

LOWER KEY STAGE 2/UNIT 2A.6

# KINGDOM OF GOD

WHEN JESUS LEFT,  
WHAT WAS THE IMPACT  
OF PENTECOST?



KINGDOM OF GOD






LOWER KEY STAGE 2/UNIT 2A.6 WHEN JESUS LEFT, WHAT WAS THE IMPACT OF PENTECOST?





### ★ OUTCOMES

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

-  Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
-  Offer suggestions about what the description of Pentecost in Acts 2 might mean.
-  Give examples of what Pentecost means to some Christians now.
-  Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.
-  Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

### KNOWLEDGE BUILDING BLOCKS

#### PUPILS WILL KNOW THAT:

Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').

Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.

Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.

Christians celebrate Pentecost as the beginning of the Church.

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

### ➤ YOU MIGHT LIKE TO START WITH...

**Good King, Good Queen, Bad Queen, Bad King:** a role-play game. Each group of four prepares a pupil to be a good or bad king or queen, suggesting some rules or commands they could give to the class: *snuffle like a dog, sing like an X Factor loser, spell some hard words, touch little fingers with everyone. Anyone who is late or last to comply is out. How can we tell who is being a good ruler, and who a bad ruler?*

**Consider:** if Jesus was queen, or king, what would he want people to do (refer to prior learning)?

### MAKING SENSE OF THE TEXT

- Introduce the idea of the Kingdom of God: pose some key questions to elicit pupils' prior understanding: Is the Kingdom of God a place? Who is its leader? Who is part of the Kingdom of God? How can someone become part of it? (Use Essential Information to help.)
- Remind pupils of their learning about salvation in Unit 2a.5: 'Why do Christians call the day Jesus died 'Good Friday'?' Christians might say it is because it was the day when love saved the human race. Jesus died and was raised to life to bring in a new 'Kingdom' where God rules in people's lives. If Jesus has gone back to heaven, however, what impact will that have on his followers?
- These lessons will explore what happened next. Do they have any guesses?
- The Day of Pentecost: Acts 2: 1-15, 22 and 37-41. Set the scene for this event (see Essential Information). Ask pupils to create an emotion graph of six key moments in the story, from the death of Jesus to resurrection and to this story. Decide and explain when the disciples were scared, confused, excited, relieved, amazed, fearful, mystified, and so on. They wanted to show everyone that God rules on earth – but how? What did they need? What might happen next? Label the graph (see Resource Sheet 1).
- Use a Pentecost story bucket. It contains lots of things which connect to the story in Acts 2: a fan, a candle, matches, the Lord's Prayer in lots of languages, French and German phrase books, a crown, a dove, a wrapped present, a speech bubble, a map or blow-up globe, a cloud cut-out, a guidebook, a battery, a bottle of wine. Tell pupils they're all connected to the day when the followers of Jesus grew from 120 people to over 3,000 people. Can they imagine a story where all these things have a place (you could make a tag-story talking game of this). What might these things represent? Note any ideas.
- Read or tell the story of Pentecost (Acts 2: 1-15, 22 and 37-41). Make it dramatic and exciting – there is fire, tornadoes, accusations of drunkenness, multilingual confusion and 3,000 people changing their lives! Ask (or have your TA ask) 'I wonder...' questions as you go: Why is the Spirit like a wind? Like a flame? Why do they look drunk? Why did the people who listened come from 15 different countries? Consider pupils' responses to the story – their questions, comments, surprises, puzzles.
- Using an artwork that shows the story as a narrative (see Resources section), give pupils just a part of the picture: can they draw the rest of it from the Bible story? Compare different ways of doing this, then with the original artwork to see what they included and left out.





