

LOWER KEY STAGE 2/UNIT 2A.3

INCARNATION/ GOD

WHAT IS THE TRINITY?

INCARNATION/GOD






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★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
-  Offer suggestions about what texts about baptism and Trinity might mean.
-  Give examples of what these texts mean to some Christians today.
-  Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
-  Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe God is Trinity: Father, Son and Holy Spirit.
- Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.
- Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.
- Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.
- Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

NOTE: Teachers should read the Essential Information pages before teaching this unit.

➡ YOU MIGHT LIKE TO START WITH...

Thinking about the symbolism of water: Do this with actual water, in buckets, cups or balloons, on the playground if you can. In groups of four, pupils talk about times when water is: cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, powerful, reflective like a mirror, thirst-quenching. Pupils can chalk the words onto the playground. What else is water good for? Ask pairs to choose their five top 'meanings of water' from this list, and wash away the other less popular 'meanings of water'. Take photos. Tell the class that Christians use water for baptism because it has many different symbolic meanings. Ask them to remember this work when they tackle the examples from the Bible and from Christian practice.

MAKING SENSE OF THE TEXT

THE BAPTISM OF JESUS BY JOHN THE BAPTIST: MATTHEW 3:11-17

- Introduce the idea of a 'Gospel' – a life-story or biography of the life and teaching of Jesus. Tell pupils this story from one of the four Gospels, Matthew Chapter 3 (you might use keyword 'bingo' to get them to listen out for key terms). Ask what they think is going on (or use a video clip – for example, 'The Miracle Maker'). Ask for suggestions about the meaning of details: the water, the voice, the dove. At the very start of Jesus' public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God, come to Earth to rescue humanity. Ask pupils to list clues they can find in the story for this message.
- Look carefully at two paintings of the Baptism (for example, by Verrocchio and Daniel Bonnell). Discuss similarities and differences between how the different painters show God. Christians believe God is three in one, Father, Son and Holy Spirit. Ask pupils to list the evidence for this belief in the pictures. Ask the class to make their own pictures of the baptism of Jesus which include symbols for the voice of God and the Holy Spirit.

THE GRACE: 2 CORINTHIANS 13:14

- Note that this text comes from a letter (see Essential Information). Recall prior learning about prayer (see Unit 1.1 God – introducing four types of prayer). This is a different kind of prayer; it is not addressed to God but offers a 'blessing' to people. It is usually called 'The Grace', and often recited in Protestant churches. To start a discussion, ask pupils some 'either/or' questions: do they think it is complicated or simple, peaceful or energetic, close to their own ideas or far away, up to date or out of date, natural or supernatural? Imagine saying something encouraging together as your class at the end of each day: ask pupils to talk about whether they can see any good things about that. Ask them to draft some ideas for a class 'grace'. Ask them how Christians might feel about 'The Grace', and why.

EXPLORING TRINITY FURTHER

- Use Resource Sheet 1 which gives six words the Bible uses to describe God the Father, the Son and the Holy Spirit. Can pupils match these to some images or symbols? Look at some more Trinity images and see how many of these words are shown in the artwork.
- Use the *Trinity Chant*, a kenning poem (see Resource Sheet 2), to teach pupils '18 things that Christians believe God does'. Cut up the poem and see if they can link each kenning to either God the Father, Son or the Holy Spirit. What title would they give the poem? Follow up the work by asking pupils to symbolise one or two of God's actions each in art, and group them into three sections for 'Father, Son and Holy Spirit.' You could make a class book or gallery for discussion.

THE BIG STORY AND TRINITY

- Connect this work to the 'Big Story' of the Bible by asking pupils to think about God the Father, creator of all things; Jesus, whose life changed the world by rescuing people from the 'fall' of humanity and from sin; and the Holy Spirit, who 'gives life to the People of God'. Write the words clearly in appropriate places on a 'big story' timeline, or stick them on the frieze.



