



STARTING POINTS

Starting points can be used in all kinds of ways:

- adapt the material to suit the age group you work with
- focus on a different aspect of the theme each day of NLSW
- build the starting points into Christian Studies, other KLAs, devotion time
- set aside one period of time during the week and make it a focus
- allocate, or personal choice, different starting points to different groups or classes and hold a showcase of responses, think of unique and quality ways they can be shared

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WORSHIP RESOURCES

Suggested bible readings

Suggested reflections/themes

Songs

Worship option 1

Inwards, Onwards, Upwards, Outwards

Accompanying notes

Worship option 2

Gifted to be, to go, to do

Accompanying notes

Focus on *Inwards*

For elaborations of *Inwards* refer to the Rationale in NLSW – Introducing the event

Talking about: What is quality? Can I be quality? Can I **be** quality?
If I **can** be quality, what makes me quality stuff? How do I know I am quality stuff? Do I have to put any effort in? How do I know what to do with my quality ingredients?
What flows into me? Who influences me? Is there anything else that influences me? What do I believe? What is important to me? What values accompany me?
Can I not be quality? Do I have a choice?

Invite students to respond to the questions above and represent their thinking visually using paint, or other media. Encourage them to think about how colour, line, shape, and space can create mood, movement, unity, emphases in their message.

On a prepared generic body shape, invite students to represent diagrammatically all of the elements of themselves that make them unique, and then all of the things that flow into them that help them to think, grow, learn.

Sensory reflections:

- What are your favourite things to listen to? What is it about each of these that speaks to the inner you?
- What are your favourite things to look at? What is it about each of these that gives you pleasure?
- What are some of your favourite fragrances and smells? What kinds of memories do they bring back to you? Can you remember where and when you first smelled them?
- What are your favourite tastes? Can you remember when you first tasted these things? And where you were?
- What are your favourite things to touch? When do you like to touch them? How do they make you feel?

Opportunities for data collection and analysis exist with this option.

Thinking: what kinds of things do you think about when you are on your own? What are the things that come into your head, even if you don't call them up? Do you ever sit or lie in silence? Is that easy or difficult? Why might this be? Is silence good?

Play a piece of instrumental music, ie no vocals. Invite students to be still and listen. Then:

- invite students to write down all of the words that came into their heads as they listened to it. Pairs share, then give them the opportunity to share with the class anything from their experience that they would like to

or

- replay the music and invite them to take a line for a walk on a piece of paper as they listen. Pairs share their line walks, explaining why they represented the music the way they did. Give students time to add more to their drawings, embellishing them as their creativity dictates. Display all of the line walks and take a gallery walk.

Focus on

For elaborations of Onwards refer to the Rationale in NLSW – Introducing the event

Talking: what are 5 things you can remember from:

- yesterday?
- last week?
- last term?
- last year?
- five years ago?
- ten years ago?

What do you notice about yourself over that time? In what ways have you changed? What do you do differently? What would you say is the most significant thing you have learned?

Make a timeline of your life: mark all the moments in time when there were significant changes or growth points in your life. What was something significant you learned from each of those times? If they hadn't happened, or if any one of those hadn't happened, how might that have changed who you are today?

Make a person-shaped paper chain, with enough 'people' to represent each dimension that makes up our identity: spiritual, physical, social, emotional, intellectual. Invite students to illustrate each dimension with ways in which they have grown in it, eg over the past year.

Spiritual growth: are there some places where you feel a spiritual connection, places of awe, wonder and beauty? How do these places move you? Draw or describe one, or write a poem that captures the essence of this special place. Do you feel a connection with God there? In what kinds of ways does your school nurture your spirituality? How would you say you have changed, spiritually, in the time you have been at your school? How would you say you relate to God in everyday life?

Think about these:

- who are the Top Ten people in your life that you are thankful for ?
- what are the Top Ten things you value (not material things)?
- what are your Top Ten Talents ? (ask your friends, do they agree?)

