

Acts 2:1–21 or
Ezek. 37:1–14
Ps. 104:24–34, 35b
Rom. 8:22–27 or
Acts 2:1–21
John 15:26–27;
16:4b–15

Fired Up and Ready

Goal for the Session *Tweens will celebrate Pentecost and plan ways to use the gifts of the Spirit to proclaim the gospel.*

■ P R E P A R I N G F O R T H E S E S S I O N

Focus on Acts 2:1–21

WHAT is important to know?

— From “Exegetical Perspective,” Michael H. Floyd

Peter explains what has happened as the fulfillment of an oracle prophesied long ago. According to the prophet Joel, God would one day empower all classes of the community to become prophets by pouring out the Spirit in a theophany of wind and fire, so that all who call on the name of the Lord will be saved (Joel 2:28–32a). The disciples have all become prophetic. God’s deeds of power (Acts 2:11) include the sending and raising of Jesus (Acts 2:22–24), and God’s purpose is the salvation of all (Acts 2:21, 40).

WHERE is God in these words?

— From “Theological Perspective,” Donald K. McKim

There is now a new community of women and men where the one Spirit bestows many gifts—on all people, regardless of who they are. The church is the place where this new fellowship begins to take shape as it recognizes the gifts of the Spirit in and for all people. To realize that “all flesh,” all people, receive the Spirit, enables us to watch and participate in God’s work in this world with a wide-open vision. We live in eager anticipation of the Spirit’s work in our midst as we join with all others to accomplish the Spirit’s purposes.

SO WHAT does this mean for our lives?

— From “Pastoral Perspective,” Kristin Emery Saldine

Pentecost emphasizes the centrality of Christ to the church’s identity, authority, and proclamation. This christological focus at Pentecost is essentially ecclesiological, and it affords an opportunity for us to see the church in its many dimensions. The first, and most important, dimension of the church is its universality. We confess this each time we recite the Apostles’ Creed: “I believe in the holy catholic church.” The Holy Spirit gifts the church to proclaim the Good News to the ends of the earth. Pentecost reminds us that, even though all our faith practices are rooted in local contexts, the church’s identity extends beyond every congregation, denomination, and cultural tradition. Pentecost celebrates the face of Christ throughout the world.

NOW WHAT is God’s word calling us to do?

— From “Homiletical Perspective,” G. Lee Ramsey Jr.

The text states clearly that Jews from all parts of the Middle East are each able to hear in their own native languages. Like a gathered conference of the United Nations, each delegate hears the proceedings in his or her own tongue. The Word of God not only transcends cultural barriers, but it arrives in the particular language of each listener. Pentecost verifies Christmas. All wrapped up in human form, God comes to us in our very own bodies; God speaks to us our very own language(s). Through ordinary human speech, the Holy Spirit establishes unity amid diversity, a fulfilled promise that even the most divided congregations and communities can take to heart.

FOCUS SCRIPTURE

Acts 2:1–21

Focus on Your Teaching

An important part of tweens' development is to grow in their feelings of competency or mastery, whether in academics, music, sports, technology, or chores around the house. As with any developmental task, progress is a journey. Sometimes tweens revel in feeling competent and other times they feel unsure and self-conscious. Help them recognize God's Spirit at work within them. Remind them often that they are gifted with the power of the Spirit to accomplish great things on behalf of Jesus Christ in the world.

Empowering God, stir me with your Spirit. Help me inspire these young disciples and serve with them to proclaim the good news of your love, through Christ. Amen.

YOU WILL NEED

- red cloth
- 3 red balloons
- Christ candle, matches
- index cards
- pens
- Singing the Feast*, 2020–2021; CD player
- Bibles
- sticky notes
- Internet-connected device (optional)
- digital or cell phone camera
- Color Pack 24, 25, 28, 32
- snack that is red

For Responding

- option 1: Color Pack 24, copies of Resource Sheet 1, pencils, Bibles, scissors, tape
- option 2: copies of Resource Sheet 2
- option 3: digital or cell phone cameras; computer, media presentation software (optional)

LEADING THE SESSION

GATHERING

Before the session, arrange the red cloth in the center of your learning space and place the Christ candle and Color Pack 24 on it. Being mindful of allergies, inflate and tie off three red balloons. Write each of the following references on a separate index card: Acts 2:1–2; Acts 2:3; Acts 2:4; Acts 2:6–8; Acts 2:12–13; Acts 2:14. If you are using option 3 in Responding, make arrangements to take learners outdoors.

