

8 Bible Themed Journey Days Barbara Meardon + Verity Holloway
 Barnabas in Schools 2014
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UNIT 7

Jump into a picture: Pentecost

Bible focus

Acts 2:1–47

Programme for the day

9.00–9.30am	Whole-school introduction to the day
9.30–10.35am	Workshop 1
10.35–10.55am	Break
10.55–12.00	Workshops 2 and 3 (combined)
12.00–1.00pm	Lunch
1.00–1.15pm (or next day)	'My Journey' reflection
1.15–2.20pm	Workshops 2 and 3 (continued)
2.20–2.30pm	Break
2.30–3.00pm	Whole-school worship

Preparation

Plan a time of reflection on the theme for the staff, governors and church volunteers. Have a small copy of the Pentecost picture to be used on the journey day for each individual to hold, or project the picture on a board.

You could choose from the following pictures (see web links, page 95).

- Turvey Abbey Pentecost Celebration Poster
- *Pentecost* by Giotto di Bondone (two paintings)
- *Peter Preaching at Pentecost* by Benjamin West (1738–1820)
- Detail from the Linaiuoli Triptych, 'Predella Showing St Peter Preaching', 1433 by Fra Angelico. This is a small panel on the bottom left of the triptych. It would be interesting to show the whole triptych.
- *Way of Light* poster set ('Pentecost') or *Power of the Spirit* poster ('Pentecost') by Sr Sheila Gosney RJM
- 'Untitled—Pentecost' by John Brokenshire (b. 1958), from the *Methodist Collection of Modern Christian Art*, No. 39
- *Whirlwind and Wellspring* by Sophie Hacker

Ask the group to look at the painting, which represents an extraordinary experience in the lives of the disciples. Within the journey of the people of God, it was the beginning of the worldwide Christian church and is celebrated today at Pentecost. Ask some wondering questions:

- I wonder how you respond to the picture?
- I wonder how you feel about the journey ahead of you this year?
- I wonder if any of the ideas or images in the painting have anything to say about your journey?

You may choose to share ideas at this point, through discussion as a group or in pairs, or each person could write a thought on a star, flower or cross shape and place it around a candle.

Spend some quiet time thinking about where you are on your journey. Conclude the reflection with a time of silence or some quiet music, followed by Bible readings from Acts 2:1–12 and Isaiah 11:1–3.

Blessing

Teach this blessing with actions, then all join in together.

*May God's Holy Spirit be in your life
(band on heart)*

*May God's Holy Spirit be in our world
(sweep hand out in front)*

*May God's Holy Spirit be love between us
(bold or shake hands)*

And the blessing of God Almighty, Father, Son and Holy Spirit, be among us and remain with us this day and always. Amen

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Whole-school introduction to the day

As a focal point, show a copy of the picture or pictures (you may need to use more than one to convey the ideas of the whole story) on an IWB. Red, orange and

yellow material draped to look like flames, with a fan blowing on them, would look good.

Play seasonal music as the children come in—for example, 'Come, Creator Spirit' by Keith Duke, available from iTunes.

Reflection

Show a painting that includes people (for example, the eleven disciples). Ask some wondering questions:

- I wonder if you know any of the characters represented in this painting? Is there anything that gives you a clue?
- I wonder what the artist has done to show you who they are? (*The answer could be as simple as baloes around the disciples' heads.*)
- I wonder if you can think of a question you'd like to ask someone in the painting?
- I wonder if you can think of a question you'd ask the artist about the painting?
- I wonder how the people in the painting are feeling at this moment in the story?

Read the Pentecost story from an appropriate Bible (see page 11).

Prayers

Choose prayers from *The Lion Book of 1000 Prayers for Children* (pages 926–928).

Explain that everyone will come back together at the end of the day to share what they have found out about Pentecost.

Sing or listen to 'Breathe on me, Breath of God' or some Taizé music, such as *Veni Sancte Spiritus* or Holy Spirit, Come to Us—*Tui Amoris Ignem*.

Use the picture, focus and questions to make a reflection corner (for ideas, see the *Pause for Reflection* pack).

Workshop 1: Exploring the picture

Learning intention

Children explore the story and symbolism in the picture and how the symbolism expresses the meaning of the story for Christians.

