

**Acts 2:1–21 or**  
**Gen. 11:1–9**  
**Ps. 104:24–34, 35b**  
**Rom. 8:14–17 or**  
**Acts 2:1–21**  
**John 14:8–17**  
**(25–27)**

# Pentecost

## Goal for the Session

*As their witness to the Pentecost story, children will celebrate the exciting gift of the Holy Spirit for all.*

## ■ PREPARING FOR THE SESSION

### Focus on Acts 2:1–21

#### WHAT is important to know?

— From “Exegetical Perspective,” Margaret P. Aymer

Pentecost gives power to the band of Jesus followers to speak the languages of the world, to tell the gospel in every language. The early church was to bear witness to the ends of the earth in the languages of the people of the world. We also should pay attention to the explanation for the phenomenon given by Peter. In quoting Joel, Peter is announcing the end of this present age and the beginning of the age to come, the age of the reign of God. For Peter—and for Luke, who tells his story—the unusual tongues of fire and abilities of speech are signs that God’s reign is immanent, that God will ultimately redeem God’s people.

#### WHERE is God in these words?

— From “Theological Perspective,” Linda E. Thomas

As the eleven worshiped, there was a noise so loud that it could not be ignored. So startled were they that they lost control of themselves—their sensory systems were flooded with adrenaline so that their minds and bodies processed intensely the sound, energy, and feeling of the coming of the Holy Spirit. She had come as Jesus had promised, and it was an experience rather than something cognitive. Rational theological reflection could not adequately explain the knowledge conveyed in this sensory event. All of the disciples were filled with the Holy Spirit. Not one was excluded. No mortal could engineer the vivacity of the coming of the Holy Spirit sent by the awesome God of Jesus Christ.

#### SO WHAT does this mean for our lives?

— From “Pastoral Perspective,” Michael Jenkins

The image of God in which we were created is the image of the triune God of grace. When we say God the Trinity, we are saying that God is in God’s own being, a “Holy family.” In the image of the God who, as Father, Son, and Holy Spirit, is eternal and living community, differentiated in person, united in love, we are ourselves created for community, and never fully live in God’s image until we live in communion. Communion assumes difference—not uniformity, not conformity to a single idealized form of life, or nationality, or ethnicity, or tribe.

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

— From “Homiletical Perspective,” Richard L. Sheffield

In “[their] own languages” they heard “them speaking about God’s deeds of power” (v. 11); they heard that “the love of God is broader than the measures of our mind.” Wulfert de Greef writes: The God of Israel is now also the God of the nations. . . . [However,] the fact that the nations are also now included among God’s people does not imply that Israel’s importance is in any way diminished. Calvin observes that God’s care for us as Gentiles implies that he has joined us together with the Jews. We have been united with the descendants of Abraham into one body. We are together with Israel, the people of God.

**FOCUS SCRIPTURE**  
**Acts 2:1–21**

**YOU WILL NEED**

- ☐ red cloth
- ☐ Christ candle
- ☐ Bible, bookmark
- ☐ offering basket
- ☐ *Singing the Feast*, 2021–2022
- ☐ CD player
- ☐ Color Pack 1, 2, 29
- ☐ Resource Sheet 1

For Responding

- ☐ option 1: copies of Resource Sheet 2; orange and red crayons and markers; scissors; large embroidery hoop or cardboard ring; yarn; hole punch
- ☐ option 2: 36-inch lengths of red ribbon or crepe paper; *Singing the Feast*, 2021–2022; CD player
- ☐ option 3: construction paper, crayons, drinking straws, tempera paint, water, spoons, newspapers
- ☐ option 4: 7-inch poster-board squares; yarn; tape; scissors; ribbons, sewing trims, fabric scraps, and/or thick yarn

## Focus on Your Teaching

The focus scripture is the exciting, almost terrifying, story of a special Pentecost. The sometimes frightening features of a tornado-like wind and flames over peoples' heads conjures up unpleasant memories for children who know about the destruction of strong winds or fire that is out of control. When they explore the story, those parts can be examined safely with balloons, twirlers, and pinwheels. Children can appreciate the gift of the Holy Spirit as our connection to God and to one another, our way to know Jesus.

*God of the Spirit, may I be open to the working of the Holy Spirit in my life and especially as I teach these children. In Jesus' name. Amen.*

## LEADING THE SESSION

### GATHERING

*Before the session*, for Responding option 1, obtain an embroidery hoop or cut a 6-inch circle from cardboard for each child. For option 3, thin tempera paint so it is the consistency of ink. For option 4, cut poster board into 7-inch squares, one per child, and cut a variety of weaving supplies into 8-inch lengths, about ten pieces per child with some extras. Place a bookmark at Acts in the worship table Bible.