UNDERSTANDING THE IMPACT

BAPTISM

- Ask pupils to guess what Christians always say when they baptise a baby, or a grown-up: clue – the prayer includes the Trinity.
- Christians are baptised with water in the name of God the Father, Son and Holy Spirit, to join the Christian community. Teach pupils about baptising babies and adults in the Christian Church today. Use film or video (see Resources): a good enquiry strategy would be to show short clips of two baptisms (a baby and an adult) with the sound turned down, on a loop. Ask pupils in pairs to create a simple commentary, then listen to the real commentary, comparing notes.
- Ask pupils to guess what a priest or minister prays at a baptism. Ask them to draft a suggestion for a baptism prayer, including some key words. Make sure they include some words, details or images from the story of Jesus being baptised in their suggested prayer (remind them of the keywords bingo they played earlier). Compare with some actual prayers (see links in Resources): was there anything missing from their prayers?
- As a class or in teams, make lists of similarities and differences between the baptisms of a baby or an adult in churches today, and a third list of connections to the story of Jesus' baptism. (See Resource Sheet 3 for support with this activity.)
- Remind the class of the symbolism of water activity, with chalk, on the playground with which the unit began. What does water symbolise in baptism? Give as many examples as possible.

THE GRACE: A CHRISTIAN PRAYER

- Baptism is 'once in a lifetime' but prayer is every day. Maybe only the Lord's Prayer is more used by Protestant Christians than 'the Grace'. The blessing asks for God to be with people who hear the prayer. Teach pupils that for Christians, this sense of God being with them, all around and even within their lives is a part of believing in God the Holy Spirit.
- Use a song to explore this idea with the class, for example, Stephen Fischbacher's song 'God behind, God beside, God ahead', which expresses Christian belief about the presence of God the Holy Spirit in everyday life. Play it for pupils, and ask them to write an additional verse to express their ideas about where God is found (if anywhere).
- Some Christians like to have wall plaques or fridge magnets or posters to remind themselves of key verses – including 'the Grace'. (Look at www.thechristiangiftcompany.co.uk/ for the kind of thing some Christians use.) Ask pupils to think about the best way to help Christians remember the blessing, and where they would most need to be reminded of it. Ask them to design (and make?) an artefact as if for sale to Christians, expressing the ideas (but not necessarily the full words) of the Grace. What symbols, colours or images might work well to help Christians remember? Decide as a class which of their designs express the idea of Trinity most effectively.



MAKING CONNECTIONS

- **Linking thinking:** Ask pupils to write the three words **baptism, prayer and Trinity** in circles at the edges of a large piece of paper, and draw lines to connect them, writing as many connections as they can between the Bible stories and texts they have looked at, Christian ideas about God, their work on water and their learning about baptism.
- **How can you see God as three in one?** Consider with pupils a common metaphor for the Trinity – ice, water and steam: show them ice melting and steam coming from boiling water. All three are the same, but different. Some Christians explain the Trinity like this. What are the pupils' thoughts about this idea of God? How easily could they explain this to a Reception child? Another example uses a Twix bar: chocolate, caramel and biscuit, but all one bar. Is that a better or worse attempt to understand the Trinity? Why?
- **Hard, harder, hardest:** Can pupils think of three ideas about God – an easy one for a 4-year-old, a harder one for a 6-year-old ... and the hardest idea for older pupils...?
- **Mystery and symbol:** Remind the class that Christians think God is mysterious and they don't expect to 'get' God completely, but in their songs, paintings and stained glass windows, for example, they show their beliefs that God is the Creator, Rescuer (Jesus the Saviour) and the Presence in all life today (the Holy Spirit). Show some more examples of these kinds of art. Ask pupils in pairs to judge which expresses the idea of the Trinity best, and explain why. What do they find mysterious about the idea of God? What questions do they have? Talk about whether only Christians can understand the idea of God as Trinity, or whether atheists, agnostics or people from other faiths can too.
- **Express it yourself:** Develop, through discussion, the pupils' understanding of this, and give them a chance to express it in symbols and art – use a triangle, a triptych or a three-piece Venn diagram and ask pupils to design a work of art for a church called 'Holy Trinity'. (There will be one not too far from you – there are many hundreds in the UK.) Ask them to write a short piece to explain their artwork and the 'big idea'.

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.
- Offer suggestions for what texts about God might mean.
- Give examples of what the texts studied mean to some Christians.
- Describe how Christians show their beliefs about God the Trinity in the way they live.
- Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe God is Trinity: Father, Son and Holy Spirit.
- Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.
- Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.
- Understanding God is challenging; people spend their whole lives learning more and more about God.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

YOU MIGHT LIKE TO START WITH...

- Do a bit of drama; hold the Bible, open at the first book (Genesis), ask pupils to listen as you read Genesis 1:1-5. Which words do they think are important?
- Display important words: beginning, God, light, life, darkness, Spirit of God, Earth.
- Teach that these ideas aren't just found at the beginning of the Bible, they crop up again and again. Perhaps they are important...?

