church Rites* 1994 Openbook Publishers

Holy communion

Davies H *Bread of Life and Cup of Joy* 1993 William B Eerdmans Publishing Company (contains many examples of different expressions of eucharistic liturgies)
 Engebretson K *On Sacred Ground* 1993 Social Science Press
Sacrament and Sacrifice: report of the Lutheran-Catholic dialogue in Australia 1985 (available from Löhe Memorial Library)

VIDEO

Babette's Feast *City of Joy*
Fiddler on the Roof
Acts volumes 1-4 1995 Visual International

MUSIC

All Together song books Openbook Publishers:
All Together Now 71, 77, 79
All Together Again 167, 179
All Together Everybody 267, 271, 277, 279
All Together OK 378, 393

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