Engagement

Display a copy of the picture on the IWB. Ask, 'I wonder which part of the story is depicted in the picture? I wonder how the artist has expressed it?'

Discuss and generate questions to explore the story and the painting. Can you make connections with other parts of the Bible (for example, God speaking to Moses through the burning bush, or Jesus calming the wind on the lake)?

Look at the symbolism used to depict the characters or object you are focusing on. Ask, 'I wonder how this helps us understand the story of Pentecost?'

Response

Choose one of the following activities.

- In small groups, look at other examples of the same part of the story in paintings, sculpture or stained glass. Look for similarities and differences and share your findings with the class.
- Write individual or class poetry—perhaps an acrostic, in which each line begins with a letter from an appropriate word such as PENTECOST, WIND AND FLAME or SPIRIT, or a kenning, where each line describes what you are talking about without saying what it is (for example, a disciple could be 'news bringer' or 'Jesus follower'; the Spirit of God is a 'hope bringer', 'courage maker', and so on).
- Write a narrative in response to the story—for example as if you were one of the disciples at the first Pentecost. Write in the first person, describing events as they happened. Ensure that you talk about thoughts and feelings as well as events. This activity could be continued in Workshop 2.

Reflection

Share responses as a whole group or class (adults or older children could scribe). You could display responses on a board.

Workshops 2 and 3 combined: Creative response to the picture

Either choose one workshop to cover both time slots or two different workshops. Whichever workshop is chosen, the reflection is the same (see page 73).

Learning intention

Having looked at the painting of Pentecost in Workshop 1, children go on to respond to the symbolism, story and ideas it contains. In each workshop, encourage discussion of ideas about Pentecost and the meaning of the story for the children and for Christians.

To find out how Christians celebrate Pentecost now, look at www.request.org.uk (see web link, page 95). Alternatively, read the story of Pentecost at The Children's Chapel (see web link, page 95) or the Pentecost chapter from *A Year of Christian Festivals (Festival Time)* by Rita Storey (Franklin Watts, 2008) or *Christian Festivals* by Honor Head (Hachette, 2012).

Workshop 2/3A (Curriculum link: Literacy)

Take the story on from the point in time shown in the painting, or write about what might have led up to it for one of the groups of characters, such as the disciples or the onlookers.

Alternatively, begin or continue the writing (from Workshop 1) from the point of view of one of the characters (for example, 'If I were Peter...'). Write in the first person as if you were describing events as they happened, and ensure that you talk about thoughts and feelings as well as events.

Workshop 2/3B (Curriculum link: Literacy, Thinking and questioning)

Retell the story using figures and reflective storytelling (see *Godly Play Volume 4* or *The Big Story*). Encourage the children to generate their own 'I wonder' questions, especially about what the future would hold for the disciples. Write them on pieces of coloured paper or sticky notes and make a wall of questions about how Jesus' teachings and their experiences with Jesus would have prepared the disciples for the future.

Workshop 2/3C (Curriculum link: Art, History, Geography, DT)

Modernise the painting. It is worth knowing that Peter's preaching almost certainly occurred in the temple precincts, which could have held the large numbers of people mentioned in the story. Where would a similar event be held now? (The launch for the 2012 London Olympics took place in Trafalgar Square: how does that compare? Think about the similarities and differences, the impact of new technology, and so on.) Children could also find out about the upper room where the first events of Pentecost are said to have happened.

Alternatively, magnify one section of the painting, or divide the painting into sections, enlarging each section

to make one very large class version. One class or group could imagine the scene at the beginning of the story in the upper room and another could look at the scene in the temple precinct.

Another option is to look at the whole *Linaiuoli Triptych* by Fra Angelico. If you wanted to make a modern version of the triptych showing the birth of the church at Pentecost, what would you put in each panel? Different groups could make the panels and then assemble them together.

Workshop 2/3D (Curriculum link: DT, History, Numeracy)

Make 3D models of the upper room or the temple precinct, and people to represent the disciples and the crowd. Use research to make sure that your models are accurate and in proportion and to find out where people may have come from, around the Mediterranean area.

Workshop 2/3E (Curriculum link: Drama, Thinking skills)

Either hot-seat characters from the painting or use a conscience alley activity to explore various aspects of the story: for example, should the disciples stay hidden in the upper room or go out and speak in the temple precinct? Should one of the visitors to Jerusalem believe the disciples?

