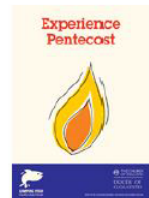



# Here is the current (2018) EXPLORE section for the KS1 Pentecost unit

<p><b>EXPLORE</b> all the parts of the Pentecost story and what Christians think is important about it</p>	<p><b>Teacher's note:</b> <i>In this section, explore children's questions about Pentecost, ensuring they know the story well enough to discuss it. Don't forget Christians believe the story shows Jesus' promise of the Holy Spirit was fulfilled - God is always with them.</i></p> <p><b>You could explore the Pentecost story thoroughly</b> by retelling it in different ways using drama, puppets, paint, sculpture, construction or small world toys e.g.</p> <ul style="list-style-type: none"> <li>Play <b>Pentecost Story</b> by C. Ruse from You Tube. Pause at 1:58 to discuss how the children felt when they were waiting. Use drama techniques such as the children acting out Jesus walking through two lines of disciples, as if he is ascending to heaven or imitating an image from the film.</li> </ul>
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<p><b>Teacher info</b></p> <p>The 'flame' was an ancient symbol of God's presence. A 'ner tamid' (eternal flame) still burns in Jewish synagogues.</p> <p>The wind is a reminder of God breathing life into Adam; the word for wind and breath is the same.</p> <p>The symbols confirmed that the invisible Holy Spirit had come: God was with them as Jesus had promised.</p>	<ul style="list-style-type: none"> <li>In groups form freeze frames from the film, concentrating on communicating feelings with facial expressions and body language. Other children can question those in the freeze frame asking them how they are feeling.</li> <li>Create a new commentary for the film using images from it, or their own images. Record their thoughts and feelings and attach these to the pictures using sound buttons. Use powerpoint to create an interactive story of Pentecost.</li> </ul> <p><b>OR you could explore the idea of God the Holy Spirit changing people's lives</b> e.g. making disciples brave to speak about Jesus:</p> <ul style="list-style-type: none"> <li>Share your work with a Christian e.g. local vicar or members of your Open the Book team. Then interview them: What does Pentecost mean to you? How do you know God is with you? Have you felt God change you?</li> <li>Find out about the 'fruits' and 'gifts' of the Holy Spirit – see Background Information.</li> <li>Introduce the story of someone whose life was changed by becoming a Christian. <a href="http://www.rejesus.co.uk/lives">www.rejesus.co.uk/lives</a></li> </ul> <p><b>Explore symbols of the Holy Spirit in the story</b> e.g. making tongues of fire/ flame and wind by looking up and doing some of the craft activities for church Pentecost parties / Messy Church. Find lots on the internet. Learn about other symbols of the Holy Spirit e.g. dove, water. Why are the symbols important in the story? i.e. show that God the Holy Spirit had arrived.</p> <p><b>If you are involved in a whole school focus day on Pentecost</b>, these will enable you to cover this <b>EXPLORE</b> section. You might be using any of the following as described on page 2 of this unit:</p> <ul style="list-style-type: none"> <li>Experience Pentecost e.g. setting up and experiencing some of the interactive stations,</li> <li>The Pentecost Musical e.g. learning some of the songs.</li> <li>The Pentecost Pause Day – using the KS1 materials</li> <li>Festival Matters – using the KS1 materials</li> </ul>
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# And here is the new 2020 edition!