Invite the first children to arrive to arrange the worship table with the red cloth, Christ candle, Bible, Color Pack 1, and offering basket.

When everything is ready, gather around the worship table. Invite a child to receive the offering. Ask:

✠ What does this white candle represent?

Light the Christ candle. Say that we light the Christ candle as a reminder that Jesus is always with us. Ask:

✠ What has changed on our worship table?

The children may notice two things: the red cloth and Color Pack 1. Hold up Color Pack 1 and encourage the children to describe what they see. Ask:

✠ What might the dove represent?

✠ What do you see over the people's heads?

✠ Why might the artist have used so much blue, red, and orange?

Explain that today is Pentecost Sunday and the story of Pentecost is today's Bible story. If your church has any special banners or other decorations for Pentecost, tell about them.

## EXPLORING

Invite a child to retrieve the Bible from the worship table, open it to the bookmark, and read the name of the book (*Acts* or *Acts of the Apostles*). Ask the children if the name of the book is familiar. They may recall hearing it from previous sessions. Explain that today's Bible story is from the second chapter of Acts, so it happens before the stories about Peter and Paul. Tell the story on Resource Sheet 1 (A Gift from God). Ask:

- ✠ Why had Jesus' followers stayed in Jerusalem?
- ✠ What did Jesus promise to send them?
- ✠ On what day did the Holy Spirit arrive?
- ✠ How would the Holy Spirit help them?

Show Color Pack 2. Ask:

- ✠ Why had so many people traveled to Jerusalem?
- ✠ What are the people looking at?
- ✠ What part of the story is shown in this picture?
- ✠ What happened next?
- ✠ Some people call Pentecost the birthday of the church. How might this be the birthday of the church?

The discussion of the previous question will prepare children for the Responding options.

## RESPONDING

Offer at least two options so children have a choice. One might be more challenging to interest older children.

1. **Pentecost Mobile** This mobile is a way for children to celebrate Pentecost and invite others to join their celebration. Recall that the signs of the Holy Spirit were the strong wind and the tiny flames. Explain what a mobile is and tell the children they will make one. Distribute copies of Resource Sheet 2 (Pentecost Flames), crayons and markers, and scissors. Have children cut out the flames and color them on both sides. Punch holes where indicated on the flames. Give each child a hoop or cardboard circle. Tie a length of yarn to each flame, varying the lengths. Tie or tape the other end of each strand of yarn to the hoop or cardboard ring. Attach three 18-inch lengths of yarn, spaced equally, to the hoop or ring. Tie them together at the top to create a hanger. Hang the mobiles in a hallway or space where the congregation will see them.
2. **Dance in the Spirit** The Holy Spirit comes alive as children move to music. Recall how excited the disciples and the people outside were at the arrival of the Holy Spirit on that Pentecost Day. Have the children stand in a big circle with at least an arm's length between them. Give each child two 36-inch red ribbons or crepe-paper streamers. Show them how to make loops, spirals, and waves, and invite them to create other movements. The only rule is that they remain standing in the same place. Play "I'm Gonna Sing when the Spirit Says Sing" (Color Pack 29 and track 11 on *Singing the Feast, 2021–2022*) and encourage children to make a variety of moves with the streamers to accompany the song. Sing it together with the motions. For one stanza, substitute "dance" for "sing."

To personalize the mobile, have the children print their name on one flame and the names of two other people in the congregation on the remaining flames. If they want to add more names, they can print a different name on each side.

EASY  
PREP

3. **Blow-Paint Art** Children will make small posters to celebrate Pentecost Day at home. Ask the children to think of a greeting for Pentecost Day, such as *Happy birthday, church! The Gift of the Holy Spirit*, or *Good News for the World*. Print these greetings on newsprint for children to copy. Distribute construction paper and crayons. Suggest that they select a paper color and crayon in sharply contrasting colors. Explain that they must make the crayon lines thick so the paint won't stick to the waxy crayon. Cover the work surface with newspapers. Give each child a straw and a small paper cup of thinned tempera paint. Demonstrate how to drip just a couple of drops of paint onto the paper with a spoon and blow it around the paper with the straw. Tell the children they can use more than one color of paint, but they shouldn't soak the paper. As their posters dry, ask:

✿ How might blowing through the straws remind you of Pentecost Day?

