



Trinity: 3 is the magic number

Title: Introduction to the Trinity

Key Concept: The Trinity (Father Son and Holy Spirit)

Religion: Christianity

Key Question: How do Christians show their understanding of the trinity; god in three persons?

Duration: Approx 6hours

Back Story : Although the term “Trinity” is not actually used in the Bible, <http://www.christianity.co.nz/trinity6.htm> shows how many verses in the Bible relate to 3 persons. Trinity is the name given to the statements of God used in the Creed and a summary of the use of the early church of the saying that God is Father, Son and Holy Spirit. This is the teaching of Jesus and the New Testament as a whole. Jesus directs us to baptise in name of the Father, Son and Holy Spirit. (Matthew 28:19). Judaism and Islamic teaching share the Christian belief in one God but only Christianity follows the New Testament teaching of God as the Father as well as the creator of the world, but also as the Son who came into this world, and as the Spirit who lives and works on Earth from the lives of the prophets of the Old Testament right up to influencing Christian lives in the present day (both famous saints and our own). The church carefully worked out and worded the statement of belief in the Trinity found in the Creed in order to uphold the New Testament against false beliefs.

The Bible story of the Baptism of Jesus shows all 3 persons of the Trinity present at one time (Matthew 28:19) and Paul’s letter to the Ephesians Chapter 1 outlines the roles of the three persons of God.

Resources you will need : (web links in text)

Objects that can be used in 3 different ways e.g. rope, piece of material, paper, piece of plastic.
Pictures of the baptism to copy or colour in depending on ability

Children’s Previous Experience: Probably none yet in curriculum – may have come across terms in hymns, worship and church

Potential Cross Curricular links: PSHE – aspects of self. Literacy, Speaking and Listening.

Glossary of Terms: Holy Trinity, God the Father, Son and Holy Spirit.

Take care:

- Sensitivity needed in naming family members e.g. grannies, granddads, mums and dads in engagement activity – be aware of children’s personal situation.
- Egg allergies.
- Discussion can move between Spirit and Ghost depending on children’s experience but be careful to clearly explain that the belief in this presence is a good spirit because it comes from God.
- Muslim children in the class may also express an understanding of Jesus as a real person so Teacher will need to be clear about the Christian belief in him being one with God. Jehovah’s Witnesses also do not believe in the Spirit as separate entity – more a force of God’s person.

	Learning intentions Know, understand and recall the names of the trinity Name and describe symbols Christians use to express their understanding of the trinity Express their ideas about trinity's	Skills: gained and deployed
<p>Engagement</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Start by playing youtube – School House Rock, “3 is the magic number”. http://www.youtube.com/watch?v=aU4pyiB-kq0</p> <p>What was in the video that had three parts? Tripod, tricycle, triangle. Look at prefix tri – what do you think it means?</p> <p>Can we be different things although we are the same person? Who has a grandparent? All grandchildren stand one side of the room. Who has older brothers or sisters? All brothers and sisters stand in middle of the room. Who needs to be in both places? Who has younger brother and sisters? (Other side of room). Who now needs to be in 3 places? OR can do by clubs: football, cubs/brownies etc. When things are important to us can we be more than one? Do other people see us as different things?</p> <p>Give each table an object that can be used in a variety of ways. Can each table come up with 3 ways the object can be used? Discuss and present to other tables or write ideas on post-its and move round.</p> <p>Use a hard-boiled egg – (one between three works well). What is it? What is the coating round the outside? Shell. So it has a different name and it is part of the whole egg. One child peels the egg.</p> <div style="text-align: center; margin-bottom: 5px;">  </div> <p>Are you still holding an egg? What can you see now? (White) 2nd child peel off white to show yolk. 3rd child can break yolk to see same throughout. Draw comparison with Holy Trinity. Are all the parts the same? Did they all come from the egg? Could you see all 3 parts at once when the egg was whole?</p>	<p>Find out about and respond with ideas.</p>
<p>Enquiry</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Explain the belief of Christians (and Jews and Muslims depending on children’s experience) in one God. Extend Christian belief into God the Father, God the Son and God the Holy Spirit as 3 persons but one God. How do we know these three persons exist? How can we investigate where this belief comes from?</p> <p>Look at the story of the Baptism of Jesus: who is in the story? Which person in the story is God? How do we know? Children either draw or can be given picture of Cloud/God, dove descending and Jesus in the water. Label as God the Son, God the Father and God the Holy Spirit. Children write their own paraphrase of the words God spoke that prove that Jesus is actually his son.</p> <p>http://www.sermons4kids.com/baptism_jesus_colorpg.htm (to colour).</p>	<p>Explore questions about meaning and truth expressing their own and others ideas in response</p>