## MAKING SENSE OF THE TEXT

- Next, put a selection of artworks, including those using more symbolic imagery, in the centre of big pages of paper on tables: pupils circulate, writing questions, labelling symbols, commenting on the Christian beliefs shown in the art, and saying what they like and dislike. Which parts of the narrative have been emphasised? Why? Which parts of the narrative have been missed out? Why? Study the emotions on the people in the artwork. Why might they feel like that? Which parts of the narrative has the artist had to portray symbolically? Investigate: what do these symbols mean? Add more ideas and information to the 'emotions graphs' the class started earlier in this section.
- Ask each pupil (in pairs?) to write and read aloud, a diary piece for two people involved in the story: one from one of those who welcome God's rule into his or her life, one from an onlooker who is less impressed. The diaries need to show that not everyone sees events like this in the same way!
- The First 3,000: in the final part of the chapter, Acts 2:41-47, 3,000 people accept Jesus as King of their lives, and join the 'Kingdom of God'. Ask pupils to use the text to find out what these new followers of Jesus were told to do, what they did and how they felt about it.
- Go back to the story bucket. Ask pupils why each item is there. Why is the crown in the tub? Identify which items in the tub might represent the Holy Spirit, and explore why these symbols have been chosen. Using their learning, as a class, decide the two or three main reasons why Pentecost might be important to Christians today.



## UNDERSTANDING THE IMPACT

### THE HOLY SPIRIT

- Ask pupils to recall and suggest the meanings of the objects in the story bucket. Challenge them to connect these with the art they have looked at, looking for uses of, for example, wind, dove, flame, water, heart. Discuss: why are these used? What do they represent? Which do pupils think are easiest and hardest to understand? Which seem to be most used in artwork or churches today?
- Connect with their learning on God as Trinity (Unit 2a.3). Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now? Christians might say the Spirit of God is like a battery: Christians can't do God's work and live in God's way without the Holy Spirit's power. Watch the film below to see what Christians think; read the tweets from a vicar to a young Christian about the Holy Spirit (see Resource Sheet 2), then list the ways in which the Holy Spirit helps Christians: <http://request.org.uk/life/beliefs/christianity-basically-the-holy-spirit/>
- Pupils in pairs make mind maps on the symbols for the Holy Spirit: wind/fire/dove/water/comforter. Group up pairs with different maps and explain similarities and differences. What do they suggest about the Holy Spirit? Pupils write poetry or other creative writing (for example: cinquaine, acrostic, ten lines on five metaphors) to question or explore, expressing key ideas about the Holy Spirit using symbolism.

### THE KINGDOM OF GOD: GOD'S MESSAGE TO THE PEOPLE OF GOD'S KINGDOM

- Since Pentecost, Christians have been trying to make the world look more like the Kingdom of God. Ask pupils to describe what it might be like, if God really did rule in everyone's heart. Talk about why Christians would say God's rule on Earth is a good thing today.
- Look at the words of the Lord's Prayer: what clues does that give to what Christians might believe the Kingdom of God should be like? (Use Resource Sheet 3.)
- Pentecost is the Church's birthday. Ask pupils to suggest ways in which Christians should celebrate this birthday – the giving of the Holy Spirit. List some activities Christians might do and say; where would this be, and why. Think about ways of capturing the excitement of that first Pentecost with sound, movement, colour, and so on.
- Compare with Church of England celebrations of Pentecost Sunday (see Resources, or invite a local Christian in to talk about what they do on Pentecost Sunday).
- As a whole class, you might get pupils to design, then take part in creating, a banner to hang in a church at the festival of Pentecost. Include: the story, the symbols, the big ideas, the images and the work of the church. Show what Christians should do as a result of believing in the Holy Spirit.
- Show a clip of some lively church worship (for example, from 'My Life, My Religion: Christianity'). Pupils list ways this shows the Holy Spirit in the life of the church. Where else in the life of the church might it be seen?