<p><b>EXPLORE (1)</b></p> <p><b>the coming of the Holy Spirit at Pentecost in the Bible</b></p>	<p><b>Teacher's note:</b> For Christians, God the Holy Spirit is the third 'person' of the Trinity. The Holy Spirit is not an 'it', or a vague influence, even if invisible and not restricted to a physical body. Use a personal pronoun – 'he' is traditional – or the full term when talking about this 'person' of God.</p> <p><b>What is it like to wait?</b></p> <p>Provide an opportunity for children to wait e.g. for a timed cat feeder to open containing something good. Do not tell the children what is in it, just that it is something they will like. Ask them to share their thoughts. Use of a phone timer could also work but make sure there is a good reason for the waiting e.g. <i>to open a big box with all the percussion in or streamers for</i></p>	<p><b>Holy Spirit: The Bible Project</b> – excellent introduction for teachers which will help put the concept of the Holy Spirit in context:</p> <p><a href="https://www.youtube.com/watch?v=oNNZ09iIGjc">https://www.youtube.com/watch?v=oNNZ09iIGjc</a></p>
<p><b>Ra</b> I can remember something that happens in the Pentecost story</p> <p><b>Rd</b> I can talk about something exciting that happened to me</p> <p><b>2a</b> I can tell the story of Pentecost and say why it might be important to a Christian, referring to a picture of Pentecost</p> <p><b>2c</b> I can say how the symbols of wind and fire are used in some Pentecost art-work and what they stand for</p> <p><b>2d</b> I can ask respectfully about exciting times that my friends or others look forward to and why Pentecost proved exciting for the early church</p> <p><b>3a</b> I can describe what a Christians</p>	<p><i>dance to use with Tom and Tessa's song.</i></p> <p>You could wait in silence <b>OR</b> use the time to think again about their own experiences of waiting e.g. to open Christmas presents under the tree, for a parent to collect them, at the doctor's, for a bus or train, at the check-out in a shop. Think especially about good things to wait for.</p> <p><b>Why were Jesus' followers waiting in Jerusalem?</b></p> <p>Tom and Tessa have sent us a note. In their bag, find the note and also a big envelope with some pictures, some red, yellow and orange ribbon / material for waving (streamers? Crepe paper?), a story Bible and some song words.</p> <p><b>Hi everyone! Tom and Tessa here! Can you remember why Jesus' followers were waiting and what they were waiting for? We are waiting too. Soon it is the special festival of Pentecost and we celebrate what happened to the disciples of Jesus. We call it the 'birthday of the church'. We have sent you some clues to help you find out more.</b></p> <p><b>We have been learning a song about the disciples waiting for Jesus' promise of the Holy Spirit. We are going to sing it at church for Pentecost. We are hoping to do a dance and use our streamers.</b></p> <p>Recap the story of the disciples waiting so far and then listen to John Hardwick's 'No more waiting: Pentecost' song and start to work out what happened in the next part of the story. <a href="https://www.youtube.com/watch?v=FEyyJuZxlHk">https://www.youtube.com/watch?v=FEyyJuZxlHk</a> See <b>Resources</b>.</p> <p><i>Although children are welcome to sing, a focus on working out meaning, actions, dance, etc allows everyone to be involved without necessarily singing a Christian song.</i></p> <p><b>What does the Bible say happened when the Holy Spirit came?</b></p> <p>Move onto pictures of the Pentecost story. You could start with this one by Paul Forsey on the white board using a 'reveal' technique or create a puzzle for the children to enjoy.</p> <p>The picture is a bit like a collage. List everything you can see. Which things in the picture were also in the song above?</p> <p>In talk partners, children could look at a variety of other images of the Pentecost story (these</p>	<p><b>Pentecost is the festival when Christians celebrate the gift of the Holy Spirit. It is celebrated on the Sunday 50 days after Easter (the name is from the Greek <i>pentekoste</i>, "fiftieth").</b></p> <p><i>A lower KS2 unit on 'Mission' deals with the Pentecost story from another angle.</i></p> <p><i>'Wind' is a symbol of breath, of God breathing life into people. 'Flames' are a symbol of God's presence e.g. in Moses and the Burning Bush. If you use a candle in Collective Worship, the flame is a symbol of 'Jesus Light of the World' but also God's presence by his Spirit.</i></p> <p><i>Paul Forsey's Pentecost picture is used by permission; it is part of a series of icon-like pictures of Jesus' life.</i></p>
<p><i>might learn from the story of Pentecost e.g. about God being with them</i></p> <p><b>3c</b> I can describe, using religious terms, some ways Christians show their belief that the Holy Spirit came at Pentecost e.g. through art, song, poetry</p>	<p>could have been in Tom and Tessa's bag) and on, or around, the images, write questions or circle or jot down anything puzzling. Some basic questions would help: <i>What can we see? What do we think is happening? What do we want to know?</i></p> <p><b>What happens in the Bible story of Pentecost?</b></p> <p>Gather everyone together, possibly pinning up all the Pentecost pictures where they can all be seen and then tell or read the story of Pentecost in as exciting and dramatic way as possible. Can the children answer their questions now?</p> <p>Invite children to retell the story in different ways using drama, puppets, paint, sculpture, news report, construction or small world toys so they become familiar with it.</p> <p><b>OR</b> Work on a dance drama using the streamers and Tom and Tessa's song: No More Waiting!</p> <p><b>OR</b> Maybe your local 'Open the Book' team could bring in props and involve the whole class in telling the story. Maybe you could present it later in Collective Worship or video yourselves acting the story.</p> <p>Collect together any questions they would still like to ask about the story. Who might be able to help answer them? Decide on the best questions for a display / for your scrapbook.</p> <p><b>What do Tom and Tessa want to tell you about Pentecost at their church? (quick note!)</b></p> <p>Have a final look in Tom and Tessa's bag. Find an invitation to a Pentecost Party – just make your own or find an example on the internet that you can print to put in Tom and Tessa's bag. On the back Tom and Tessa have written a note:</p> <p><b>We hope you enjoyed the story. It is a story that is so important to Christians we tell it every year at church and have a celebration. Jesus kept his promise and sent us the Holy Spirit, who reminds us God is with us always – we are not alone.</b></p> <p><b>At our church all the children dress up in red and orange and we have a party. We sing songs and do crafts. Maybe next time you could dress up too and we will find out more!</b></p>	 <p><b>The Jesus Storybook Bible DVD 4 includes 'God sends help' (Pentecost) if you want to watch it. See Resources.</b></p> <p><b>Details of 'Open the Book'? See Resources.</b></p> <p><b>Twinkl does Pentecost sequencing cards if you would find them useful to discuss the story. See Resources.</b></p>



