

Year 5

PENTECOST – SERVING

Come and See for yourself

EXPLORE

Each of us, by the way we live our lives, the way we treat others, and by our words and actions, show if we have an attitude of service.

Often, we are especially influenced by those whose actions speak powerfully of a life of service.

- Q Think of someone who impresses you deeply because of the way she/he lives.
- Q What is it that impresses you?
- Q What do you think inspires them?

REVEAL

Christians believe that the Spirit of God is active in each person and, in a special way, in the community of believers, which is the Church. It is the work of the Spirit to enable people to hear God's message and to live Jesus' way of service.

Word of God

"The Spirit of the Lord is upon me, because he has anointed me to bring Good News to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord's favour."

Luke 4: 18-19

Catechism of the Catholic Church

"Those, who with God's help, have welcomed Christ's call and freely responded to it, are urged on by love of Christ to proclaim the Good News everywhere in the world. This treasure, received from the apostles, has been faithfully guarded by their successors. All Christ's faithful are called to hand it on from generation to generation, by professing the faith, by living it in fraternal sharing, and by celebrating it in liturgy and prayer."

(CCC Prologue 3)

- Q How is this lived out in your life today?

RESPOND

- Q In what ways is serving emphasised in the classroom and throughout the school?
- Q How can you help children to appreciate their energy and use it for the good of others?
- Q In what ways may a school community draw on the power of the Holy Spirit?

Prayer and Reflection

*Father, pour out your Spirit
upon your people,
and grant us
a new vision of your glory,
a new faithfulness to your Word
and a new consecration to your service,
that your love may grow among us,
and your kingdom come:
through Christ our Lord.
Amen.
(Prayer of preparation for Vatican II)*

PENTECOST – SERVING: TRANSFORMATION – TOPIC OVERVIEW

YEAR 5 - 4 WEEKS | Celebration of the Spirit's transforming power

TEACHERS' NOTES		
<p>Christians believe that the Spirit of God is active in each person and in a special way in the community of believers, which is the church. It is the work of the Spirit to enable people to hear Gods message, to respond and share it. The feast of Pentecost is a celebration of the gift of God's Spirit and its transforming power.</p> <p>Scripture: Acts 1:8 <i>But you will receive power when the Holy Spirit has come upon you; and you will be my witnesses in Jerusalem, in all Judea and Samaria and to the ends of the earth.</i></p> <p>Catechism of the Catholic Church 696: ... fire symbolises the transforming energy of the Holy Spirit's actions. The prayer of the prophet Elijah, who 'arose like fire' and whose word 'burned like a torch' brought down fire from Heaven on the sacrifice on Mount Carmel. This event was a 'figure' of the fire of the Holy Spirit who transforms what he touches. John the Baptist who goes 'before (the Lord) in the spirit and power of Elijah', proclaims Christ as the one who 'will baptise you with the Holy Spirit and with fire'. ... In the form of tongues 'as of fire', the Holy Spirit rests on the disciples on the morning of Pentecost and fills them with himself.</p>		
ABOUT THE TOPIC		
<p>Prior learning: the new life of the Easter message is spread through the power of the Holy Spirit.</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> Transforming energy – Explore Pentecost, the celebration of the Spirit's transforming power – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>		
SCRIPTURE	TRADITION	
<p>Galatians : 5: 16-17, 22-23 – <i>God's Story 3</i> page 144</p> <p>Luke 24: 13-35 – <i>God's Story 3</i> pages 128-129</p> <p>Acts 2: 32-39, 41-42</p> <p>Acts 22: 6-16</p> <p>Romans 8: 14-17</p>	<p>The Holy Spirit transforms</p> <p>Fruits of the Holy Spirit</p>	
SOME QUESTIONS OF MEANING & PURPOSE	CORE VOCABULARY	
<p>How can I transform my energy for the good of others?</p> <p>How energy can transform?</p>	<p>Transformation, transform , energy, wind, fire</p> <p>Holy Spirit, change, gift, Fruits of the Spirit</p>	
RESOURCES	CROSS CURRICULAR LINKS	
<p><i>Church's Story 3</i></p> <p><i>God's Story 3</i></p> <p><i>Candle, electric circuits, anything that uses solar power</i></p> <p><i>Good News Bible</i></p> <p><i>Fra Angelico's painting the Conversion of Saul</i></p>	<p>Literacy, Art, Music, Drama, RSE</p>	
COME & SEE WEBSITE	STANDARD INDICATOR	
<p>Links to renewable energy sources</p> <p>Link to art gallery</p> <p>Video of Easter Vigil, lighting of fire</p>	<p>Learning about religion Beliefs, teaching & sources Celebration and ritual Social & moral practices & way of life</p> <p>Learning from religion Engagement with own & others' beliefs & values Engagement with questions of meaning</p>	
RE CURRICULUM DIRECTORY	LITURGICAL/PRAYERS LINKS	SONGS/ HYMNS TO SING
<p>Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God, the Holy Spirit</p> <p>Area of Study 2: What is the Church? One and holy, Catholic, Mission</p> <p>Area of Study 3: Liturgy, prayer</p> <p>Area of Study 4: The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour</p>	<p><i>Come Holy Spirit</i></p>	<p>See John Burland Grid</p> <p><i>Sing Holy Spirit of fire, Lord, the light of your love</i></p>