The restlessness of the human spirit:⁴

- Each one of us contains a divine spark longing to return to the Creator of life. (adapted from the Jewish tradition)
- There is a perfect bee and a perfect ant, but we are perpetually unfinished.
- We have a God-sized hole inside us, longing to be filled. It can only be filled by God. (Acts 17:27-28, Rom 1:19-20)
- "You have made us for yourself, O God and our hearts will be forever restless until they rest in you." (St Augustine)

Can you think of some images, or analogies, that reflect restless rhythms?

Physical growth: if you have a height chart at home, find out how much you grew each year. What was your length at birth? Can you work out your anticipated height as an adult? (<http://www.kidsgrowth.com/hc/height.cfm>) How does your body grow? Do some investigating. What kinds of things do you do to keep in shape? How has that changed over time? How do you feel about your body? Do you feel any external pressures about how you should look, and therefore feel? How do you respond to these pressures?

Social growth: construct a circle with a series of concentric circles surrounding it, like a target, (vary the complexity according to age of students). Mark/draw yourself in the centre. Think of all the people – family, school friends, church family, friends from other groups you belong to – who are important to you and have influenced your life through their relationship with you. Write the names, or draw, those closest in the first concentric circle. Continue moving outwards, and insert names/people according to the level of influence.

For those in the closest circle to you, list how each one has helped you to become the person you are today. How would you say you have contributed to their lives?

Emotional growth: what kinds of things make you feel 'emotional'? Make a T-chart: list the things in one column, and the emotions they trigger in the other. (A list of emotions may be helpful to maximise the outcomes for this activity http://en.wikipedia.org/wiki/List_of_emotions). Do those things always make you respond in that way, or just sometimes? Can you think of a time when something caught you totally unexpectedly and you had a major emotional reaction? What was something that surprised you emotionally?

Think about these:

- when you are feeling sad, lonely, down or depressed, what do you do?
- when you are feeling happy, excited, pumped or light-hearted, what do you do?
- when you are feeling anxious, unsure, confused or bewildered, what do you do?

Chart the responses. Are there any patterns?

On a scale, how would you rate yourself mostly? Balanced? Up and down? Up? Down? Has this changed over time? Why or why not?

Intellectual growth:

Take a 5Ws & H approach: What kinds of things help you learn and grow? Where does this happen? When does it happen? Who is involved? How does it happen? Why does it happen? What are some things you learned:

- last week at school?
- last weekend?
- in the holidays?

Has there been a time in your life when you think more learning was happening than ever before or since? Why might this have been? How would you say you learn best? What are the conditions that you need so that you can say eg 'I know how to do that now' or 'I can apply that to a different situation.' How have others answered that question? How often do you think about yourself as a learner, and what you are learning, as you work through something?

⁴ 'Spirituality and the Human Quest for Meaning' Level 5/6 Celebration and Prayer Strand. Catholic Education, Archdiocese of Brisbane (pp11-12)

Focus on *Upwards*

For elaborations of *Upwards* refer to the Rationale in NLSW – Introducing the event

Think about this quote: “Dreams can help us see the invisible, believe the incredible, and achieve the impossible.” (Walt Kallestad <http://www.scribd.com/doc/23628402/dreaming-dreams-seeing-visions>)

What is your dream? What first steps can you take towards achieving it?

How would you rate it on the ‘incredible’ and ‘impossible’ scales? Does it matter whether it seems achievable or unachievable? Why, or why not?

Jesus was a builder of dreams and visions. How did he allow people to fulfil their dreams? List some examples.

Find a good place to lie on your back and gaze at the sky. You have been given a life. Only one. Think about your life ahead of you: what kind of person will you be? What will you do? How will you live your life? What will you do when things don’t seem to be going as you had thought? What will be important for you? What kinds of things will guide you on your way? Which of your qualities will you focus on to work at your dreams and goals? Share your thinking and dreaming with another person.