As a class, discuss some of the thoughts that might have gone through the chosen characters' heads as they decided what to do. Encourage the children to think deeply about this and use their knowledge of the story. Alternatively, debate the same questions or use PMI to discuss the questions.

Choices for Foundation Stage

- Read the story from *The Big Bible Storybook*.
- Dress up as the characters and act out the story.
- Tell the story with puppets or Playmobil™/small world characters.
- Make printed flames, windmills, kites, and so on.
- Retell the story by putting pictures in the right order.

Reflection for all Workshop 2/3 choices

Provide a laminated speech bubble, thought cloud and feeling heart shapes for each group. Older children or adults can scribe for younger children. Discuss and then

write ideas about what one of the characters might say, what you think about the story or a character in it or its meaning, and how you or a character in the story feels.

'My Journey' reflection

On a small piece of paper, draw a picture or symbol to illustrate your Pentecost journey, and write the date next to it. Cut it out and stick it on to the timeline in your 'My Journey' book.

Generate an open or interesting question about the story and write it in the book. Alternatively, children could answer the following question in their book: What is the key moment of the story, and why does it matter?

Use scribes if necessary—it is important that a copy of the child's thoughts is included in the book in order for them to see their journey. Children should share their thoughts with a partner.

Whole-school worship

Preparation

Bring artwork together and display as much as possible. If a version of the picture has been made from small sections, it will need to be reassembled. Along the front of the hall, have dark material draped along the floor and a bowl of flame and wind shapes.

On an IWB, show an image of your chosen painting. Play seasonal music such as 'Come, Creator Spirit' by Keith Duke.

Engagement

Say, 'Imagine that we could all go to that room now with all the disciples waiting, wondering what to do next. I wonder what you would see... what you would notice... what you would hear... what you would feel? Perhaps it would be the sound of the wind rushing through the room, or the looks on the disciples' faces or being there in the crowd as they all hear the good news in whatever language they speak.'

Play some quiet music while two children from each class (more if appropriate or if time allows) walk to the front, take a flame shape or wind shape from the bowl and sprinkle it on the dark material, transforming its appearance.

As we see the dark material transformed and changed by the flames and wind shapes, we think about how the disciples were transformed and changed on the day of

Pentecost, how we might be transformed and changed, and how we can transform and change the lives of others.

Suggested song

Sing a suitable song that the children know or have been taught for the day, such as 'Come, O Holy Spirit, Come', with both Nigerian and English words by John Bell and Alison Adam, which can be purchased as an mp3 download.

A child from each class can bring an example of work done during the workshops and share it with the rest of the school, saying why it is important or special for the Pentecost story.

Prayer

Use prayers written by the children in their workshops or from *The Lion Book of 1000 Prayers for Children* (pages 926–928).

Say, 'We are going to have a time when we will give thanks for the things we've enjoyed today. What would we like to say "thank you" for?' As suggestions are made, adults write them on flame shapes and the children place them on the dark material.

Say a prayer of thanks for 'all that we've been able to do and share together'.

Blessing

*May God's Holy Spirit be in your life
(hand on heart)*

*May God's Holy Spirit be in our world
(sweep hand out in front)*

*May God's Holy Spirit be love between us
(hold or shake hands)*

And the blessing of God Almighty, Father, Son and Holy Spirit, be among us and remain with us this day and always. Amen

REVD DR SANDRA MILLAR

Unit 7 extension material

Class collective worship

Show a picture of wind and fire and ask, 'I wonder how this links to the journey day we enjoyed?' Show the picture or pictures used as a focus on the day. Give children the opportunity to revisit the story, generate questions and ideas from the journey day and add thoughts, questions or responses to their journal.

Reflection

Give each child the choice of a cut-out wind or fire shape, then ask them to hold it and think about how it inspired the disciples to go out and tell the good news to hundreds and thousands of people. Ask wondering questions:

- I wonder what gives you the strength to do new things?
- I wonder who you share good news with?
- I wonder if sharing good news makes both the sharer and the listener feel better?