**SELECT AND WEAVE  
TOGETHER ACTIVITIES  
TO ACHIEVE THE  
OUTCOMES**



## → MAKING CONNECTIONS








- For Christians, why did Pentecost need to happen? What if it hadn't? Look at the emotions graphs created earlier in the unit. Remember how the disciples felt before Pentecost and after Pentecost.
- Get pupils to do four-minute sketches of 'before and after': the teacher feeds information to the class, fast, and they all sketch away to get the picture. The disciples before and after Pentecost/the church before Pentecost and after Pentecost. Look at the pictures that have been created: how did the day of Pentecost affect the Kingdom of God? How did it show that God is the ruler or king?
- Look back to the emotions that the disciples felt (for example: scared, anxious, nervous, uncertain, worried, bereaved, mystified). When have the pupils felt like this? When have they had a bag of worries, and what was in it? How and from whom do they get courage or comfort about their worries?
- What about Christians today? What might they be scared, anxious or nervous about? What might be in their 'worries bag'? Look at John 14:16–17. How might the Holy Spirit help them?
- Consider why quite a few people do not want to have God as 'king' in their life. See if pupils can give some reasons, from people being atheists to preferring to make up their own minds about how to live. Consider why Christians believe allowing God to rule in their life is a good thing, which guides and comforts them.
- What if Jesus had ascended and NOT sent his Comforter? Ask pupils to describe what difference it might have made to the disciples (and Christians today) if Jesus had said: 'I'm off – you're on your own. Be good!'
- Compare expectations of nervous disciples in upper room with image of modern Pentecostal worship (BBC 'My Life, My Religion: Christianity': Baptism – [www.bbc.co.uk/programmes/p02mwy4d](http://www.bbc.co.uk/programmes/p02mwy4d)). Ask pupils to write a short explanation of their learning in this unit: 'What difference did the giving of the Holy Spirit at Pentecost make to Christians, then and now?' See if they can come up with some examples of how, and reasons why Pentecost is important for Christians.



# DIGGING DEEPER

## ★ OUTCOMES

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

-  Order concepts within a timeline of the Bible's 'big story'.
-  List two distinguishing features of a narrative and a letter as different types of biblical text.
-  Offer suggestions about what the texts studied (1 Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.
-  Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.
-  Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.
-  Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.
-  Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.

## KNOWLEDGE BUILDING BLOCKS

### PUPILS WILL KNOW THAT:

Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven').

Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.

Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.

Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.

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

You might choose to focus on either text – 1 Corinthians or Galatians – in which case, outcomes should be amended.

# KINGDOM OF GOD

WHEN JESUS LEFT, WHAT WAS THE IMPACT OF PENTECOST?

## YOU MIGHT LIKE TO START WITH...

Remind the pupils what sort of text we find the description of Pentecost in: a history book, the Acts of the Apostles. Introduce on cards the Bible passages from Acts, 1 Corinthians and Galatians to the pupils (see Resource Sheet 4).

- Sort the extracts into different types – letters (advice and explanations) or history.
- What are the features of the texts that tell you this?
- Share information about who wrote each of these, and who they were writing to or for: Luke wrote history in Acts, Paul wrote advice in Corinthians and Galatians.

Give pupils some of the core concepts to place on the timeline of the 'big story' of the Bible. Can they place Pentecost and Paul's letters on the timeline? (Use the Frieze.)