Talk about where they might display their posters at home.

4. **Weaving a Community** The gift of the Holy Spirit weaves Jesus' followers into a community—the church it will be. Distribute the 7-inch poster-board squares prepared in advance. Demonstrate how to wind yarn around a square to create a simple loom. Keep the yarn evenly spaced, about ½ inch apart. Tape down the yarn loops on the back to keep them in place. Set out the weaving materials. Invite children to select one piece at a time, think about who in the church it could represent, and then weave it in and out of the yarn on the front of the square. Have learners continue with the weaving materials until their looms are full. When all have finished, notice how the many different materials came together to form a beautiful square. Suggest that they display their weaving squares at home as a reminder that the Holy Spirit comes to all kinds of people and brings them together.

## CLOSING

Gather at the worship table. Show Color Pack 1 and ask the children to review the story. Go back to the questions in the opening of the session and see if the children's answers are different.

### **I'm Gonna Sing when the Spirit Says Sing**

I'm gonna sing when the  
Spirit says sing,  
I'm gonna sing when the  
Spirit says sing,  
I'm gonna sing when the  
Spirit says sing,  
and obey the Spirit of the  
Lord.

Sing "I'm Gonna Sing when the Spirit Says Sing" (Color Pack 29 and track 11 on *Singing the Feast*, 2021–2022). Ask the children what other words they could substitute for *sing* in this song.

Pray:

*Loving God, we are thankful that your love is shown through Jesus, and on this Pentecost Day, we give you thanks for the gift of the Holy Spirit.  
Amen.*

To each child, say, "Thank you for coming. See you next week."

June 5, 2022  
Pentecost

Teaching the Revised Common Lectionary

# FEASTING on the WORD

## CURRICULUM

Multi-Age  
Resource Sheet 1

## A Gift from God

based on Acts 2:1-21

When Jesus left his followers to be with God, they went back to Jerusalem to the upstairs room where they had been staying. After praying for God's help, they selected Matthias to be one of the twelve disciples. Then they waited. Jesus had promised to send them the Holy Spirit. The Holy Spirit would give them the wisdom and power they needed to teach and heal as Jesus had. But Jesus didn't say when the Holy Spirit would come. So, they waited day after day, through each night, wondering when the Holy Spirit would come to them.

As they waited, many Jews arrived in Jerusalem to celebrate the festival of Pentecost, so the city was bustling with people speaking many languages.

On that Pentecost Day, Jesus' followers were all in one place, perhaps the upstairs room where the twelve disciples had been staying. Without any warning, a terrible, strong wind blew through the house. It howled so loudly that they couldn't hear themselves think. At the same time, what looked like little flames of fire danced over each person's head. The wind blew and the flames danced and weren't put out by the wind. As all that happened, each one was filled with the Holy Spirit. And they began to speak in languages they didn't know before. One person spoke the language of the Parthians; another, the languages of the Medes. Over there a person spoke the language of the Mesopotamians; and here, the language of the Egyptians. The wind stopped and the flames disappeared, but the noise of people speaking all these languages was quite an uproar!

It was so noisy that people outside wondered what was going on in that house. When they looked in the door and the windows, they were amazed. "I know that man is a Galilean, but how can he speak my language?" "Why, that man is speaking Egyptian, and he is not an Egyptian." Someone said, "I think they have had too much new wine" and laughed.

Peter said, "Everyone, those who live in Jerusalem and those who have come from other places! We are not drunk. It is only nine o'clock in the morning. What you see and hear is what was spoken by God's prophet Joel: 'I will pour out my Spirit on all people, young and old. They will speak of important things.'"

Then Peter explained the history of God's people and about Jesus, who was the Messiah. When he told how Jesus was put to death, the people listening were upset. "What can we do?" they asked Peter and the other disciples.

"Change your hearts and live in God's ways," answered Peter. "Be baptized in the name of Jesus Christ. Then you, too, will receive the gift of the Holy Spirit. This promise is for you, for your children, and for your children's children. It is for everyone."