Greet learners as they arrive, saying “Happy Birthday” to each one. Gather around the Christ candle. Explain that today is Pentecost Sunday and the church year color for this day is red. Say that on Pentecost, the church celebrates how God sent the Spirit to Jesus' first followers. This day is sometimes called the birthday of the Christian church. One symbol of Pentecost is a flame. Ask a volunteer to light the Christ candle. Pray aloud:

Powerful God, fill us with the joy of your presence as we celebrate the birth of your church and the power of your Spirit in each one of us. Amen.

Extinguish the candle.

Give learners the red balloons to bat around as they sing “Give Me Joy in My Heart” (Color Pack 32; track 5 on *Singing the Feast*, 2020–2021).

Invite tweens to tell about their favorite ways to celebrate their birthdays. Ask:

✪ What is being celebrated at a birthday party?

Give Me Joy in My Heart

Give me joy in my heart,
keep me singing,
Give me joy in my heart,
I pray—hallelujah!
Give me joy in my heart,
keep me singing,
Keep me singing till the
break of day.

Sing hosanna, sing
hosanna, sing hosanna
to the King of kings!
Sing hosanna, sing
hosanna, sing hosanna
to the king.

Repeat three times

If you need help
pronouncing the names
in this passage, go
to: [netministries.org/
Bbasics/bwords.htm](http://netministries.org/Bbasics/bwords.htm).

EXPLORING

Distribute Bibles and have tweens to turn to Acts 1:1–5. Ask a volunteer to read these verses aloud. Show Color Pack 25 and ask tweens to imagine that these people are some of Jesus' followers waiting for the promised gift. Have each learner choose one person in the picture, imagine what this person might be thinking or saying, write this on a sticky note, and place it by the person. Ask:

✿ What do you think the disciples expected would happen when the Spirit came?

Ask learners to look at Acts 2:1–21. Explain that you will read the story aloud and they will provide the sound effects. Form pairs and divide the index cards you prepared among the pairs. Some pairs may receive more than one card. Tell pairs to look up the verses on their cards and plan sound effects to accompany your reading. Invite them to use whatever they find in your learning space to help make the sound effects they plan. Allow a few minutes for pairs to prepare.

Read aloud Acts 2:1–21, pausing after the verses noted on the index cards for pairs to add sound effects. After the story, discuss:

- ✿ What happened when the Spirit came upon the disciples?
- ✿ What surprised the crowd gathered outside the house where the disciples were meeting?
- ✿ Why were so many people gathered in Jerusalem?
- ✿ What explanation of these things did Peter give to the crowd?

Invite learners to work together to make a group pose of the part of the story when the Spirit came upon the disciples. Take a photo of the pose, saying that this is also a picture of Jesus' disciples. Option: Tell learners you will print the photo and bring copies next week.

Sit with learners in a circle and pass around Color Pak 24. Ask:

- ✿ What about this picture reminds you of the story of Pentecost? (Responses may include: descending dove and flame are symbols of the Spirit; color for Pentecost is red.)

Sum up Exploring by asking:

- ✿ Why do some Christians call Pentecost the birthday of the church? Do you agree with them?
- ✿ What does the Spirit make it possible for Jesus' disciples to do today?

EASY
PREP

The Spirit's gifts can be understood as abilities, opportunities, talents, or interests.