Response

Play some quiet reflective music, such as the Taizé music recommended for the whole-school worship. Write on your wind or fire shape some good news you'd like to share. Peg the shapes to a string that can flutter in the breeze from a window or outside in a reflective garden if you have one at your school.

Prayer

Choose a prayer from *The Lion Book of 1000 Prayers for Children* (pages 926–928) or similar book.

Looking back on the journey

Plan a time of reflection on the theme for staff, governors and church visitors. Share and think about the story of someone who has continued in the footsteps of the apostles after the birthday of the church. It could be a famous Christian or someone you have met personally.

Reflect on some of the experiences from the journey day itself, or any follow-up work that has occurred within school or church.

Response

Look at the symbols of Pentecost: wind, fire, dove and so on. The feast of Pentecost offers Christians a chance to reflect on what the Holy Spirit brings to their lives. Reflect on what happens next in your journey as an individual or as a community, which of those gifts you can see in yourself and how they could help you on your journey.

Conclude the reflection with a time of silence, followed by a blessing:

*May God's Holy Spirit be in your life
(band on heart)
May God's Holy Spirit be in our world
(sweep hand out in front)
May God's Holy Spirit be love between us
(hold or shake hands)
And the blessing of God Almighty, Father, Son and Holy Spirit, be among us and remain with us this day and always. Amen*

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Unit 7 church-based activity day

This can be a full day, half day or after-school club session.

Setting the scene

This session uses kites as a tool to explore the meaning of Pentecost. As a focal point, display different kites and pictures of them flying, or bring all the things you will need to make kites—string, reel, bamboo canes, paper or plastic (be careful with sheets of plastic if young children are present)—and ask an 'I wonder' question about what they might be for.

Display a Bible timeline, such as *The Big Bible Story-book Timeline*. If you have media facilities, you could show pictures or videos of kites accompanied by music.

Engagement

Fly a kite and/or show a video of a kite flying. Then ask, 'I wonder how flying a kite could help us celebrate Pentecost?'

Suggested activities

Provide some practical activities and some with aspects of research about kites. The research might involve websites or books. (If you can't access the internet at your location, print off appropriate material beforehand.) For suitable websites, see the web links on page 96.

- Find out how kite flying is linked to religious festivals—for example, the International Kite Festival held at Ahmedabad to celebrate Uttarayan, or Makar Sankranti at the end of winter.
- On a long thin piece of paper, draw a kite with a long tail and string. Write a poem about reaching up to God, and the themes of Pentecost. Write it so that the words go up into the sky like a kite, starting from the bottom, where someone is holding the string, and reaching right up into the sky where the kite is flying.
- Design, make and decorate a kite to show the message of Pentecost. Choose age-appropriate designs, as you want them to be flown at the end of the session and the next day after church.

- Design an altar frontal or banner using the kite theme and seasonal colours (red) for the all-age service.
- Show some prayer flags and explain that Tibetans believe that their prayers are carried on the wind. Read some Pentecost prayers—for example, from *The Lion Book of 1000 Prayers for Children* (pages 926–928). Children can write their own prayers and put them on kite or bunting shapes that can be hung or pegged on to string across the room.
- Make crowns with flame shapes around the top, to be worn for the worship later. Talk about what happened at the first Pentecost.
- Prepare food from around the Mediterranean to serve with pitta breads for the sharing time (to represent people from different places at the first Pentecost) or make iced kite-shaped biscuits (using diamond cookie cutters) for sharing later.

To get the most out of each activity, have a facilitator who can ensure that everyone thinks and talks about the meaning of Pentecost and what ideas and symbols to use in their designs.

Make or bring and share Mediterranean food together. Say the following grace with actions:

*God bless us (bands on head)
God bless the food (bands around plate)
Amen (bands clasped together)*

Worship

Read the story of Pentecost from a suitable Bible that will appeal to all ages (see page 11). *Children of God Storybook* by Desmond Tutu is a Bible written for children in Africa, highlighting the message of Pentecost that everyone hears the message wherever they live in the world.

Sing 'Wind and Fire' by Carolyn Warvel, to the tune of Frère Jacques:

*Tongues of fire, Tongues of fire,
Mighty wind, Mighty wind,
The Holy Spirit's coming, The Holy Spirit's coming,
Praise the Lord! Praise the Lord!*