MAKING SENSE OF THE TEXT

- With the important words from Genesis displayed, turn to John's Gospel. Ask the class to listen as you read John 1:1-14 to them (don't worry if the class is confused! This is a difficult passage but it contains lots of ideas worth finding). Let the words wash over the class. Re-read, ask the class if they can spot any of the important words from Genesis – hands up when they hear one. What do they think this passage is about?
- Return to your Bible, turn to Matthew, ask someone to come up and have a look at the first two pages – can they find the birth of Jesus? Why is it almost the first thing Matthew mentions?
- Ask another pupil to come and look at the first two pages of Luke: can they find the birth? Why do Luke and Matthew both include Jesus' birth? Why do they think it is important? Recap everything the class can remember about Christmas/the nativity: Mary, Joseph, Jesus, sheep, angels, wise men, shepherds, a stable, a star, and so on.
- Ask someone to come up and look in the first two pages of John, some of which you have just read. Can they find any birth story? No – there isn't one at all in John.
- Talk about why Matthew and Luke seem to think Jesus' birth is the most important thing to start with. Ask why the class think John does not mention this. Someone might say that John *does* talk about Jesus' birth when the Word becomes flesh. Celebrate if they point this out! See if pupils can connect the text with the concepts of Incarnation and Trinity.
- Display these phrases from John 1. Pupils choose one of these phrases, and design and make their 'Christmas according to John' Christmas card without sheep or donkeys! **In the beginning was the Word/The light keeps shining in the dark/The true light was coming into the world/The Word became a human being and lived here with us/We saw his true glory.**
- Use some words from Christmas carols and songs to explore with the class what John means. Play them samples, and ask: did this writer use John's words? For example:
 - From 'O Little Town of Bethlehem': 'In your dark streets shineth the everlasting light'.
 - From 'Silent Night': 'Son of God, Love's pure light'.
 - From 'Once in Royal David's City': 'He came down to earth from heaven, who is God and Lord of all'.
 - From the Calypso Carol: 'Mary cradling the babe she bore: the Prince of Glory is his name'.
 - From 'Shine, Jesus, Shine': 'Send forth your word Lord, and let there be light.'
- To encourage pupils to think carefully about what these words mean, set them a homework competition, to write a new verse to any Christmas carol which puts the ideas of Word, Light, Life, Love or Glory into the song.
- Ask pupils to sum up what John is teaching about Jesus and God. How does it relate to their learning in the earlier part of the unit? What questions do they have about the text?



UNDERSTANDING THE IMPACT

- **Christians believe, so...** Take the pairs of sentences on Resource Sheet 4. Get pairs of pupils to match these eight sentences in two halves. Run this as a team challenge in threes: pupils have all the sentence starters to look at, and pick up one 'sentence ending' at a time. They must agree where it fits in before going for the next 'ending', but they can move them around as they go if a 'better fit' comes up.
- **Interview a minister about Incarnation and Holy Spirit:** Prepare questions for a visiting Christian (or email a minister, or use RE:ONLINE's 'email a believer' facility).
- **Interview Part 1: Incarnation:** To enable pupils to explore the idea of Incarnation more deeply, use these questions and more created by pupils: What does Christmas celebrate? Do you believe God came to Earth at Christmas? In which ways was Jesus an ordinary person? In which ways is he 'God on Earth'? How do your beliefs make a difference to your life and to life in your church? What do you do because of your beliefs?
- If you can't get a visitor, email the questions to one, or get pupils to research the answers.
- Use the term 'incarnation' to explore the idea that 'God is best seen in Jesus'. Ask about the following descriptions – which is best and why?
 - Jesus is like God's 'front man'
 - Jesus is God's last word
 - Jesus came to show humanity what God is really like
 - Jesus is full of love, so he's just like God
 - Jesus is the invisible God made visible.
- **Interview Part 2: the Holy Spirit:** Ask about belief in God the Spirit. Add to these questions: How does it feel to sense God's Spirit is with you or inside you? Does the Spirit help you to be calm, to be good, to be strong, to be loving – or what? St Paul says: 'There is one body and one Spirit, just as you were called to one hope when you were called; one Lord, one faith, one baptism; one God and Father of all, who is over all and through all and in all' (Ephesians 4:4-6). Find out what difference it makes to the visitor's church to believe this.
- **8-page booklets: 'Trinity: So What?'** Small groups record answers and ideas and use them to make a short booklet that could be displayed in a church, called 'Trinity: So What?' Each page should contain one illustrated idea responding to this question: What difference does it make to believe in God the Father, Jesus and the Holy Spirit? These will be welcomed at a local church!