RESPONDING

Mark the activities you will use:

- Spirit at Work** Learners will consider the many ways the Spirit works in the lives of Jesus' followers and imagine the Spirit working in them. Affirm that each person in your group receives the Spirit in baptism, and that the Spirit is always at work in your lives, but sometimes you aren't sure how. Distribute copies of Resource Sheet 1 (Spirit at Work), Bibles, and pencils. Form two groups and have each group look up one of the passages on the sheet. Ask groups to report back what they learn about how the Spirit works. Allow a few moments for learners to ponder how the Spirit is at work in them. Invite them to write or draw how they will or how they would like to use their gifts from the Spirit. Have them cut out their flames and tape them around the edge of Color Pack 24. Display this in your learning space.
- Gifts for Telling the Story** Learners will plan how the Spirit's gifts to them can be used to tell story of Pentecost. Comment that one of the primary ways people learn about the Christian faith is through the Bible. Using the talents the Spirit gives us for telling Bible stories is a great way to proclaim the good news of God's love. Distribute copies of Resource Sheet 2 (Storytelling Ideas). Give learners a moment to read the ideas there. Have learners form themselves into groups of three or four, based on what storytelling method they'd like to try. Allow time for small groups to prepare to tell the story of Acts 2:1–21. Have each small group present its story. Afterward, discuss how some types of storytelling appeal to each person more than others types do. Option: Plan to present your stories to other church members.
- Spirit Walk** Learners will consider how the gifts of the Spirit can help them to tell the good news of God's love. Read aloud Genesis 1:1–5. Explain that the Hebrew word translated as *wind* also can be translated *spirit*. Wonder together about how the creation reflects God's gifts. (For example, in food, water, beauty, life.) Take a walk outdoors with tweens, looking for things in creation that might encourage them and others to celebrate God's Spirit at work. Bring several digital or cell phone cameras and take pictures of these things. After you return to your meeting space, invite learners to tell about something they saw that reminds them of or helps them to appreciate the way God works in the world. Option: Use media presentation software to combine photos and words from Scripture into a celebration of God's Spirit.

Behold, I Am with You

Behold, I am with you,
 (*Behold, I am with you*)
 And will keep you wherever
 you go, (*And will keep
 you wherever you go*)
 And will keep you wherever
 you go. (*And will keep
 you wherever you go*)

Behold, I am with you,
 (*Behold, I am with you*)
 And will keep you wherever
 you go, (*And will keep
 you wherever you go*)
 And will keep you wherever
 you go. (*And will keep
 you wherever you go*)

CLOSING

Gather with learners around the Christ candle and light it. Say a prayer of thanks for food and enjoy a snack that is red, being mindful of allergies. Invite learners to discuss a birthday present they could give the church.

As a reminder of the Spirit's presence, sing "Behold, I Am with You" (Color Pack 28; track 2 on *Singing the Feast, 2020–2021*).

Invite learners to exchange gestures and words of peace. Say good-bye to each one by name.