EXPLORE

Transforming energy

STANDARD INDICATOR

Some children will be able to **make links** to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others.

Some children will be able to **compare** their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses.

Some children will begin to **show understanding** of how their own and others' decisions about the use of transforming energy are informed by belief and values.

KEY WORDS

Transformation, transform, change, energy

RESOURCES

- Candle, electric circuits, anything that uses solar power

LEARNING INTENTION: Transforming energy.

CONTENT

Reflect on and discuss what the word 'transform' means? What does the word 'energy' mean? We and the world we live in are full of energy which can be transformed to good use for us and the natural world.

Fire is a traditional means of transformation into energy, producing heat and light. It can be used for cooking, melting, warming and burning liquids and solid substances. Demonstrate the effects of fire through the use of a candle flame and a paper spiral. Solar panels can transform light from the fire of the sun into energy, to light and heat a house and to power batteries.

Wind can be transformed into energy, this has happened for hundreds of years. It was used to grind corn in windmills. How it works is that the sun heats our atmosphere unevenly, so some patches become warmer than others. These warm patches of air rise; other air blows in to replace them and that creates wind. The energy of the wind can be used in wind farms by building a tall tower, with a large propeller on the top. The wind blows the propeller round, which turns a generator to produce electricity.

Water can also be transformed into energy. Watermills used water power to grind corn into flour. Wind can transform waves at sea making them higher and these can be used to create energy. Water can be used to make hydro-electricity from rivers and streams in England and Wales and on a large scale in the Highlands of Scotland.

Sun All of the sources of energy above are dependent upon the transforming energy of the sun. Fire ultimately comes from the sun. The coal or wood used to produce fire has first of all been grown through the heat of the sun. The energy of sun, wind and water can be transformed and used as sources of renewable, clean and earth friendly energy. As humans we too have energy that can be transformed to good through using our minds, our time and our energy for the well-being of others.

SOME KEY QUESTIONS

- Q What do you think would happen if there were no energy in the world?
- Q Which source of energy do you think is best for world, what are the pros and cons of it?
- Q Why do we have a duty to ensure that the energy used is renewable?
- Q How can we as individuals save energy?
- Q How can people use the energy of their minds for the good of others and why?
- Q How can people use time and physical energy for the well-being of others and why should they?
- Q Another word for transform is 'change'. How can we use our energy to transform ourselves?

SOME SUGGESTED ACTIVITIES

- In pairs, research one of the forms of energy, wind, water or solar power. How does it transform energy? What are the pros and cons as a viable source of energy? Include what you feel about it, how it will help people and what values it promotes. Record and share your findings.
- With a partner do some experiments with batteries producing a circuit, record what energy has been produced and how it might be used for good.
- Investigate and record ways energy or power is used in school. Include a list of ways in which energy could be saved.

REFLECTION ON SIGNIFICANCE

Gather round the display or focus. Have a quiet moment together to reflect on and appreciate transforming energy.

Reflect on the transforming power of wind, water, fire and the sun and how as people we might be transformed.

Did anything surprise you?