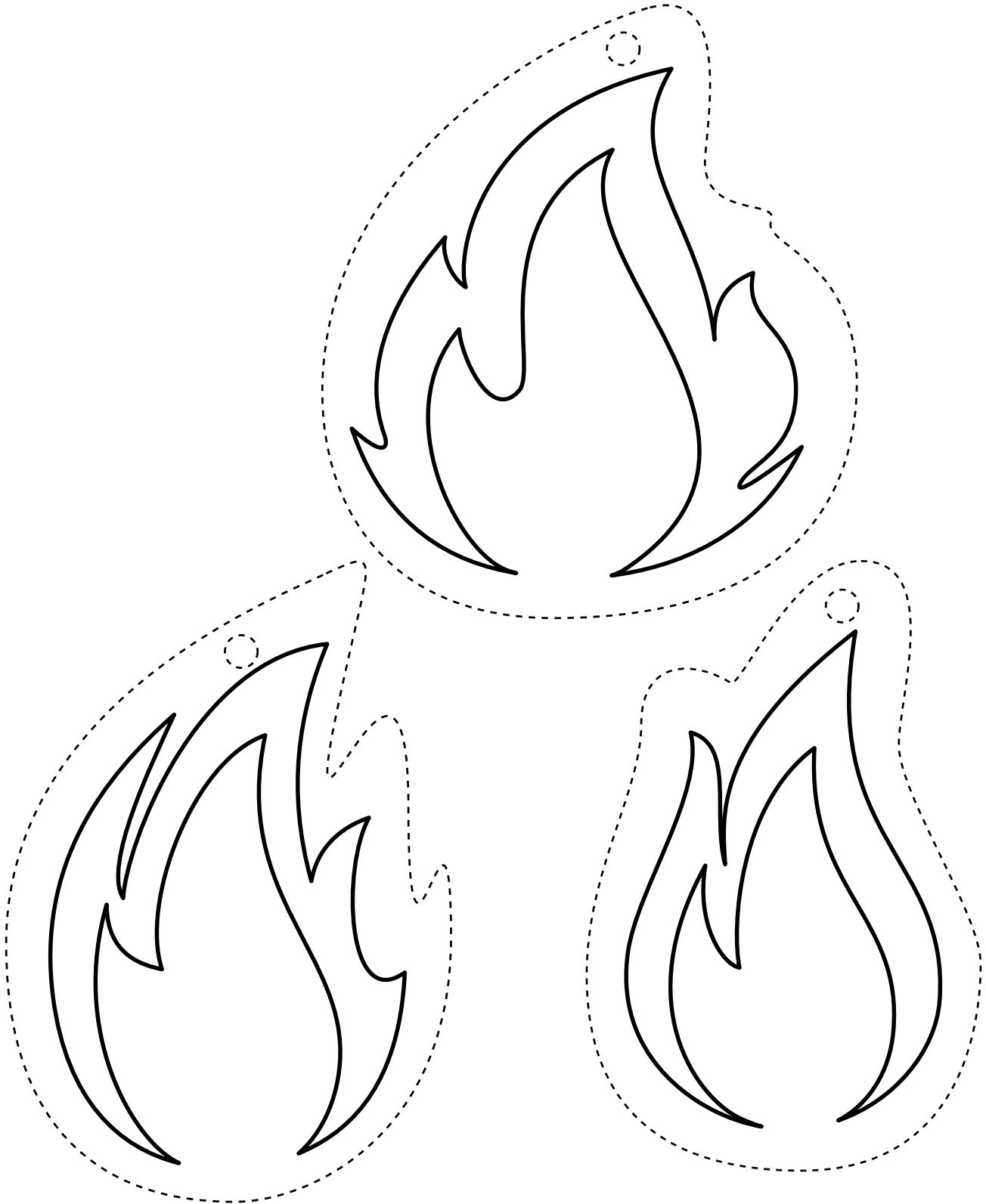
Many people believed what Peter said and were baptized. About three thousand joined the community of those who believed in Jesus that day.



June 5, 2022  
Pentecost

Multi-Age  
Resource Sheet 2

## Pentecost Flames



**Acts 2:1–21 or**  
**Gen. 11:1–9**  
**Ps. 104:24–34, 35b**  
**Rom. 8:14–17 or**  
**Acts 2:1–21**  
**John 14:8–17**  
**(25–27)**

# Pentecost People

## Goal for the Session

*Witnessing the gift of God’s Spirit related in Acts 2, adults will rejoice in the Spirit’s presence and workings today.*

## ■ PREPARING FOR THE SESSION

### Focus on Acts 2:1–21

#### WHAT is important to know?

— From “Exegetical Perspective,” Margaret P. Aymer

Pentecost gives power to the band of Jesus followers to speak the languages of the world, to tell the gospel in every language. The early church was to bear witness to the ends of the earth in the languages of the people of the world. We also should pay attention to the explanation for the phenomenon given by Peter. In quoting Joel, Peter is announcing the end of this present age and the beginning of the age to come, the age of the reign of God. For Peter—and for Luke, who tells his story—the unusual tongues of fire and abilities of speech are signs that God’s reign is immanent, that God will ultimately redeem God’s people.