## MAKING SENSE OF THE TEXT

### 1 CORINTHIANS 12:12-26: ONE BODY, MANY PARTS

- Take a deconstructed ballpoint pen into the classroom. Put it back together in front of the class (secretly leave out the spring). Ask someone to write with the pen; this should be impossible. Take the pen to pieces and 'realise' that the spring is missing. All the pen parts are needed to make the pen work.
- Bring in a cut-out head, eye, ear, foot and hand. Discuss: what do they all do, why are they all useful, what would the problem be without them? Note how useless they are without the rest of the body. Would anyone want a top footballer's foot? It would be no use without the rest of his or her body.
- Split the passage into three parts: v12-14, v14-20, v21-26. Read the passage out one section at a time, with pupils representing parts of the teaching: for example, v12-14 body, separate body parts, sign saying Jewish, Greek, Slave, Free.
- Think of a football team, one team but different roles and all of them important. Ask the class what they are good at as individuals. What could they do better when they work together?
- Get a group of pupils to act out being a machine, trying to do something together; or give them one note each to play in a tune, and try and put it together; or play a game such as the blanket game (two people under a blanket sticking out one hand each and trying to do a simple task, for example, pouring a drink together). What happens when a bit of the machine is missing or doesn't work? Why is it hard to do the task under the blanket without sight?
- Explore what this might mean for Christians: why should they act as a body? (Christians often use the term 'fellowship' as a shorthand for being a body.)
- Ask pupils to describe what must have been going on in Corinth for Paul to have to write this letter. Why do the people of Corinth need this image? What evidence do pupils find?
- Ask pupils to come up with alternative metaphors to help Christians understand how they need to work together and value each other. Get them to create photo-posters (for example, using their bodies to make the shapes of words) or photo stories to encourage Christians to work as a body, or whatever other metaphor they think of.





## → UNDERSTANDING THE IMPACT

- Explore some church noticeboards and/or websites. Look up what they are doing that welcomes everyone (see 1 Corinthians 12:13) and that shows how the body of the church is made up of people doing different things. In groups and then as a class, make a list of all the ways a church helps other people, including people within the church community and those outside of the church itself. Can pupils explain how these actions reflect the teachings of Jesus? See if it is possible to rank these actions according to how much difference they make within and outside the church community.
- Christians are told to be the 'body of Christ' on Earth. Jesus is in heaven, Christians have to be his 'hands'. Ask pupils to explore the type of things that Christians do by looking at Christian charities local and international, and explain how these Christians are showing the 'hands' of God at work. Make a 'paper hand chain' and stick a symbol of a charity on each hand. Write underneath how a Christian would say this charity shows the 'hands' of God.
- Have a look at a video clip of disabled Christian evangelist, Nik Vujicic. Use this to go deeper into the idea of what we mean by 'body'. What can this teach Christians? Perhaps that a person or a church does not need to be 'perfect' or even to meet expectations, to be able to help others. See if pupils have other suggestions.



## → MAKING CONNECTIONS

- Allow pupils to raise questions about the ideas studied. What are the most puzzling or the most important? Collect these and see if they can answer them, or find an expert.
- Discuss: if being like a 'body' means serving people, why might some people *not* want to be like a body. Consider phrases like 'looking after number one'. What motivates people to serve others, and not just put themselves first?
- Get groups of pupils to act out scenarios contrasting the advice 'look after number one' and acting as 'the body'. Use the scenarios on Resource Sheet 5 to help you.
- Ask pupils to rate how easy or difficult it is to act in a loving way in these scenarios, from 1 to 10 (perhaps using human bar chart activity). Reflect on when and why Christians might say they need the Holy Spirit to help.
- Return to the 1 Corinthians passage. Imagine what it would look like if it said the opposite. As a class, create a mirror image of parts of the letter, for example, v12: 'There are lots of people in the Church, but following Jesus is all about trying to be number 1. You need to stick up for yourself.' You might want to compare the passage with the lyric of 'I did it my way'. What would the Christian church, your school, the local community or the world be like if everyone followed the opposite of the passage?
- Reflect on your school as a body. Are there some parts of the 'body' of your school that are stronger or weaker, energetic or struggling? What can the class do to help?