Did anything make you stop and think?

Is there any way you might change something about your own behaviour towards energy?

REVEAL

Pentecost; the celebration of the Spirit's transforming power

CONTENT: – scripture – tradition – prayers

STANDARD INDICATOR

Some children will be able to **give reasons** for the actions of Cleopas on the road to Emmaus.

Some children will be able to use a developing religious vocabulary to **give reasons** for religious actions and symbols connected with Pentecost.

Some children will be able to **give reasons** for certain actions of Christians inspired by the Holy Spirit.

Some children will be able to **make links** between scripture and God's gift of the Holy Spirit and forgiveness.

Some children will begin to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them.

Some children will begin to **show understanding** of the transforming power of the Holy Spirit and how it shapes the lives of Christians.

Some children will begin to **engage with and respond** to questions about how the belief in the transforming power of the Spirit and the message expressed in Paul's letter give meaning and purpose to life.

KEY WORDS

Holy Spirit, change, gift, Fruits of the Spirit

RESOURCES

- *Church's Story 3*
- *God's Story 3*
- Good News Bible
- Picture of the conversion of Paul

TEACHING POINT

Use parts of the prayer *Come Holy Spirit*, (text in Learning Focus 3) throughout the topic.

LEARNING FOCUS 1: On the road to Emmaus.

CONTENT

Display the picture from *God's Story 3* pages 128-129 *On the road to Emmaus* based on Luke 24: 13-35 or another such as Caravaggio's painting '*On the road to Emmaus*'. Immediately after the Resurrection of Jesus from the dead, the disciples were unsure and uncertain of the significance of what had happened, until they had met with Jesus who helped them understand. This story from Luke illustrates that:

On the Sunday evening two disciples were on their way to Emmaus, a village seven miles from Jerusalem. They were talking about everything that had happened and did not recognise the stranger who joined them as they walked along. "What are you talking about so sadly?" he asked them. They turned to him, their faces full of their sadness. The disciple named Cleopas, answered him. "You must be the only person in Jerusalem who does not know all the things that have been going on these last few days?"

"What things?" Jesus asked. "What happened to Jesus of Nazareth," they said, "The great prophet who showed by all he did and said that he was sent by God. Our chief priests and leaders handed him over to the Romans and he was crucified. We had hoped that he was the Promised One who would set Israel free. This morning, some women went to the tomb where he had been buried and came back saying they had seen a vision of angels and that Jesus was alive. Some of our friends went to the tomb and found it empty as the women had said, but they didn't see anything of Jesus."

Jesus said to them, "How slow you are to believe! Don't you remember the promises of the prophets about the Christ who would suffer and rise to new life?" Then Jesus started with Moses and went through all the Scriptures explaining the message about himself. By now they were near to Emmaus, and they begged him to stay with them. So he did. They sat down at table together. He took the bread, blessed it and broke it and gave it to them. Suddenly, as if their eyes had just opened, they recognised him; but even as they did, he vanished. "How could we not have known!" they exclaimed. "Weren't our hearts burning as he talked to us and explained the Scriptures to us?" At once they set out and returned to Jerusalem. When they arrived, the Eleven and the other disciples said, "Yes, it's true! He has appeared to Simon!" and then they told their story and how they had recognised him when he blessed and broke the bread.

Based on Luke 24: 13-35

SOME KEY QUESTIONS

- Q Why did Luke describe the disciples as having 'faces full of sadness'?
- Q What do you think the disciples meant and what were their expectations, when they said 'the Promised One who would set Israel free'?
- Q How did Jesus help the disciples understand what was happening?
- Q What was it about the 'breaking of bread' that made the disciples recognise Jesus?
- Q How did the disciples feel when they recognised the Risen Christ?

SOME SUGGESTED ACTIVITIES

- Write a diary extract as if you were Cleopas on the Road to Emmaus. Describe what happened to you and give reasons to show how you felt and why.
- Design a story board to show what happened on the road to Emmaus. Annotate the images to show you understand how the disciples knew it was Jesus when they reflected on their experiences.

LEARNING FOCUS 2: The gift of the Holy Spirit for everyone.