MAKING CONNECTIONS

- To get pupils to think hard about ideas of God from the Christian tradition, so that they can express their own ideas with increasing clarity, give pupils six large print flash cards stating examples of Christian belief about God. Some are provided on Resource Sheet 5.
- Ask pupils in threes to rank these: which do they think are most, and least, important to Christians? (There is not a single correct answer here.) Discuss the rankings different groups make: can the class agree? Ask the trios to say which two are easiest to understand and which are the hardest. What questions can the class come up with about these ideas of God?
- Ask pupils individually to think about their own ideas about God, making sure you welcome ideas from many faiths and from atheism and agnosticism. Together create six more flashcards that would reflect the views of pupils in the class more broadly, about the idea of God. Compare with the Christian views: which of the six ideas do they most agree with, and most disagree with? Listen to discussion points around the class. Talk about what difference these varied beliefs have on how pupils and their families live.
- **Christmas revisited:** Return to the learning from the first chapter of John's Gospel and the cards pupils made. Talk about how far their learning has deepened their understanding about what Christmas is really about for Christians. Ask pupils if they can imagine Christmas being abolished or made illegal. What would they miss? What extra things would Christians miss, and why?

SELECT AND WEAVE
TOGETHER ACTIVITIES
TO ACHIEVE THE
OUTCOMES

MAKE SENSE
OF THE TEXT

UNDERSTAND
THE IMPACT

MAKE
CONNECTIONS

OUTCOMES

BACKGROUND FOR TEACHERS

WHAT IS THE TRINITY?

Christians believe that God is Trinity: God as three in one. This links to the concept of Incarnation, God coming to earth in Jesus, and the concept of Gospel – the good news of God's rescue plan for humanity. In the context of the 'big story' of the Bible, God is the same throughout, Christians argue, but in broad terms, the role of God the Creator and Father, Jesus the Son and Saviour and the Spirit – Comforter and power of God – come to the fore at different parts of the story (i.e. Old Testament, Gospels, early Church).

Many religions believe in one God: Jews, Muslims, Sikhs and Bahá'í also say, with Christians, that God is one. Belief in the Trinity, however, is distinctive to Christianity. The belief is accepted as a mystery of faith, but there is much theological reflection on what it means and why it matters. Don't worry if your pupils find it a hard concept – or if you do. So do archbishops!

For Christians, God in Trinity is not a 'high and mighty' or 'selfish' God, demanding that humans all bow and scrape. In Christian understanding, the invisible God is right here now, by the Spirit, they say, and is also revealed in human form through the life and teaching of Jesus. So the belief in Trinity is practical: Christians too try to make God's presence real in any situation – to make words into actions, and look for the Holy Spirit in all situations.

Another aspect of this belief in God in Trinity is that God can be seen in what God does. Many children in the 7–9 age range might ask what God looks like. Christians reply that they can see God in Jesus, but that God is invisible, so they know God through what God does. The Holy Spirit – like the wind – has invisible power.

The Bible does not use the word Trinity, but the belief that God is Father, Son and Holy Spirit arises from passages like the ones studied here. Christians use the Bible to try to understand what it says about God.

COMMENTARY ON THE TEXT AND ITS MEANING(S)

THE STORY OF JESUS' BAPTISM: MATTHEW 3:11-17

The concept of baptism was not new when Christians began the practice: it was used in Jewish groups before the time of Jesus. It represented a new start in life, washing oneself clean spiritually. Christians began to use it as a metaphor of death, burial and resurrection: the person being baptised goes into and under the water of death, and up into the resurrection life (this is explored in Romans Chapter 6).

John the Baptist, seen as a pre-Christian prophet in the New Testament, called people to lives of justice, and to repentance. Being baptised by John in the River Jordan was about humbly submitting to God and turning your life around.

The story of Jesus' baptism marks the beginning of his public life and is symbolically sealed in the narrative by the Trinitarian symbols of the voice of God from above and the dove. It is immediately followed by temptation narratives, in which Jesus – the human – faces decisions about what kind of life he will lead, and how he will use the power of God's Spirit.