**EXPLORE**  
**(2)**  
**celebrating**  
**God's**  
**presence in**  
**church life at**  
**Pentecost**

*Teacher's note: Special church services are often held for Pentecost but they vary hugely. It is usual in Anglican and Roman Catholic churches for the priest to wear a red stole and red vestments. Typical symbols used include a dove and tongues of fire and the use of red and orange colours. It has become increasingly common for families and children to celebrate Pentecost as the church's birthday and to have cake and a party as well as church services.*

*This lesson could take place in school, or at a local church, with the help of church members if wished. It is designed to give a flavour of how one church might celebrate Pentecost with its younger members. Ask children to come dressed in red/ orange / yellow if possible. If you have church members present, take the time to welcome everyone and to review briefly some of your learning.*

**How is Pentecost celebrated in Tom and Tessa's church?**

In Tom and Tessa's bag find a note, some red/ orange yellow clothing and the words: His Spirit is with us (write on cards to put in order / use for display later)

Tom and Tessa say:



Whenever we start a service at our church, the vicar says: The Lord is here. And everyone replies loudly: His Spirit is with us. The words remind us that God is always with us even if we can't see him.

Once a year we celebrate Pentecost at church, the story of God's Spirit coming to be with us forever. The vicar wears red vestments for the church service and we try to wear bright clothes too. Some of the older children dance to a Pentecost song / hymn. We read the story from a big Bible and have special prayers.

After church, we have a children's Pentecost party with a birthday cake. There is lots to do and make. It's great being together and knowing that God is with us too. We would love you to try some of our favourite activities and see what we do.



**How do these activities remind Tom and Tessa of the Holy Spirit coming at Pentecost?**

Send children to try out some crafts. For each craft, the children need to be able to see how it connects to the Pentecost theme. This could be discussed by teachers / parents / church members

The 'ner tamid' (eternal flame) burns as a symbol of God's presence in Jewish synagogues.