CONTENT

Revisit the story of Pentecost *God's Story 3* pages 132-133 *Pentecost* based on Acts 2: 1-43. Discuss the events and focus on how the power of the Holy Spirit is seen and changes lives. The power of the Holy Spirit is for everyone. All Christians are called to share the mission to spread the Gospel message.

Share Peter's message explaining to the people in Jerusalem that the gift of the Holy Spirit is for everyone.

"God has raised this very Jesus from death and we are all witnesses to this fact. He has been raised to the right hand side of God, his Father, and has received from him the Holy Spirit, as he had promised. What you now see and hear is his gift that he has poured out on us. All the people of Israel, then, are to know for sure that this Jesus, whom you crucified, is the one that God has made Lord and Messiah!"

When the people heard this, they were deeply troubled and said to Peter and the other apostles, "What shall we do, brothers?" Peter said to them, "Each one of you must turn away from your sins and be baptised in the name of Jesus Christ, so that your sins will be forgiven; and you will receive God's gift, the Holy Spirit. For God's promise was made to you and your children, and to all who are far away—all whom the Lord our God calls to himself".

Many of them believed his message and were baptised, and about three thousand people were added to the group that day. They spent their time in learning from the apostles, taking part in the fellowship, and sharing in the fellowship meals and the prayers.

Based on Acts 2: 32-39, 41-42

Discuss the reading, highlighting the transforming power of the Holy Spirit.

SOME KEY QUESTIONS

- Q What changes can you find in people's feelings, actions and words?
- Q How did the crowd react?
- Q How did the onlookers respond?
- Q What did Peter tell the people of Israel to do?
- Q How did the people respond to Peter's message?
- Q How did it shape their lives?

SOME SUGGESTED ACTIVITIES

- Imagine you were in Jerusalem at the time, heard Peters message and have just been baptised. Write a letter to a friend who has not heard about Jesus, giving reasons to show how belief in the transforming power of the Holy Spirit has empowered you and changed your life.
- Present pupils with a dilemma about whether to become a disciple or not. Use the *Conscience Alley* with some pupils standing on one side of the alley acting as disciples and some on the other acting as non-believers. As a pupil walks down the alley they give responses in role to the dilemma of conversion. Afterwards invite reflection and discussion leading to recording what beliefs and values inspired and influenced theirs and others' responses.

LEARNING FOCUS 3: Saul is transformed by the Holy Spirit.

CONTENT

Recall and share this story which was previously covered in Year 4 – New Life Topic. Paul was originally called Saul. He was a Jew who came from Tarsus. In the Acts of the Apostles Paul explains what happened to him and how he was converted.

As I was travelling and coming near Damascus, about midday a bright light from the sky flashed suddenly round me. I fell to the ground and heard a voice saying to me, "Saul, Saul! Why do you persecute me?"

"Who are you, Lord?" I asked. "I am Jesus of Nazareth, whom you persecute," he said to me. The men with me saw the light but did not hear the voice of the one who was speaking to me. I asked, "What shall I do, Lord?" and the Lord said to me, "Get up and go into Damascus, and there you will be told everything that God has determined for you to do" I was blind because of the bright light, and so my companions took me by the hand and led me into Damascus.

In that city was a man named Ananias, a religious man who obeyed our Law and was highly respected by all the Jews living there. He came to me, stood by me, and said, "Brother Saul, see again!" At that very moment I saw again and looked at him. He said, "The God of our ancestors has chosen you to know his will, to see his righteous Servant, and to hear him speaking with his own voice. For you will be a witness for him to tell everyone what you have seen and heard. And now, why wait any longer? Get up and be baptised and have your sins washed away by praying to him."

Based on Acts 22: 6-16

SOME KEY QUESTIONS

- Q What do you think about Saul's story? Does anything surprise you?
- Q How do you think Saul felt when Jesus asked him 'why do you persecute me'?
- Q Why did Ananias ask Saul to become baptised?
- Q How was Saul transformed by the Holy Spirit?

SOME SUGGESTED ACTIVITIES

- Imagine you were Saul. Write a letter to a friend describing what has happened to you and give reasons to show how this experience has changed your life.
- Using a painting such as Fra Angelico's *'The conversion of Saul'*. Discuss how the artist has shown the transformation that has taken place and the effect that it had on Saul. Make links between the two and record your reasons on a grid or similar. Note that most pictures depict a horse, which is *not* recorded in scripture.