## → MAKING SENSE OF THE TEXT

### FRUIT OF THE SPIRIT: GALATIANS 5:22-23

- You might plan in advance and have two fruit plants in the classroom. Water one plant and not the other. At the appropriate point in this unit, taste the fruit [additional local fruiterer supplies may be required] – sweet and lovely! What happened to the plant that was not watered?
- Explain that Christians believe the coming of the Holy Spirit brought amazing fruit (but not strawberries) into people's lives. Read the verses and get the pupils to note the nine fruits (which are all parts of the one 'fruit of the Spirit'). Discuss what they mean, and think of examples when pupils have seen people showing these fruits in school, family and wider. Arrange pupils into nine groups and get them to create a short drama showing the 'fruit' being enacted.
- Suggest why it might be hard for Christians always to display the different fruit. Collect ideas about what Christians do to help them keep 'growing' the fruit: for example, meeting with other Christians, prayer, reading the Bible and so on.
- Ask pupils to describe what the Holy Spirit must be like if these are the fruit. Make the link with Jesus: can pupils think of when Jesus showed all of these fruit? Christians believe the Holy Spirit makes Jesus present in their everyday lives.





## UNDERSTANDING THE IMPACT

- Recall the work done in the Core Learning section. Revisit a local church website, parish magazine or notice-sheet. Act as detectives to find examples of the fruit of the Spirit being acted out. Talk to a member of a church about how they try to show the fruit of the Spirit in their lives.
- Create a series of 'Fruit of the Spirit' awards and write the citations describing how a particular aspect of church life or behaviour is fulfilling one of the fruit of the Holy Spirit.
- Explore a Christian community like L'Arche and/or Taizé: look at examples of how they show they are a body but also how the Holy Spirit works through them to grow fruit, and how these are demonstrated. Which fruit awards and citations would they receive?



## MAKING CONNECTIONS

- Make links with the 'big story' of the Bible. Ask pupils for reasons why Christians believe that they need the Holy Spirit to help them develop the 'fruit' of the Spirit. Make the link with the idea that humans tend to go their own way (connect with the idea of the 'Fall'). Christians recognise that they are definitely not perfect and need God's help.
- Collect pupils' questions about the Holy Spirit and the fruit of the Spirit, from the ideas studied in this unit. See if pupils can answer each other's questions, showing their learning and understanding.
- The fruit of the Spirit are virtues. Look at characters from films or books- good and bad. What fruit are they growing? What do these characters need to do to grow good fruit? Choose a character and create a 'before and after' character description. Compare them to school values: decide which virtues/values are most important for any of the pupils at different times.
- Obviously, it is not only Christians who try to develop virtues! Compare with some ideas from other religions, and Humanism. Ask pupils to explain how far it would be a good thing if all people, from all faiths/beliefs, saw themselves as a body, and tried to live with the virtues of the 'fruit of the Spirit'.

SELECT AND WEAVE  
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MAKE SENSE  
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UNDERSTAND  
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OUTCOMES



### BACKGROUND FOR TEACHERS

The book of Acts was written by the same person who wrote the Gospel of Luke, and is a follow-up or sequel to the Gospel. It is presented as a history book, in that it seeks to describe what happened in the early days after Jesus' resurrection. It describes the struggle of the disciples (who still saw themselves as part of the Jewish community) and the first followers, as they began to share the message with people outside of the Jewish community. They had to decide how much the new converts needed to fit into Judaism, and how much this new movement was a new direction, an offshoot, rooted in Judaism but distinct and different.

Some of the struggles are reflected in the letters written to some of the churches that are described in Acts. Many of the New Testament letters are written by Paul to encourage, support and sometimes challenge the churches that he helped to set up.

Acts and the letters make it obvious that just because the Kingdom of God had begun on earth, it does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom'

or rule having begun in human hearts through Jesus. People still needed the forgiveness of God through Jesus, and the power of the Holy Spirit to enable them to love God and their neighbour. This is still necessary for Christians today.

Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and Earth. Meanwhile, they seek to make the world look more like the Kingdom of God, following Jesus' example, inspired and empowered by God's Spirit – to make God's invisible Kingdom visible through their loving actions.