From the earliest days of Christianity, baptism 'in the name of the Father, Son and Holy Spirit' has marked the 'entry point' into the Christian faith, by rituals that vary, but share a similar core.

From the early days of the Church after the New Testament, some Christians developed the practice of infant baptism: a Christian family

brings a new baby to God and into the Christian community via baptism. This is common Anglican practice. Some other Protestant traditions, like the Baptists and Pentecostals, have often asserted the importance of personal choice. In their case, 'believers' baptism' or 'adult baptism', often by full immersion, has been practised widely, by Baptists, for example. Today among some growing Evangelical, Pentecostal and other new church communities, believers' / adult baptism has become more common. Some Anglican churches use adult baptism today as well.

The symbolism should be handled carefully. Baptism always represents a new start in life. The idea that it 'washes away original sin', however, is a bit too simple for the significance of the ritual. Romans Chapter 6 describes the symbolism of solidarity with Christ in his death and resurrection: a new life in which old and sinful ways are set aside. In baptism by immersion, some Christians make this link with Jesus: going into the water symbolises death to the old way of life, going under represents burial, and emerging represents resurrection into a new way of living. This idea connects baptism to the 'big story' of the Bible: it is a key ritual that enables anyone to participate in the story of God's rescue for humanity from the Fall and from sin. It creates membership of the family of all people who are 'in Christ'.

COMMENTARY ON THE TEXTS AND THEIR MEANING(S)

THE GRACE: AN IMPORTANT CHRISTIAN PRAYER

'May the grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with you all. Amen.' 2 Corinthians 13:14

This blessing is widely used in churches and in some Christian schools, often to conclude worship. The members of the group say it to each other, so it is not a prayer that is addressed to God but a blessing. The words refer to the Trinity in a very clear way.

In the original context of a letter from St Paul to one of his new churches, in Corinth, the verse is a 'signing off' line for a letter. Paul was helping the Corinthians to make sense of Jesus' death and resurrection, also reminding them how to live in their new community. This verse has served the Christian community well as a blessing, asking for grace, love and fellowship for all.

JOHN 1:1-14: GOD, CREATION, WORD, LIGHT, LIVING AMONG US.

At a simple level, the ideas in John Chapter 1 teach that Jesus as a human was also the transcendent God. Later in John's Gospel, he is called 'the light of the world', and refers to himself as the giver of living water. For Christians, the key significance of the text is in making

sense of the coming of Christ to the world.

The idea of God as the Word, or 'logos', connects to ideas from Greek philosophy at the time of writing, suggesting Jesus is the human expression of a kind of divine logic at work in the Creation and the human race. You might compare it to the idea that as DNA is the information that is behind all biological life forms, similarly Christians see Jesus as the 'DNA' or *logos* of the universe.

This is the hardest part of this unit. If pupils are to connect up their understanding of Christian belief in Trinity, they may need additional simple activities to reinforce their learning. Jesus is called, here, 'the Word', and he is 'the word who becomes human': Jesus is, in his own self, God's word or message to the human race. For Christians, the eternal Jesus enters the world as a human, to draw people back to God – to bring salvation.

The kinds of impact belief in the Trinity has for Christians are many and variable. These lessons will just begin to open up the subject: Christians spend a lifetime learning about it! It is fine to emphasise the idea of mystery and 'feeling the way'. This can feel like unfamiliar territory in a curriculum where fixed knowledge is often the focus of learning – but all knowledge is bounded by mystery.

RESOURCES

'My Life, My Religion', BBC films for KS2 RE (free online). The Christianity programme has two clips about baptism, one for infants in an Anglican church and the other for older believers in an independent charismatic church. Notes and learning activities accompany the series.

Baptism clips: <http://request.org.uk>

Anglican baptismal service: <http://bit.ly/1LoMqzb>

Some baptism prayers: <http://bit.ly/1xR5bBc>

Some examples of Jesus' baptism in art: search for Pietro Perugino, Andrea del Verrocchio, Daniel Bonnell or Charles Henrickson.

www.artbible.info/ is an excellent site that gives examples of art linked to Bible passages. www.biblical-art.com/ does this too, but with loads of adverts.

Some examples of Trinity in art: search for Rublev's icon; Nicoletto Semitecolo; Nicholas Mynheer: www.abingdon.org.uk/trinity_window

Activities using the *Trinity Kennings* (see Resources sheet) can be found in *Opening Up Christianity* (edited by Fiona Moss, RE Today).

