



Y3/4 Pentecost Pause Day: Cycle 2

Overview:

- Retell the Pentecost story (quiet, reflective technique)
- Drama: empathise with where the disciples were at (terrified and waiting in Jerusalem), not knowing what the future held, vision-less
- Drama: empathise with the dramatic change brought to the disciples by the indwelling of the HS
- Discussion: the need for purpose
- Look at Acts 1v8 - the disciples being given a mission and then the HS brings understanding of what that means
- Diagram working thinking about our spheres of mission: what does that mean for us?

You will need:

- A talking object for circle time
- Props for the Godly Play retelling of the Pentecost story.
- Speech/thought bubble for each child
- Digital camera
- PowerPoint containing maps
- Spheres of influence/mission sheet (concentric circles)

Session 1

~ Welcome each child at the door to the classroom as they enter and ask them to select a seat/space on the floor in the circle where they will be able to focus well on the story that they will hear.

~ Scene setting: sit round in a circle and pass a talking object round. When each child is in possession of it, they can share about a time in their lives when they have been really excited about something. Next, pass the object around and talk about a time when they have been scared. Children may choose to 'pass' if they wish. Use this circle time to move any children who will be disruptive during the story telling to a place in the circle where they can focus better. Introduce the story, by saying that you are now going to use some props to tell them about Pentecost. Can they identify times when the main characters were really scared and times when they were really excited?

~ Use props and questions to retell the events of Pentecost. The idea is to create a reflective atmosphere in your circle and to tell the story, having an "I wonder..." time during and at the end where children can choose to, but do not have to, share their thoughts. It should be told in an absorbing way, with you the teller as absorbed as anyone. Children enjoy the chance to think internally. Start the retelling with Jesus' death in order to set the context of Pentecost. To help you tell the story, it may be worth breaking it into chunks and having props for each section. Please see attached sheet for an idea of one way to tell the story with key questions in italics. The story of Pentecost is recounted in the Bible in Acts 1 and 2 but it may be worth starting with Jesus appearing to the disciples after his resurrection (see the end of Luke's Gospel).

Session 2

* Drama 'warm up' activity: play musical statues but when the music stops you call out an emotion and scenario and the children are to hold a freeze to enact it. E.g. The music stops and you say: "lonely: no one will let you join in their game" or "excited: you are about to go out to your best friend's party". Pick out aspects each time that are good such as body position or facial expressions.

* Once the class is warmed up to act, get them into small groups. They are to prepare a freeze frame scene of Jesus with his disciples shortly before he ascended into heaven. He is telling them to wait in Jerusalem. Children to

try and capture how the various disciples might have been thinking and feeling. Provide each child with a thought bubble (laminated so it can be reused?) to record what their character in the scene is thinking or feeling and why. This could be in the form of a question.

* Repeat the freeze frame activity with two further scenes:

- God the Holy Spirit coming on the disciples as they waited in the upper room.

- the disciples out in the street telling the crowd what's just happened and what they had learnt being with Jesus.

It might be worth photographing the groups as this is a useful record of the work, and also because the act of taking the photo (and viewing and refining it) helps to focus the children on creating higher quality work.

Session 3

Class discussion:

~ What were the major changes to the disciples during the passage of these scenes? They might come up with quite a list...challenge them to think of as many changes as possible (possible answers: new confidence, loss of fear, excitement/joy/peace, new purpose, new understanding of what Jesus had meant when he left them, greater hope for the future, sense of purpose...)

~ What caused these changes? The class might respond with 'God the Holy Spirit'. See if you can dig a bit behind this. What was it about the work of God the Holy Spirit that changed the disciples so dramatically? Perhaps they gained a better understanding of how things fitted together and what Jesus' life and death had been about? Maybe they no longer felt abandoned by Jesus and God the Father? Maybe they were confident that they had access to God's same power for transformation that they had witnessed in the years beforehand as they saw Jesus performing miracles? Don't be scared to pose the question and see what the children come up with as possible answers.

~ *purpose - find A person and quotation to kick off an understanding of this...*

~ Find Acts 1v8 where Jesus sets out the mission he has prepared for his disciples. Look at the maps on the PowerPoint. Find: Jerusalem, Judea and Samaria. What might Jesus have meant when he said this to his disciples? What did he mean for them to do? How did the last freeze frame scene start

to answer this task from Jesus? Notice how with each new place, the area of influence widens. Ask the class in pairs to write a list of all the people they have influence over.

~ Give them the resource of ever widening circles and ask them to fill it out with: Immediate family, wider family and closest friends, less close friends and other acquaintances. (NB: perhaps ask the children to do this privately as they may offend others in the class by where they place that friendship?)

~ God called the disciples to be his witnesses to all the people in these places. How can the children be witnesses to God, reflecting his love amongst all these people?

~ The disciples needed God's power (the Holy Spirit) to do this. Give the children paper on which to write a prayer for themselves as they try and reflect God's love in these different circles. Some children may object to writing a prayer; in which case, ask them to write a reflection on which circle of people they find hardest to love and why.