Study the painting, *My Dream*, by Alexander Sadoyan
<http://www.alexandersadoyan.com/paintings/gallery3.asp>



What is he communicating do you think? What do the colours, images, shapes and rhythm of the painting say to you? Does the work transmit any feelings? What kinds of emotional responses does it draw from you? Think back to your gazing at the sky experience. How would you paint your thinking? What colours are your dream? How would you represent each aspect of your thinking? Do you think it needs to be recognisable in form? Maybe another medium would work better for you, or a poem. Go for it!

Just before Advent in 2010, students in Vasteras, Sweden, and Bethlehem, Palestine, were interviewed about their hopes and dreams and their future. Look at and listen to these through the following link:

<http://www.byggenbro.com/home.html>

What do their comments reveal to you about:

- their circumstances?
 - their outlook on life?
 - what’s important?
- What would be a quality life for a Palestinian student?
What would be a quality life for a Swedish student?

How would you account for the differences?

How would you have responded to the question: what are your hopes and dreams, what is a good future for you?

Find out where these two places are.

Think about the five dimensions that are part of your identity (spiritual, physical, social, emotional, intellectual). Do you think any of these will be more important than others as you pursue your dreams and goals this year? in the next few years? later in life? Which one might need more work and attention? Set a goal now! Write it down. Put it somewhere you can see it regularly.

Sometimes pursuing dreams can involve a lot of risk-taking. What kind of risk-taker are you? What was the last risk you took? How did it go?

Watch this video of Nick Vujicic: *No arms, no legs, no worries!*

<http://www.youtube.com/watch?v=r0daM97RT0k>

What are **3** things you remember about Nick?

What **2** things would you ask Nick?

What **1** thing do you take away with you from Nick's experience and message?

List the **qualities** you believe have helped him achieve what he has been able to do.

Secret envelopes: provide students with a list of sentence starters, eg

I wonder...

I think...

I hope...

I feel...

I imagine...

I dream...

Ask them to respond with the year ahead in mind. After they have responded, invite them to place their list in an envelope, seal it, and date it for a time later in the year when it can be read, reflected on and responded to once again.

Practising reflection with a forwards and upwards focus. Use the following frameworks for reflection from *Take a moment*:⁵

- **Thinking outside the square** (includes analysis of learning experience, goal setting and identifying links with life) p2
- **Dear...me** (things to remember for next time) p8
- **4 Steps** (reflecting on a current learning experience, and identifying next steps) p15
- **PMI** (identifying positives and negatives of a learning experience, and ideas for the future) p16
- **STOP AND THINK** (thinking about me as a learner, about my learning (now), and what next) centre page

⁵ Murdoch, K. (2005) *Take a moment: 40 frameworks for reflective thinking*. Victoria, Australia: Seastar Education Consulting. (pp 2, 8, 15, 16 & centre page)

Focus on

For elaborations of *Outwards* refer to the Rationale in NLSW – Introducing the event

Being spiritual, human beings are able to know God, and to relate to God. Only in the redeeming work of Jesus Christ is this relationship made possible. Christians believe that everything they have is given them through God's love and grace. The blessings from God flow continually. The whole of a Christian's life is lived in response to what God has done for them. *To live in Christ* is what a Christian aims to do. And this is made possible by the power of the Holy Spirit in the life of that person.

Brainstorm: what do you think *to live in Christ*

- looks like?
- sounds like?
- feels like?
- thinks like?

Construct an X-chart to record your thinking. Conduct some interviews/surveys to gather more data.

Think and talk about: I am contained within my body, but there are still things that flow from me, things that enable me to interact with the world around me.

- What are these things?
- Who/what do they impact upon, influence, affect?

Construct a mind map, or draw a representation of yourself and record everything you can think of. Pair and share. Then collate ideas to construct a composite class list.

Is there anything you say or do that does not have an impact on or affect someone else?