#### WHERE is God in these words?

— From “Theological Perspective,” Linda E. Thomas

As the eleven worshiped, there was a noise so loud that it could not be ignored. So startled were they that they lost control of themselves—their sensory systems were flooded with adrenaline so that their minds and bodies processed intensely the sound, energy, and feeling of the coming of the Holy Spirit. She had come as Jesus had promised, and it was an experience rather than something cognitive. Rational theological reflection could not adequately explain the knowledge conveyed in this sensory event. All of the disciples were filled with the Holy Spirit. Not one was excluded. No mortal could engineer the vivacity of the coming of the Holy Spirit sent by the awesome God of Jesus Christ.

#### SO WHAT does this mean for our lives?

— From “Pastoral Perspective,” Michael Jenkins

The image of God in which we were created is the image of the triune God of grace. When we say God the Trinity, we are saying that God is in God’s own being, a “Holy family.” In the image of the God who, as Father, Son, and Holy Spirit, is eternal and living community, differentiated in person, united in love, we are ourselves created for community, and never fully live in God’s image until we live in communion. Communion assumes difference—not uniformity, not conformity to a single idealized form of life, or nationality, or ethnicity, or tribe.

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

— From “Homiletical Perspective,” Richard L. Sheffield

In “[their] own languages” they heard “them speaking about God’s deeds of power” (v. 11); they heard that “the love of God is broader than the measures of our mind.” Wulfert de Greef writes: The God of Israel is now also the God of the nations. . . . [However,] the fact that the nations are also now included among God’s people does not imply that Israel’s importance is in any way diminished. Calvin observes that God’s care for us as Gentiles implies that he has joined us together with the Jews. We have been united with the descendants of Abraham into one body. We are together with Israel, the people of God.



**FOCUS SCRIPTURE**  
**Acts 2:1–21**

## Focus on Your Teaching

Most adults have experiences of drawing strength from outside sources. It may come in remembering someone or something which inspires in that moment. It may come through another whose very presence instills resolve or courage. We may not be able to explain precisely the mechanics of such empowerment, but our life is transformed. Today's passage from Acts narrates the story of the Spirit's gift to the apostles on the day of Pentecost. Some adults in your group may have difficulty separating Pentecost from Pentecostal, and question the importance of this narrative.

*May your Holy Spirit lead me in the preparing and leading of this session.  
Amen.*

### YOU WILL NEED

- ☐ table
- ☐ large red cloth
- ☐ seven votive candles in holders
- ☐ lighter
- ☐ newsprint or board
- ☐ markers of various colors
- ☐ copies of Resource Sheet 2
- ☐ Bibles
- ☐ map of first-century eastern Mediterranean region
- ☐ copies of Resource Sheet 1
- ☐ copies of Resource Sheet 1 for June 12, 2022

### For Responding

- ☐ option 1: hymnals or songbooks with hymn "Spirit," device to play YouTube video
- ☐ option 2: collage materials (magazines, construction paper, markers, scissors, glue sticks)
- ☐ option 3: index cards, pens or pencils

## LEADING THE SESSION

### GATHERING

*Before the session*, cover a table with red cloth, set votive candles in their holders on top of the table and place a lighter beside them. In the center of the newsprint or board, write in bold letters "SPIRIT" and set markers nearby.

Welcome participants as they arrive. As adults gather, direct them to the newsprint or board and give these instructions:

- ✠ Use a marker to draw a line out from "SPIRIT";
- ✠ At the end of the line, write a word or phrase you associate with "SPIRIT";
- ✠ You can add multiple lines and word associations.

Gather the group and review these associations with "SPIRIT." Briefly note any connections seen between them.

Relate that today's passage witnesses to the gift of God's Spirit on Pentecost. Encourage participants to be mindful of the associations they made earlier with Spirit as you proceed through this session's exploration of Spirit and Pentecost.

*We gather in your Spirit's presence, O God, and pray for your Spirit's leading in this session. In Jesus Christ. Amen.*

### EXPLORING

Distribute copies of Resource Sheet 2 (The Roots of Pentecost). Read and briefly discuss the background information provided. Encourage participants to keep this context in mind and heart as you explore Acts 2:1–21.