	<p>http://www.ellenwhite.info/books/ellen-g-white-book-early-writings-ew-37.htm or other Google images to see paintings.</p> <p>Look at Sermons 4kids Moses and the Burning Bush http://www.sermons4kids.com/moses_and_the_burning_bush.htm to see early evidence of God the Father and people acting on the fact that God has spoken to them. Could also use http://www.topmarks.co.uk/judaism/moses/moses3.htm for image. Invite Clergy in to discuss how God has influenced their lives. Children can ask questions and can reflect verbally on when they think anything is telling them something they need to do? Could be sense of right and wrong (could introduce conscience).</p> <p>Jesus appearing on the road to Damascus to Paul. Explain Paul would have been told it was wrong to believe Jesus could be God's son, or able to come back from the dead. The fact that Paul, a person steeped in the Old Testament understanding of the Spirit of God, should so easily call him the Spirit of Christ as well, is as strong a confirmation as one could get of Christ's full divinity (e.g. Romans 8:9). Look at some of his writings to embed that he really felt that he had seen and heard Jesus and understood him to be one with God. "in Christ all the fullness of God lives in bodily form" (Colossians 2:9).</p> <p>Children can role play, freeze frame – hotseat how Paul felt when told by Jesus who he was. Can video playlets.</p>	
<p>Evaluate</p> 	<p>How can Christians show that they understand the Trinity? How do they show this?</p> <p>Walk round school (or go to church) to see where there may be symbols that depict the Trinity. What do Christians believe? Make a list (in words and/or pictures) of the symbols or artwork that Christians use in places of worship. Choose one for each person and say why you think it is the most successful at showing the Christian belief the most to you? Explain why (verbally or in writing).</p>	<p>Explore questions about meaning and truth expressing their own and others ideas in response using words</p>
<p>Expression</p> 	<p>Give children a large ball of playdough. How could you make 3 items which show the 3 persons of the Holy Trinity? Explain to a peer on same table who the three persons of the Trinity are and how they have depicted them. Take photographs for final assessment.</p>	<p>Explore questions about meaning and truth expressing their own and others ideas in response using art</p>

Assessment activities

Put a selection of pictures of the playdough sculptures on each table but ensure that the original sculptors or their peer from the activity do not get their own pictures.

Children choose the picture from the pile that most appeals to them (can have several copies of each so that children could choose the same one depending on class sensitivity if theirs do not get chosen) and stick it in their books. Underneath say why they have chosen it .

Success Criteria:

- Refer to all 3 persons of the Holy Trinity.
- Say how they feel they can see them in the sculptures.

Children find sculptor and discuss whether what they saw was what was intended. Class discussion about how difficult it is to depict these people when there are no photographs of Jesus, and God and the Holy Spirit cannot generally be seen unless they choose to appear to humans in a visible form such as the dove or burning bush.

I can statements	Self assessment	Peer Assessment	Teacher assessment
<p><u>AT1:Strand A: Beliefs, teachings and sources</u></p> <p>Level 1: Remember a Christian story and talk about it. <i>e.g. retell the story of Jesus’ Baptism.</i></p> <p>Level 2: Tell a Christian story and say some things that people believe.) <i>e.g. retell story of Paul and say that people believe he saw Jesus.</i></p> <p>Level 3: Describe what a believer might learn from a religious story. <i>e.g. retell the Baptism story and explain that because of this, Christians believe in the Trinity.</i></p>			
<p><u>AT1Strand C: forms of expression</u></p> <p>Level 1: recognise religious art, symbols and words and talk about them <i>e.g. say “that is a cross” when looking round school/church.</i></p> <p>Level 2: say what some Christian symbols stand for and say what some of the art (music, etc) is about. <i>(E.g. Can say there is a cross in the church because it reminds Christians about Jesus dying on a cross. Can explain who the artist is depicting in the Baptism picture. Explain why they have chosen a particular sculpture to describe.</i></p> <p>Level 3: AT1Use religious words to describe some of the different ways in which people show their</p>			

<p>beliefs e.g. explain how the Holy Spirit is depicted as a dove in Baptismal story as it shows the link between God the Father and the Son. Explain why they have chosen a particular sculpture to describe using the religious language of the Trinity.</p>			
<p>AT2 Strand F: Values and Commitments Level 1 Talk about what is important to me and to other people. e.g. talk about how I feel about the different people that know me and what I am to the people that know me. Level 2 I can talk about what is important to those who have a religious belief and compare them with my own beliefs. e.g. can explain how Christians believe God is 3 people and discuss what they feel about this. Level 3: Link things that are important to me and other people with the way I think and behave. e.g. in response to Clergy visit can explain when they have felt the right thing to do.</p>			