How do you respond when you hear about:

- bad news that happens to somebody else (loss of life, property, business through fire, flood, cyclone, drought, accident)?
- somebody who cannot manage (sick, accident, aged, disabled, depression)?
- special projects to assist others (local community, in Australia, in other countries)?

What do you know about Burundi and Sudan? Why do people in these countries need help? What could you and your class do to draw awareness to their needs, and contribute to the fundraising to support them?

(NLSW Mission Project: ALWS work in Burundi and Sudan, see the Awareness Week resource for loads of ideas)

Lifelong Qualities for Learners [in LEA (2005) A vision for learners and learning in Lutheran schools] lists several sets of attributes and abilities that describe what people are and what they do as they contribute to community in compassionate and productive ways. Work with the *Attributes and Abilities: designed down descriptors* and identify all of the opportunities you have at school to develop the following attributes and abilities:

- Adept, creative producer and contributor
<http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=176> page 9
- Principled, resilient leader and collaborator
<http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=176> page 10
- Caring, steadfast supporter and advocate
<http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=176> page 11

Teachers: refer also to p15 of the document (elaborations) and p7 (end statements)

<http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=176>

Do some research. Find all of the ways in which your school serves the needs of the school community, the local community and the wider community. This might involve individual classes, individuals and groups, and/or the school as a whole. Construct a 3 row x 4 column chart:

- who is served
- what support they receive
- how it is 'delivered'
- why they need support

Questions: thinking about QUALITY

Warm up

What are you good at? What do other people say you are good at – your friends, your family? Are these only things that you can **do**? Or are they things you **think** and **feel**? What makes you good at these things? Are the things that you are good at the same or different to what your friends are good at? Why is this? Does this worry you, or are you OK about it? What do Christians believe about people's gifts, talents, abilities and skills?

Digging Deeper

(Note: these questions are not sequential, use and adapt to suit the needs of your students)

What makes a good person?

Is quality shown by what we say or do?

What makes a good life?

What does it mean for something to be a quality of yours?

Could you have qualities you don't even know about?

How can you be a "quality" person for your friends? Your family?

Can you grow in "quality"? Who or what kinds of things have helped you to be a better (quality) person in the past? Are there any things happening in your life right now that might make you a better (quality) person? Looking towards the future, what would you still like to do better?

If you focus on being a "quality" person, what aspects or dimensions of your being human are involved?

Can quality be measured?

Would it be wrong not to value quality?

What is quality time? A quality relationship? A quality interaction?
What is a quality task? A quality program? A quality education?

What would you say is a quality life?

Is happiness a pre-requisite for a quality life? Or happiness and satisfaction perhaps?

Can people in difficult life circumstances have a quality life?

What might keep many of us from living a quality life?

There is a saying: life is what we make it. Do we have control over the quality of life we live?

Is it possible for two different people to achieve the same outcomes?

Is there somewhere in the world where you think a person of your age might have a completely different idea about a quality life? How could you find out?⁶

Does the lens through which you view the world impact on your quality of life? What are some value systems that would view quality of life differently to you?

Is it possible that our quality of life views could be imposed on us by holders of power?

Does new information impact your quality of life? Does it free you or bind you?

Jesus said, *I have come that they might have life, and have it to the full.* (John 10:10) What do you think he meant by this?⁷

⁶view the snapshots on this Advent calendar link: Swedish and Palestinian young people tell about their daily life, their dreams and their thoughts (read also the background to the making of the Advent calendar) <http://www.byggembro.com/home.html>

⁷open the link and scroll down to the sub-heading “I came that they may have life, and have it abundantly” for some helpful notes on the John 10:10 passage
http://onefamilyoutreach.com/bible/John/jn_10_01-10.htm

Quality Life:

The Global Research Development Centre has published an array of attributes sourced from literature and related to the concept of Quality of life.

<http://www.gdrc.org/uem/qol-define.html>

What do you think? Are there attributes that are major contributors to the quality of life an individual can live?

