

THE FIRST PENTECOST

Unit B3: Acts 2:1-13

YOU WILL NEED

- Basket, Bible, book stand, candle
- Red underlay (50cm x 90cm)
- Block to represent a 'table'
- 3D figures:
 - 4 disciples
 - 8 people from other countries, including some children

PREPARATION - Invite the children to enter the storytelling space, have them seated in a semicircle, ready to listen to the story. Ensure that all materials are prepared in a basket (gold box for parables) and that a Bible is in close proximity, elevated off the floor on a book stand.

TELLING THE STORY - Story is a key part of our faith tradition. Young children, with their capacity for intuitive learning, are particularly able to find meaning through story.

Hold the Bible in your hands...

This story comes from our Sacred Scripture, the Bible. We find this story in the New Testament, in the Acts of the Apostles, so we know that this story is centred on the life and teachings of Jesus and the early Christian community. Because this story is from the Bible we will light the candle as we listen to the story.

Place the Bible back on the stand.

Spread underlay as you say:

After his resurrection Jesus appeared to many of the disciples.

Place the table in the middle edge of the underlay closest to you; one disciple on each of the four sides of the table facing inwards.

He told them they must wait in Jerusalem until the Holy Spirit came upon them. Now when the Jewish feast of Pentecost came, they were all together in one place,

Move your hands rapidly all around Peter and the apostles.

when suddenly there came from the sky a sound like the rush of a violent wind, and it filled the entire house in which they were.

Place the heel of your right hand into the palm of your left, flicker your upward facing fingers.

Divided tongues that looked like fire appeared among them,

Make a flame with your thumb and forefinger. Touch each of the apostles as you say:

and a tongue rested on each one of them. All of them were *filled* with the Holy Spirit and began to speak in other languages as the Spirit gave them ability.

Place two people (from other countries) slightly inwards from the centre left of the underlay; another two from centre right; another two from far left corner; and another two from far right corner; with all these people facing inwards to form a semi-circle as you say:

Now at that time there were many good and holy Jews from every nation who had travelled to Jerusalem for the Jewish Feast of Pentecost.

Move the two apostles on the left side of the table out - one each to one of the groups on the left side of the underlay, as you say:

The apostles moved out to the crowd telling about the mighty deeds of God.

Move the two apostles on the right side of the table out - one each to one of the groups on the right side of the underlay, as you say:

The people were bewildered because each one heard them speaking in their own language.

Hold out your hands, palms upwards.

Amazed and astonished, they asked, “Are not these apostles from Galilee? How is it that each one of us hears them in our own native language?”

WONDERING - Following the story, “I wonder” statements engage children with the story and invite reflection. Wondering together teaches the art of dialogue, of listening to others, accepting and learning from others’ ideas and contributions.

Sit back, pause for a moment, look up at students, and then wonder about the story together.

I wonder...

- how those who received the Holy Spirit felt
- how they knew that they were filled with the Holy Spirit
- how they were able to speak in different languages
- what the people did after listening to the apostles speak

Carefully pack the story materials back into your basket. Ensure that children are watching so they know how to pack the materials away should they choose to engage with the story during exploring.

EXPLORING - Provide an opportunity for individual/small group exploration in order to respond to the story. This provides students with time to focus on and explore the story or aspects of it, which have significance for them. For this reason, students choose from a variety of materials and types of work. This is an opportunity for students to respond to what they have heard in whatever way they choose, it should be seen as a prayerful opportunity for dialogue between the student and God. The ‘work’ itself is often an expression of the child’s experience or feelings. Children may share their ‘work’ only if they wish.

PRAYER - Conclude the session with prayer. Children come closer to God through the experience of prayer. Teachers help students to pray by praying with them, providing a variety of prayer experiences. These may include laying of hands over students’ works, spontaneous prayer, prayer related to the Scripture, prayers found in KWL, informal or formal prayers, or a hymn.

Carefully pack story materials back into your basket. Ensure that children are watching so they know how to pack the materials away and where to find them.