May 23, 2021
Fired Up and Ready

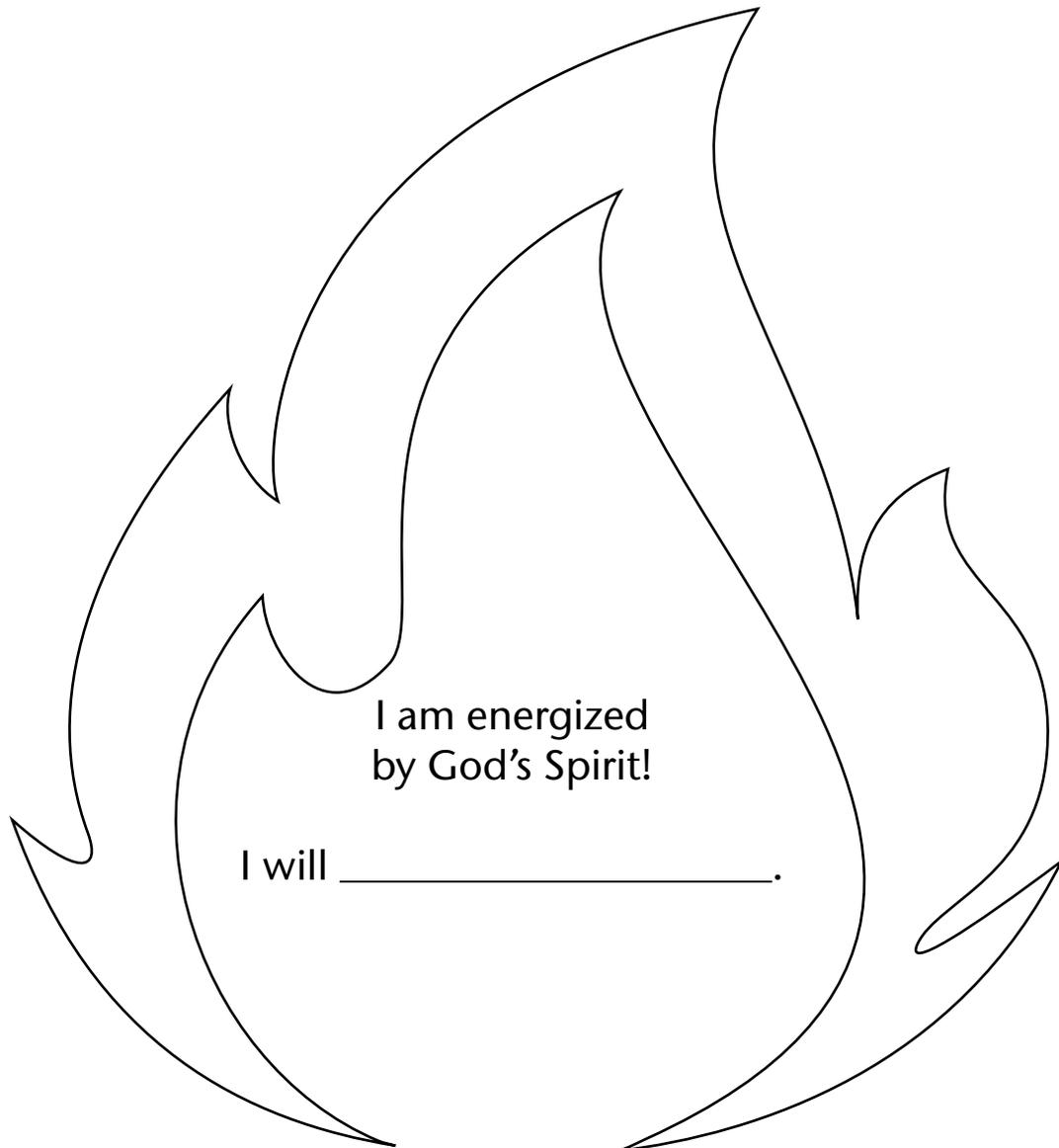
Tweens
Resource Sheet 1

Spirit at Work

The Spirit works in our lives in more ways than we can count! The Bible gives a few examples. Look up the passages below and list the ways the Spirit works:

1 Corinthians 12:4–11

Romans 12:4–8



Storytelling Ideas



Dramatize Portray the story by acting it out with several people. Think about what the different people in the story might have said or done. Use simple props and costumes if they are available.



Echo Pantomime Tell the story in short phrases or sections. Decide on an appropriate action to use with each section of the story. As one person reads or tells the story using the short sections, others act out the motions.



Pantomime Use no words to act out the story. Decide on actions, expressions, and movements to use in telling this story silently.



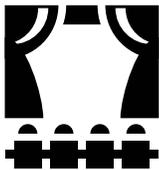
News Report How might a TV news person report on this story? Consider how the story might be told on the evening news. Include interviews of several people who witnessed events of the story.



Audience Involvement While telling the story, pause to give instructions to the audience about words and actions you want them to do to help tell the story.



Rap This is a combination of music and poetry, putting words into rhyme and rhythm. Rewrite the story using rhyming words and add a beat or rhythm to it.



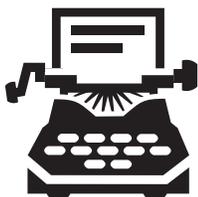
Puppets Use puppets to tell the story. Create your own simple puppets or use ones already available.



Masks Use face masks to tell the story. Create simple masks for people in the story. These can be made from paper plates or other materials.



Art Find pieces of art in books or online to help you tell the story or to set the mood of the story.



Rewrite the Story Think about how you might rewrite this story using contemporary language and images or how you might set into a community today. Write the story and read it aloud to others.