Options:

- Allocate several attributes to groups of students with an invitation to analyse each one and decide if it does or doesn't play a major role in an individual's quality of life.
- Share the conclusions.
- Invite individuals to work through the list with a tick, cross or question mark to indicate their response to each one. Collate the data, examine the outcomes and comment.
- If you were to choose 10 attributes you believe to be absolutely essential, what would you choose? Compare with others. How closely do the lists align? What might account for any differences?
- Can any of the attributes have a negative influence? Are there any that could influence positively and negatively? Give reasons.
- Are there any attributes you believe should be on the list, but aren't?

Ability
Adaptation
Appreciation
Basic Needs
Belonging
Control
Demands and responsibilities
Distress
Diversity
Enhancement
Enjoyment
Environment
Expectations
Experiences
Flexibility
Freedom
Fulfilment
Gaps
Gender
Happiness
Health
Hopes
Identity
Improvement
Inclusivity
Integrity/Intactness

Isolation
Judgements
Knowledge
Lacks
Living Conditions
Mismatches
Needs
Opportunities
Perceptions
Pleasure
Politics
Possibilities
Religion
Safe
Satisfaction
Secure
Security
Self-esteem
Society
Spirituality
Status
Stress
Truth
Well-being
Wishes
Working Conditions

QUALITY Quotes

Use these quotes for reflection, to inspire discussion, to brainstorm questions, to generate rich dialogue...

relating to quality, a quality life, living a quality life, living life “to the full” (see example below)

William Foster: Quality is never an accident, it is always the result of high intention, sincere effort, intelligent direction and skilful execution; it represents the wise choice of many alternatives.

Irenaeus: The glory of God, is the person fully alive.

Unknown: Persistence is the twin sister of excellence. One is a matter of quality; the other, a matter of time.

Charles Swindoll: We cannot change the past, or that people will act in a certain way, or the inevitable, but we can determine our attitude.

Unknown: Even though quality cannot be defined, you know what quality is.

Steve Jobs: Be a yardstick of quality. Some people aren't used to an environment where excellence is expected.

Henry David Thoreau: To affect the quality of the day, that is the highest of the arts.

Frankl: Quality of Life is tied to perception of 'meaning'. The quest for meaning is central to the human condition, and we are brought in touch with a sense of meaning when we reflect on that which we have created, loved, believed in or left as a legacy.

Daniel O'Leary: Every day we have a choice about the attitude we will embrace for that day. Each morning we can choose the quality of the day ahead.

John Ruskin: Quality is never an accident, it is always the result of intelligent effort.

Quality-of-Life Research Centre, Denmark: In quality of life research one often distinguishes between the subjective and objective quality of life. Subjective quality of life is about feeling good and being satisfied with things in general. Objective quality of life is about fulfilling the societal and cultural demands for material wealth, social status and physical well-being.

Chris Lucas: Quality of life is all in the mind.

Chief Tecumseh, Shawnee Indian chief: Live your life so that the fear of death can never enter your heart. When you arise in the morning, give thanks for the morning light. Give thanks for your life and strength. Give thanks for your food and the joy of living. And if perchance you see no reason for giving thanks, rest assured the fault is in yourself.

David Buttrick: Our lives are as brief as the hyphen between the dates on a gravestone.
Source: in Joan Delaplane © http://www.csec.org/csec/sermon/delaplane_4121.htm

Erma Bombeck : You cannot get a refund or a credit on the days of your life. Once you have lived them, they're gone.
Source: in Joan Delaplane © http://www.csec.org/csec/sermon/delaplane_4121.htm

Lucy : I believe I am not right now being called to die but to live this earthly life as abundantly as I am able – loving those I have been given to love, teaching and learning from co-learners in the classroom, and glorifying God, sometimes with my doing but more often with my being.
Source: in Joan Delaplane © http://www.csec.org/csec/sermon/delaplane_4121.htm

Web references

<http://quotations.about.com/cs/inspirationquotes/a/Quality1.htm>

<http://www.worldofquotes.com/topic/quality/index.html>

<http://www.goodreads.com/quotes/show/236822>

http://thinkexist.com/quotes/charles_r_swindoll/

http://www.brainyquote.com/quotes/authors/s/steve_jobs.html

<http://www.gdrc.org/uem/qol-define.html>

EXAMPLE:

Quality of life is all in the mind.