In the scripture it says...	On the picture it shows...	I think this because...

- With a partner reflect on and discuss what you think the *Come, Holy Spirit* prayer means for Christians in their daily lives. Re-write or annotate each line in your own words showing you understand what it means.

V. Come, Holy Spirit, fill the hearts of your faithful.

R. And kindle in them the fire of your love.

V. Send forth your Spirit and they shall be created.

R. And you will renew the face of the earth.

Let us pray

God, who by the light of the Holy Spirit, did instruct the hearts of your faithful, grant that by that same Holy Spirit, we may be truly wise, and ever rejoice in your consolation,

Through Christ our Lord.

Amen

LEARNING FOCUS 4: Transformed by the Holy Spirit.

CONTENT

Following his conversion on the road to Damascus Saul became known as Paul. Paul was a key figure in the beginning of the Church. Paul's letter to the Romans was written to prepare the way for a visit he planned to make to the Christians living in Rome. In his letter to the Romans Paul looks forward to going to Rome and meeting the Christians there. Paul discusses how Christians should live and how God's Spirit will help and strengthen them. Share the letter from Paul. Discuss with the children what it means 'to be free or to be a slave'.

Those who are led by God's Spirit are God's children. For the Spirit that God has given you does not make you slaves and cause you to be afraid; instead, the Spirit makes you God's children, and by the Spirit's power we cry out to God, Father! My Father!

God's Spirit joins himself to our spirits to declare that we are God's children. Since we are his children, we will possess the blessings he keeps for his people, and we will also possess with Christ what God has kept for him; for if we share Christ's suffering, we will also share his glory.

Romans 8: 14-17

SOME KEY QUESTIONS

- Q What does Paul call the Christians of Rome?
- Q How would you feel if he called you this?
- Q What message of courage does Paul give to the Christians living in Rome?
- Q How do you think the Christians in Rome felt when they heard this letter?
- Q How do you think they felt about themselves when they read it?

SOME SUGGESTED ACTIVITIES

- Imagine you belong to the Christian family in Rome. Write an account of what you thought and felt when you read this part of Paul's letter. How and why do you think this is going to affect your life. Give reasons for your actions.
- You have been asked to appear in an interview programme on TV to speak for two minutes about how belief in the transforming power of the Spirit and the message expressed in Paul's letter give meaning and purpose to life. Write your script and give examples showing you understand how this affects Christians today.

LEARNING FOCUS 5: The fruits of the Holy Spirit.

CONTENT

Share the reading based on the letter of Paul to the Galatians. The first friends of Jesus used their new energy given through the Holy Spirit to spread the Good News of God's love for everyone. The effects of the coming of the Holy Spirit and the change and transformation the Spirit makes are called the 'Fruits of the Spirit', because it is what grows in your heart through the power of the Holy Spirit.

What I say is this: let the Spirit direct your lives, your selfish self is the opposite of what the Holy Spirit wants. The Spirit produces love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control.

Based on Galatians 5: 16-17, 22-23

Talk about each of the fruits of the Holy Spirit. Discuss how they are shown and how they are lived out in everyday life.

1. love
2. joy
3. peace
4. patience
5. kindness
6. goodness
7. faithfulness
8. humility
9. self-control

SOME KEY QUESTIONS

- Q What does Paul tell us that the Holy Spirit gives to everyone?
- Q Which 'Fruit of the Spirit' do you think God has given to you?
- Q What 'Fruit of the Spirit' would you like to have and why?

SOME SUGGESTED ACTIVITIES

- Describe which 'Fruit of the Spirit' you would like to have and why. Explain how it would transform you and how you might use it to change and transform your world at home, in class, in school and in the neighbourhood.
- Imagine you are one of the leaders of the Christian family in Galatia. Tell the community what Paul wrote in his letter and advise them how, through the Holy Spirit, it could transform their lives in the service of others through their beliefs, ideas and actions.
- In groups, create a series of short, before and after dramas of situations you might meet in your lives which demonstrate giving and receiving the different 'Fruits of the Spirit'. Take and annotate photographs showing you understand how they enable you to serve others.