The wind is a reminder of God breathing life into Adam; the word for wind and breath is the same in Hebrew.

These 2 symbols confirmed for the disciples that the invisible Holy Spirit had come: God was with them as Jesus had promised.

The dove represents peace but also the Holy Spirit e.g. in the story of Jesus' Baptism.

If Y3/4 are doing Pentecost in RE too, why not have a shared 'party'? Or KS1 children could organise craft for EYFS children.

Photos from St Mary's CE Primary, Hadleigh

*1b I can use the words Jesus, Holy Spirit, birthday, and church to talk about Pentecost*

*1c I can suggest why red and orange colours are often used at Pentecost celebrations*

*1e I can ask why a story is told, and what I learn from it, including the stories of Ascension and Pentecost*

*2b I can talk about how some Christians might celebrate Pentecost at church e.g. wearing red, birthday cake, special prayers*

*2e I can talk about possible meanings in a story including the Pentecost story, and about any questions this story raises*

*3e I can ask good questions based on the Pentecost story e.g. about waiting, feeling alone and sharing, and share some of my ideas*

as they circulate and help with crafts. Try placing a simple laminated question at each craft 'station': **Which bit of the Pentecost story does this remind Christians of?**

There are lots of Pentecost craft ideas on the internet - see note at end of lessons e.g.

- Flame headbands
- Red/ orange crepe streamers / wind-catchers / paper-weaving
- 'Flame' iced cakes / biscuits
- Giant dove collage / banner / mobile
- Prayers written on flame shapes
- An altar frontal with scene of Pentecost story



Some could work on a dance drama of the Pentecost story or practise singing, signing, or accompanying, a Pentecost song e.g. *Wa wa wa Em-ima / No more waiting / God is with us forever* - see **Resources**.

**How do you think Christians feel when they are celebrating at Pentecost?**

About 10/15 mins before the end of the session, bring the children together. At Tom and Tessa's Pentecost Party, the children gather at the end to sing and pray and tell the story once more. Sometimes the vicar gives a little talk too. We are going to act out this part of their party.

*If you have church members present, they could say 'The Lord is here/ His Spirit is with us'.*

- Sing a Pentecost song
- Read the Pentecost story and then interpret it in drama or dance if done
- Share the crafts and connect to the story / use the 'popcorn' idea - see sidebar / Appendix 1
- Read a Pentecost Prayer - *We thank you God our Father for sending the Holy Spirit so that we may know you are always with us.*
- Sing another song - or listen to 'Spirit of God unseen as the wind'

Alternatively, for this lesson, you might prefer to be involved in a whole school focus day on Pentecost. These resources may help (see **Resources**)

- **Experience Pentecost** e.g. experiencing some of the interactive stations
- **Pentecost Musical** e.g. learning some of the songs for this KS2 project
- **Pentecost Pause Day** - using the KS1 materials



*You could compare the disciples' feelings to the 'rabbit / badger' stories.*

*A very simple Pentecost Song- Tune "Brother Jacques"; Tongues of fire x2 Rushing wind x2 Come O Holy Spirit! Come O Holy Spirit! Promised one x2*

*'Spirit of God unseen as the wind' is sung to the 'Skye boat song' - <https://www.youtube.com/watch?v=dy8AZ46GKqC>*

*Appendix 1 is a simple talk which Tom and Tessa's vicar might give at the Pentecost party. Teachers may want to use the 'popcorn' idea too.*

## EXPLORE

(3)

### the 'Fruit of the Spirit' in Christian Living

*2f I can talk about an important message that people might want everyone to hear, including a message important to Christians*

*3b I can describe some of the things Christians learn about the 'Fruit of the Spirit' and some ways the fruit might show in their lives*

**Teacher's note:** Christians believe that God the Holy Spirit works in their lives to make them more like Jesus. St Paul, a famous New Testament author, wrote that as Christians faced difficulties, God the Holy Spirit began to change them on the inside, developing in them the qualities that God wanted to see. 'By their fruit, you will know them,' said Jesus, and St Paul talks of the good qualities growing like fruit in a faithful believer's life: the 'fruit of the Spirit'.