Chris Lucas

- What is quality? Can it be defined?
- Give an example of something that for you is 'quality' (allow thinking time). Is this the same or different from what other people think? (Collate others' responses) Are there common features in the responses? Does the list stack up against scrutiny? Now that you have seen and heard others' ideas, is there anything you would change in your response?
- Apply quality to life. What is 'quality of life'? A quality life (or, what makes a 'good' life)? Use think/pair/share, 2-4-8, hot potato or similar brainstorming strategies. Collate ideas. Are there ideas that others' would contest? Argue pros and cons for the idea staying on the list.
- How does your class effort compare with groups of people outside your class? (survey other classes, a different age group (eg parents, Senior Citizens group, residents of a retirement village or Nursing Home), a class interstate or within the global network of Lutheran schools, a class in a government school). Collate responses. What is emerging? What is important for people when they think about quality of life?

(an alternative strategy here could be to gather data using some images, either web-sourced or gather loads of resources from the school resource centre, choosing a widely as possible: socio-economic, cultural, religious...)

- Do some research on quality of life. Is there a 'quality of life' measure that could be used to compare with what you have found? Analyse the measure: is it inclusive? fair to all groups of people?
- What is emerging in your investigations and thinking? Reflect on this? Are there any missing perspectives?
- Does a quality life depend on certain factors? Attributes? (see list in A QUALITY life.) How would a person with disability answer the question: what is quality of life? Or a person in prison? A homeless person? Or a person who has survived an horrific cyclone, flood or accident? A person who lives in war-ravaged Baghdad or a refugee camp in northern Kenya, or who stares at the wall of separation every day in Bethlehem?
- Does quality of life mean the same for everyone? Can it? Or is "quality of life all in the mind"?

Proverbs:

Using capabilities, skills, and gifts; setting goals, pursuing dreams....

If you can walk, you can dance. If you can talk, you can sing.

Zimbabwean proverb

What is this saying about a person's capabilities?

Fall seven times, stand up eight.

Japanese proverb

What advice does this give about pursuing dreams and goals?

It's not enough to know how to ride – you must also know how to fall.

Mexican proverb

What does this say about pursuing dreams and goals?

When the apple is ripe it will fall.

Irish proverb

Is this saying something about patience?

Never let your feet run faster than your shoes.

Scottish proverb

Discuss this in relation to pursuing your goals.

Nothing ventured, nothing gained.

English proverb

Discuss

Literature springboards

Use **Quality** launching pads from literature with themes such as achievements, milestones, recognition of talents, being creative and inventive, using gifts, realising (full) potential, setting goals, pursuing dreams, for example:

Max, by Bob Graham

- Think of all the things that you have learned since you were very small. What was easiest? What was most difficult? Why might this be?
- Is this the same for everyone?
- Which one of these has given you the greatest sense of achievement or satisfaction? For what reasons?
- What would you say are the top 10 milestones in your life so far?

The Super Parp-Buster, by Janeen Brian

- Who do you consider the more valuable people in our society: practical people who make and repair everyday, useful things; or creative people who bring new ideas to life, who paint, sculpt or compose music? Explain.
- If you were stranded with a group on a desert island, would you rather have practical or creative people with you? Explain.

The Bilbies of Bliss, by Margaret Wild

- What does 'strong character' mean? What are some ways that people are able to show strong character?
- Can strong character be a good thing? Can it be a bad thing?
- What kinds of things might help people to build strong character?
- What would you say is your strongest attribute?