LEARNING FOCUS 6: Living transformed by the Holy Spirit.

CONTENT

The Pentecost story continues in the Church today. Each year, Christians remember and celebrate the coming of the Holy Spirit on the first Pentecost day, which marks the beginning of the Church. Jesus Christ now lives in and acts through the Church.

The changing and transforming power of the Spirit is at work in God's family, who ask for the gifts of the Spirit. They pray that they will be changed and transformed by the energy and power it gives them so that they may bring the fruits which are peace, joy, love and forgiveness to others as witnesses of the love of God.

SOME KEY QUESTIONS

- Q How would you like the Spirit to help you bring about change in your daily life?
- Q How might the fruit of the Holy Spirit help to change and transform the world in which you live?
- Q In what ways might the Holy Spirit's power and inspiration be experienced in your local Church community?

SOME SUGGESTED ACTIVITIES

- Imagine you have been asked to give a talk entitled 'Fruits of the Spirit'. Use the range of Scripture you have studied throughout this topic and your own experience to show how Christian belief in the 'Power of the Spirit' transforms us in our daily lives.
- Dream of a world changed and transformed by friends of Jesus. Create and annotate a picture/poem/music which illustrates what this world would be like showing how the power of the Holy Spirit has brought about the change and transformation.
- Choose and research a Saint and show how their lives were transformed by the power of the Spirit. Their life could be portrayed pictorially using the Traidcraft style El Salvador crosses as a model.

RESPOND

Remembering, celebrating and responding to transforming energy and that Pentecost is the celebration of the Spirit's transforming power

Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience of *Transformation*.

Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.

Ask the children if there is anything they wonder and ask questions about:

- The transforming power of energy.
- Transforming my energy for the good of others.
- Using the energy from the earth's resources in a fair and sustainable way.

Provide the opportunity, possibly by one of the means above, for the children to remember

- Pentecost; the celebration of the Spirit's transforming power.
- The meeting with Jesus on the road to Emmaus.
- The gift of the Holy Spirit for everyone.
- How Saul was transformed by the Holy Spirit.
- The letter of Paul to the Romans.
- The 'Fruits of the Spirit'.
- How the power of the Holy Spirit helps Christians today.

Rejoice

Remember to plan an end of topic celebration. (*Download the Rejoice and Gather Form on the Come and See website.*)

Renew

The teacher helps each child to make an individual response to what they have understood and celebrated from their own experience and the experience of the Church community.

Apply their learning

How can I develop a quality I would like to have?

Some suggested ideas

After a time of quiet reflection and prayer:

- Make a collage of a 'basket of fruit', write on a symbol of a fruit some way you will use that fruit this week, put it in the basket.

Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

STANDARD SUMMARY

Some children will be able to **make links** to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others.

Some children will be able to **compare** their own and other people's ideas about questions that are difficult to answer about transforming energy and its uses.

Some children will be able to **give reasons** for the actions of Cleopas on the road to Emmaus.

Some children will be able to use a developing religious vocabulary to **give reasons** for religious actions and symbols connected with Pentecost.

Some children will be able to **give reasons** for certain actions of Christians inspired by the Holy Spirit.

Some children will be able to **make links** between scripture and God's gift of the Holy Spirit and forgiveness.

Some children will begin to **show understanding** of how their own and others' decisions about the use of transforming energy are informed by belief and values.

Some children will begin to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them.

Some children will begin to **show understanding** of the transforming power of the Holy Spirit and how it shapes the lives of Christians.

Some children will begin to **engage with and respond** to questions about how the belief in the transforming power of the Spirit and the message expressed in Paul's letter give meaning and purpose to life.

CHURCH TEACHING

This is an outline of the teaching of the Church covered in **TRANSFORMATION:**

- The teaching of the Risen Lord on the road to Emmaus.
- The beginning of the Church at Pentecost.
- The Holy Spirit strengthens and transforms the lives of Christians.
- The fruits of the Holy Spirit.
- The Holy Spirit.
- The prayer Come Holy Spirit.
- The conversion of Saul.
- Some of the letters of Paul.
- The Spirit at work in God's family.
- Jesus Christ lives in and acts through the Church.