Christians use Acts to learn about how the early Church put Jesus' teachings into practice. They use the New Testament letters to work out how to apply the Gospel to issues they face in their own lives. Some of the letters were written earlier than some of the gospel accounts, so they give a fascinating insight into how the early followers of Jesus made sense of the life, teachings, death and resurrection of Jesus, within the context of first-century Judaism and paganism.

### COMMENTARY ON THE TEXT AND ITS MEANING(S)

#### ACTS 2: 1-15, 22, 37-47

This unit looks at the significance of the coming of the Holy Spirit at Pentecost and the role of the Holy Spirit as a helper, comforter and guide in the lives of the early Christians, and in Christians today.

The scene for this part of the narrative: Jesus had died but the disciples and others believed he had come back to life, and they had spent time with him. A few days before the events in Acts 2:1-15 take place, Jesus has ascended to heaven and told the disciples to wait in Jerusalem for the Holy Spirit to come and baptise them, giving them power to tell people all over the earth about Jesus.

Pentecost is a celebration for Christians. It is considered the Church's birthday, where the Holy Spirit empowered the early disciples to preach about the Gospel to all nations.

After Pentecost, Acts goes on to tell us of the work and journeys of the early Christians, including those of the apostle Paul. We receive another perspective on these journeys in the letters to the people of Corinth and Galatia.

#### KINGDOM OF GOD

For Christians, the Kingdom of God is not a country or land, but is wherever God is the ruler of human lives. Whoever calls God their King and follows God's way is part of this Kingdom. Christians believe that Jesus' incarnation, life and teaching demonstrate what it means to live in the Kingdom of God – loving God and one's neighbour. Jesus invites everyone to enter the Kingdom by allowing God to rule in their lives.

Note the wider context of the 'big story' of the Bible for Christians: God is healing the divide between humans and God. Jesus opened the way through his example, his death and resurrection, and the Holy Spirit is God's gift to people to help them know and love him better.



## COMMENTARY ON THE TEXT AND ITS MEANING(S)

### 1 CORINTHIANS 12

Paul founded a number of churches around the Mediterranean, on a series of missionary journeys. He kept in touch via letters, and through sending some of his close friends and fellow Christians to visit. Paul's letters set out to encourage the new churches in their faith, to correct misunderstandings, to teach about the Gospel – the good news of Jesus – and to guide them in how they should love God and their neighbour, in the power of the Holy Spirit.

The church members in Corinth had many problems with their behaviour and belief. From the fact that Paul writes to offer advice on the importance of working together as a body, appreciating and valuing all the different members, it appears that there were divisions and factions in the church. Paul also gives the Corinthians instructions about the appropriate way of carrying out the Lord's Supper, perhaps to encourage the sense of love and equality that should characterise this meal, with the church members acting as one body.

### GALATIANS 5: 22-23

Paul wrote this letter to the church in Galatia, a church he founded on one of his early journeys. It is quite a tough letter, where Paul takes the new Christians to task for preaching and following a different 'Gospel' (good news) from the one he gave them. He sets out his credentials to remind them how his message was the good news of Jesus – and that they should not stray from that path.

As part of his message Paul reminds them that the Holy Spirit dwells in them, helping them to avoid sinful actions, but also enabling them to grow the 'fruit of the Spirit'. The presence of these virtues in Christians is evidence of the power of God at work in their lives. The idea is that a Christian will seek God's help to grow in all of these virtues, rather than picking and choosing. They may accept that they need more help with growing some fruit than with others, and they may often need to ask God's forgiveness when they fail to be kind, loving or patient.

## RESOURCES

A reflective retelling of the story of Pentecost using 'I wonder' questions can be found at: [www.cofeguildford.org.uk/assets/downloads/departments/education/pentecost\\_pause\\_day/reflective\\_story\\_pentecost.pdf](http://www.cofeguildford.org.uk/assets/downloads/departments/education/pentecost_pause_day/reflective_story_pentecost.pdf) Guildford Diocese have also created a series of Pauses days for Pentecost.