'Three is a Magic Number' by De la Soul is a fun song to use to capture the ideas here: use it as background music or for fun as an introduction to each lesson.

Stephen Fischbacher's songs about God can be sampled and purchased from Fischy Music www.fischy.com

Email a believer at RE:ONLINE <http://pof.reonline.org.uk>



GOING FURTHER

- Pupils will find it interesting to explore a church building for signs of belief in God as Father, Son and Holy Spirit: could older pupils create an enquiry trail for younger pupils to complete?
- Read Psalm 139 with the class: it's a classic poem about the Spirit of God, found everywhere. Ask the class to make some links between the Psalm and the question: how might this belief affect how Christians live and how they love God?

DOWNLOADABLE RESOURCES AVAILABLE AT: WWW.UNDERSTANDINGCHRISTIANITY.ORG.UK

**2A.3 INCARNATION/GOD RESOURCE SHEET 1:
WORDS USED TO DESCRIBE THE PERSONS
OF THE TRINITY IN THE BIBLE**

FATHER	SON	HOLY SPIRIT
Creator	Saviour	Wind
Holy	Rabbi (Teacher)	Fire
Almighty	Prince of Peace	Breath
Fortress	Shepherd	Dove
Rock	Prophet	Water
King	(God 'in the flesh')	Comforter

WORDS USED TO DESCRIBE THE PERSONS OF THE TRINITY IN THE BIBLE

**2A.3 INCARNATION/GOD RESOURCE SHEET 2:
KENNING POEM: TRINITY**

The 'Trinity Christ' referred to in the planning materials uses 18 kennings to say what Christians believe God does. A kenning is a short poetic line to say what something does. There were twelve kenning-poets, five on each team.

FATHER	SON	HOLY SPIRIT
Time starter	Stable sleeper	Promise keeper
Space maker	Miracle maker	Hand holder
Earth shaper	Eye opener	Heart warmer
Mud modeller	Cross carrier	Cheerer upper
Garden planter	Devil crusher	Energy booster
Fruit grower	Grave buster	Life giver

KENNING POEM: TRINITY

**2A.3 INCARNATION/GOD RESOURCE SHEET 3:
INFANT AND ADULT BAPTISM:
SIMILARITIES AND DIFFERENCES**

1. Cut up the cards. Mix them up. Ask pupils to sort these into lots for infant and adult baptism.
2. Sort them according to similarities and differences.
3. Sort them according to what pupils think are the most important parts of the ceremony.
4. Select the cards that could most be used to describe Jesus' baptism in the Jordan 3:15-17.

INFANT	ADULT
Water	Water
Vicar/priest blesses the water	No blessing for water
Water splashed on head	Go right under the water
Sign of washing away sin	Sign of leaving their old life and entering a new one
Font	Baptistry pool or river
Parents and godparents promise to look after baby on his or her behalf	Person being baptised makes their own promises to follow Jesus
Assisted with oil	No oil
Often dressed in white	Sometimes dressed in white
Prayers and blessings are said, songs are sung	Prayers and blessings are said, songs are sung

INFANT AND ADULT BAPTISM: SIMILARITIES AND DIFFERENCES

**2A.3 INCARNATION/GOD RESOURCE SHEET 4:
CHRISTIANS BELIEVE, SO...**

Christians believe God made the world	so they care for the earth.
Christians believe God was at the beginning of time	so they trust God because he is great.
Christians believe God is full of love	so they trust in God for forgiveness.
Christians believe God came to earth as Jesus	so they celebrate Christmas Day.
Christians believe Jesus was on a rescue mission to save humanity	so they always remember his death and his resurrection.
Christians believe God gives life to every person	so they thank God for the Spirit.
Christians believe God is an amazing mystery	so they keep making sculptures, paintings, songs and churches to try to get their idea of God closer.
Christians believe God wants people to love for justice	so they try to follow what the Word of God like Bible says.

CHRISTIANS BELIEVE, SO...

**2A.3 INCARNATION/GOD RESOURCE SHEET 5:
THINKING ABOUT GOD**

God is a mystery puzzle we cannot completely understand.	God is the logical power that created the universe.
God is best seen in Jesus, who was God in a human form.	God is full of love and full of light.
God is the Father, the Son and the Holy Spirit, three-in-one.	God lives in every living thing, and especially in the hearts and minds of people who love him.

THINKING ABOUT GOD