Reference: Rolton, G. (2006). *Let's learn with philosophy*. Carlton South, Victoria: Curriculum Corporation

The Milk-woman and her Pail (Aesop's fable)

- Why set goals?
- Why dream dreams?
- Is it good to have dreams and goals?
- Do you 'fail' if you don't realise your dream?
- Can people reach their full potential (or a quality life) without setting goals?
- Is it better to aim higher or lower than what we think we can achieve?
- If you achieve your goals, does that make your life quality better?
- Do you need capabilities, gifts and talents to realise goals and dreams? Could other things contribute?

Reference

Shaw, R. (2003). *Philosophy in the classroom*. Carlton South, Victoria: Curriculum Corporation.

Art: dreams and visions

Joel's prophecy of the outpouring of the Spirit (2:28-32) is quoted by Peter in Acts (2:16-17) as being fulfilled at Pentecost. The Giver of the Spirit, Jesus himself – who was crucified and raised up, is the Lord who will judge. On that day everyone who calls on the name of the Lord will be saved (v21)

Read Joel 2:28 Then afterward I will pour out my spirit on all flesh; your sons and your daughters shall prophesy, your old men shall dream dreams, and your young men shall see visions. (NRSV)



Joel's Vision (Ulrich Leive)

Source: <http://kulturserver-nds.de/home/uleive/christ4e.html>

Read Acts 2:17 In the last days it will be, God declares, that I will pour out my Spirit upon all flesh, and your sons and your daughters shall prophesy, and your young men shall see visions, and your old men shall dream dreams. (NRSV)

Read the whole story of Pentecost in Acts 2, or view from one of the following links:

<http://www.youtube.com/watch?v=nOm1DMZJITs>
from saintrockmedia, strong on sound and image

<http://www.youtube.com/watch?v=E65uKL2rDsk&feature=related>
from engageworshipdotorg

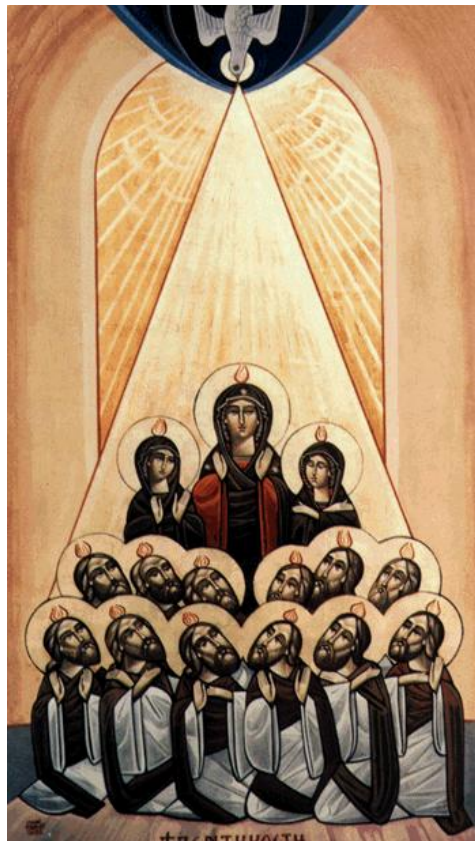
<http://www.youtube.com/watch?v=45rYL9G8cC8>
told by children with illustrations

<http://www.youtube.com/watch?v=a5JUjb9LJ90>
told by children with illustrations

Spend some time studying the four Pentecost artworks. Study the composition of each, and what each artist has chosen to represent. Do you have a favourite? What is it that engages you? Lots of artists have painted the story of Pentecost. Find some other representations using a search engine and compare with the ones here.



Pentecost (Gisele Bauche)
source: <http://bauche.bask.ca/gisele.html>



Pentecost (Coptic icon)
Source: <http://www.coptic.net/pictures/Icon.Pentecost.gif>



Untitled – Pentecost (John Brokenshire)
Source: <http://www.methodist.org.uk/static/artcollection/image34.htm>



Pentecost (Alexander Sadoyan)
Source: http://www.interarteonline.com/Alexander_Sadoyan.htm#