An online search will show some excellent Pentecostal art, e.g. by Jean Sader, Chinese artist He Qi, *Vie de Jesus* MAFA [www.jesusmafa.com/?dt\\_portfolio=n-6O-pentecost-ac-2-1&lang=en](http://www.jesusmafa.com/?dt_portfolio=n-6O-pentecost-ac-2-1&lang=en), or Estella Louisa M Canziani. More symbolic art from Jim Whalen, <http://fineartamerica.com/featured/pentecost-jim-whelen.html> Hyatt Moore: [www.hyattmoore.com/painting/Pentecost](http://www.hyattmoore.com/painting/Pentecost)

For Renaissance art connected to Pentecost and other biblical texts: [www.artbible.info/](http://www.artbible.info/)  
For example: El Greco [www.artbible.info/art/large/949.html](http://www.artbible.info/art/large/949.html)

Further ideas about teaching the Holy Trinity including the Holy Spirit can be found in *RE Ideas: God and Opening Up Christianity* (both edited Fiona Moss, pub. RE Today) and <http://derby.anglican.org/education/wp-content/uploads/2014/01/Ideas-booklet-for-Trinity.pdf>

Some Pentecost celebrations:  
[www.youtube.com/watch?v=ak4\\_X56\\_qck](http://www.youtube.com/watch?v=ak4_X56_qck)  
[www.bbc.co.uk/education/clips/zmt9jxs](http://www.bbc.co.uk/education/clips/zmt9jxs)

Here is a Christian advising a younger Christian about the role of the Holy Spirit:  
[www.christianitytoday.com/iyf/advice/faithdoubt/what-does-holy-spirit-do.html?start=1](http://www.christianitytoday.com/iyf/advice/faithdoubt/what-does-holy-spirit-do.html?start=1)

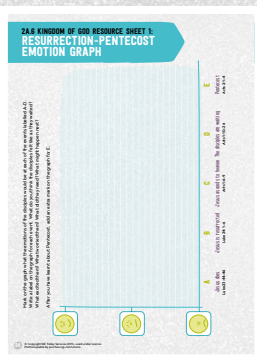
Fischy Music song 'Bag of Worries' from *Big Big Questions* book and CD is a useful resource in the Pentecost 'Making connections' section. Available from Fischy Music or RE Today.

L'Arche is a worldwide federation of people with and without learning disabilities working together for a world where all belong: [www.larche.org.uk](http://www.larche.org.uk)

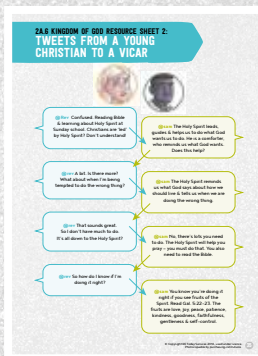
Taizé Community in France is a place of prayer, spirituality and service for Christians of all denominations from around the world: [www.taize.fr/en\\_rubrique8.html](http://www.taize.fr/en_rubrique8.html)



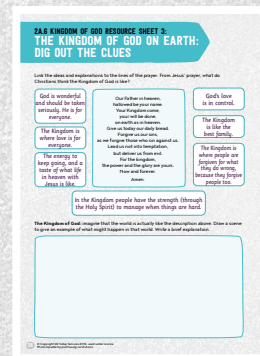
# DOWNLOADABLE RESOURCES AVAILABLE AT: WWW.UNDERSTANDINGCHRISTIANITY.ORG.UK



**RESURRECTION-PENTECOST EMOTION GRAPH**



**TWEETS FROM A YOUNG CHRISTIAN TO A VICAR**



**THE KINGDOM OF GOD ON EARTH: DIG OUT THE CLUES**



**WHAT TYPES OF TEXTS ARE WE WORKING WITH?**



**'LOOKING AFTER NUMBER ONE' OR 'BEING THE BODY' SCENARIOS**