#### Can you identify these fruits?

Show children a real fruit bowl with a variety of fruit or show pictures. Identify. Which fruit would you enjoy most? If you were a fruit tree, which one would you like to be? Why?

Look at some rotten fruit if possible. Why don't we eat fruit when it is like this?

#### What do Christians mean by the Fruit of the Spirit?

Tom and Tessa have brought you some fruit of a different kind! Find the nine words (see below) in their bag. They have been learning about these at church. Do you know any of them? If they were like real fruit, which one would you choose to grow?!



There is a note here from Tom:

**Hi everyone! Tessa and I are very glad that God is with us always. But sometimes we forget God's good ways and we want to tell a lie or be unkind to someone. Does that happen to you sometimes too?**

**When Tessa and I pray to God for help, he helps us to do the right thing. The Holy Spirit is like an invisible friend who is real. He warns us when we are wrong but we don't always want to listen to God's ways. Other times we listen and ask God to help us and that's when these special 'fruits of the Spirit' start to grow in us, fruits like kindness and patience. Which of our 'fruits of the Spirit' would you like to grow?**

• Love	• Joy	• Peace
• Patience	• Kindness	• Goodness
• Gentleness	• Faithfulness	• Self-control

*If you have a values-based Collective Worship programme, you may be able to make some useful links between the values and the Christian 'Fruits of the Spirit'.*

*You could explore this lesson using 'The Fruits of the Spirit' from Reflective Storytelling Bk 2 (see Resources). The Discovery Centre Team have storytellers who could lead the whole session based on the story, with 'I wonder' questions and art / craftwork.*

*3d I can recognise some of the things which influence me e.g. family, friends, faith, and know Christians say the Holy Spirit transforms them*

*3f I can link things / people that are important to me, like those who support and help me, with the way I think and behave*

#### What do Christians learn from these songs?

Tom and Tessa know several songs about the fruit of the Spirit. They have to choose one to sing in church.

Which one do you think they should choose and why?

- The Fruits of the Spirit (Wesley's Wuppets)
- Fruit of the Spirit Children's Song (Mark Jabez)
- Holy Spirit work in me <https://www.maynardsgroovytones.co.uk/jukebox/oholyspirit>

*'O Holy Spirit Work in me' is a really useful example of a Christian children's song about the Holy Spirit making Christians more like Jesus. Be aware that if you don't download it £0.70, there is a copyright note in the middle of the song.*



#### Which fruit would you like to grow?

You may have had a favourite fruit in the fruit bowl at the start? Or maybe your favourite fruit was not there? Which of the nine 'Fruits of the Spirit' would you like to grow?

Make a picture of a piece of your favourite fruit. Stick it on a card and punch a hole in it so you can hang it up on a 'fruits of the Spirit' tree – maybe made out of some twigs? On the back of the card, write which of the 'fruits of the Spirit' you would like to grow. Or which you think would be best to grow in school? Which do you think you are starting to grow already?

What would the opposites of the fruits of the Spirit be? What would a school or family be like if these were the fruits we grew?



#### How do the 'Fruit of the Spirit' help people know that 'God is with us' in our world?

Share your work on the 'Fruit of the Spirit' with a Christian e.g. local vicar or members of your Open the Book team. Then interview them: *Have you felt God change you? What does Pentecost mean to you? How do you know God is with you? Which of the Fruit of the Spirit do you want God to grow in you?*

**OR** Read the book 'Maybe God is like that too' and talk about the question above. See Resources.

*'Music Machine' is an old Christian children's musical celebrating and explaining the nine different Fruits of the Spirit in individual songs. The songs can be found on You-tube.*

*You could connect to changes in the Rabbity story at the start. The more the friends did the things Rabbit liked, for example, the more life was like Rabbity had wanted it to be.*

*Read what the C of E says about helping young children understand the Fruit of the Spirit: <https://churchofenglandchristenings.org/after-a-christening/fruits-that-are-special/>*