



Y3/4 Pentecost Pause Day: Cycle 1

Overview:

- Remember who Peter was - Bible quest
- Make a person profile/ a high low chart of his life to illustrate his ups and downs
- What sort of person might he be like today?
- Retell Pentecost story and note Peter's role within that
- Why the great change in Peter's behaviour?
- Complete person profile for his life post Pentecost (Bible quest)
- Is a similar change available for us? How might it come about (changed perception/understanding)

You will need:

- Bibles (a version that is easy for the class to read and understand)
- Emotions graph (2 per child - one to document Peter on and one for themselves) - could be photocopied back-to-back. Would look good on A3 paper (easier to compare)
- Equipment for making a drawing of a section of the Pentecost story
- A ball for circle time
- Slips of blue and yellow paper for each child (consider cutting the blue paper as tear drop shapes and the yellow paper as flame shapes?)
- Matches and a fireproof container in which to burn their blue pieces of paper

Session 1

~ Revise how to look up a passage of scripture in the Bible. Give different pairings/groups of three in the class the following passages of scripture to find:

- Matthew 4v18-20
- Matthew 8v14-17
- Matthew 14v13-21
- Matthew 14v22-33
- Matthew 16v13-18
- Matthew 17v1-8
- Matthew 26v36-41
- Matthew 26v69-75
- Matthew 27v45-50
- Matthew 28v1-10
- Matthew 28v16-20

~ Provide each pair with a graph (see example attached - both a 'worked example' for the teacher, and blank one for pupils available) and tell them to plot each Bible verse as they are read out on the graph to show how positive or down Peter might have been feeling (NB - check they can remember from the Easter Pause Day who Peter was ie one of Jesus' closest disciples - give class a chance to share what they can remember about who Peter was). The placement of each verse should be arrived at by consensual agreement ie after discussing it in their pairs. Each pair to take turns to read out their passage (in the sequence order above) to the whole class. (More Able children to jot down a reason for their placement - a summary of what had happened to Peter).

~ Class discussion: *Do all the graphs look the same? What was there most agreement/disagreement about? What was Peter's lowest point? Why? (There may be a range of answers...)* Who might be a modern day equivalent of Peter? It might be worth having prepared a purposefully controversial teacher graph beforehand to promote discussion (could be viewed on an IWB?) Could include things like: "I think Peter wasn't that bothered about

walking on water because he had already seen Jesus do other amazing things".

Session 2

Retell the Pentecost Story. Split class into 5 groups (you could replicate this activity and have 10 groups if your children would work better in smaller groups). Each group to produce a drawing of their section of the narrative showing (a) Peter's involvement and (b) a face to show how he might have been feeling at this point. Each group to cover a different section of the main events:

- Jesus leaving the disciples and ascending into heaven (Acts 1:6-11)
- Peter with the other disciples waiting in Jerusalem (Acts 1:12-14)
- Peter with the other disciples when God the Holy Spirit falls on them (Acts 2:1-4)
- Peter leading the other disciples as they speak in the street (Acts 2:5-8, 14-15, 37-41)
- Peter and John (another early church leader) are persecuted (arrested and face difficult opposition) after healing a lame man (Acts 4:1-5, 13-22)

Children to share their work. Discussion: *In what ways has Peter changed? Who/what might have caused this change? What do these scenes tell us about why Pentecost was important to Peter?*

Complete their graphs from session 1 with the new information about Peter's life.

Session 3

Circle time:

- Children to pass a ball across the circle (rolling or throwing) until everyone in the circle has been included and has received the ball.
- Repeat but before they pass the ball, each child to offer something that they like about someone else in the class - without using names e.g. 'I like it when someone includes me in their game' or 'I like it when someone

asks me how my weekend has been' or 'I like it when someone says something complimentary about my work' etc. Question: *I wonder if any of those comments might have been about you? I wonder how you would describe the people who act like this?*

- Repeat the ball passing. This time, children to say anonymously what they find tough/upsetting e.g. 'It makes me sad when people call me names' or 'I feel upset when no one listens to me' or 'I feel lonely when I am left out of a game'. Question: *I wonder if any of those comments could have been about you? I wonder how you would describe people who act like this?*
- Class discussion: *What aspects of his early character might Peter have struggled with? What things might have made him a hard person to get on with?*
- Children each find a space in the room. Record (however they want to) on a piece of blue paper all the things about themselves and their character that might make other people sad. NB - reassure them that no one will see this paper. On a piece of yellow paper, children to think about the parts of their behaviour and character that might make others appreciate them and feel happy.
- At Pentecost God the Holy Spirit came and changed Peter in ways he could never have imagined. He gained a new boldness and courage and vision. God the Holy Spirit came at that time with tongues of fire. Light a controlled fire (eg in a metal bin) and invite the children to throw their blue paper into the bin if they would like to see themselves similarly transformed. NB: This may need to be done outside to avoid setting off a smoke alarm! Christians believe that God the Holy Spirit is still available today to transform lives. Leave the children space as you undertake the burning for them to say a prayer asking for God the Holy Spirit's transformation, if they want to. Some children may not want to respond in this way so provide space for that to be acceptable too.
- The yellow pieces of paper could be collected and used to create a display of the day's work to serve as an ongoing reminder/commitment.
- Children to create their own Personal Emotional Graph of their lives (in the same manner as for Peter). If they want it to be more anonymous, they do not need to label it. If they are happy, they can label the peaks and troughs with comments to show why these are plotted as they are. Allow children time to share their stories with one another as they want to.
- The future will inevitably hold some great experiences and some much sadder ones. *What might some of these be (doing well at school, having great*

friendships, getting married and having a family, losing friends, people moving away or dying...etc)? What have they learnt today that might help them to face these highs and lows better?