Building on Pentecost's origin in worship, explain that today's reading of the Pentecost story in Acts 2:1–21 will take liturgical form. Ask for seven volunteers to take one of the votive candles and return to their seats. Explain that you will read the passage aloud in seven portions. At the end of each portion, one of the adults with a candle is to return it to the table and light it. As each candle is lit, the whole group responds with a question raised within the text: "What does this mean?"

Carry out the reading as described, dividing the passage as follows: verses 1–4, 5–6, 7–11, 12–13, 14–16, 17–20, and 21.

Invite participants to offer initial comments or questions generated by the reading. Discuss these, including any questions or insights into the text that might linger from the consideration of Resource Sheet 2.

Have adults read verse 1 again. Ask for initial responses to the question: who do you think is meant by "they" in that verse? Consider the implications for whether the answer is traced to a later verse (2:14) or to an earlier description of the Christian community gathered in Jerusalem (1:14–15). How might the inclusion of the latter group as the recipients of God's Spirit on Pentecost affect how we view this passage, and particularly Peter's quoting of Joel in 2:17–18?

The groups listed in verses 9–10 are in an order that roughly moves from east to west, the same direction Acts takes in its account of the gospel's spread by beginning the narrative in Jerusalem and concluding it in Rome.

Display a map of the first-century eastern Mediterranean region, and have adults look at such a map that might be in their Bibles. Locate the areas referenced in 2:9–10. Discuss what this listing might add to our understanding of Pentecost, as well as the presence and purposes of God's Spirit in this narrative. Introduce the sidebar information to bring another dimension into this conversation.

Distribute copies of Resource Sheet 1 (Focus on Acts 2:1–21) and read the "What?" excerpt. Discuss its closing emphasis on the reign of God. Invite adults to consider and identify other elements of the story that might be seen as witnesses to God's reign in this narrative. Ask:

- ✧ In that culture, what was the importance—and what were the risks—of asserting the beginning of the age to come?
- ✧ What was the gospel, the good news that all people needed to hear then?
- ✧ What is the good news the whole world needs to hear today?

Reflect on how this session has connected the gift of God's Spirit in Acts 2 with the life of Christian community. Invite silent reflection on the following: as persons and as a community, what joyful witness can we offer to the Spirit's presence and workings in our day?

EASY  
PREP

If participants are unfamiliar with this song, [www.youtube.com/watch?v=raGBCu7Nzgg](https://www.youtube.com/watch?v=raGBCu7Nzgg) is a YouTube link that has music, lyrics, and background imagery.

## RESPONDING

Choose one or more of these activities depending on the length of your session:

1. **Spirit Song** The church's hymnody provides fresh metaphors for celebrating the Spirit's presence and working in our lives today. Distribute copies of church hymnals/songbooks with lyrics of "Spirit" by James Manley. Invite adults to silently read the lyrics, paying attention to metaphors used for the Spirit's presence and work. Have each adult select one metaphor that carries special meaning for them. Discuss in small groups how these metaphors witness to the Spirit in our lives today. Encourage individuals to regularly return to this metaphor in the coming week as a way of rejoicing in and opening to God's Spirit.
2. **Envisioning God's Spirit in Our Time** Pentecost invites us to rejoice in and witness to the presence and working of God's Spirit today. Set out collage materials and invite adults to create a collage titled "Envisioning God's Spirit in Our Time." Encourage adults to blend images of the Spirit from Scripture and theology along with contemporary "snapshots" of where they see evidence of the Spirit's presence and working in the church and world. Decide how best to use the banner with the whole congregation for Pentecost.
3. **Spirit Prayer** Prayer seeks and rejoices in the gift of God's Spirit. Distribute note cards and pens or pencils. Ask adults to compose a brief prayer that seeks or rejoices in the gift of God's Spirit. Encourage adults to frame the prayer in terms that ring true to their experience. Encourage adults to offer this prayer at the beginning and end of each day in the coming week.

## CLOSING

Gather adults around or in front of the table with the votive candles. Ask participants to review the board or newsprint from Gathering, where associations with "SPIRIT" were written. Invite them to reflect and then call out their responses to the following:

- ✠ Which of those associations do you see reflected in the Acts 2 story of Pentecost, and how so?
- ✠ Looking back at Acts 2 as well as what has been explored in this session as a whole, what would you want to add to those associations for "SPIRIT" and why?

Have a marker available if persons choose to write these additional associations on the board or newsprint.

Offer the following commissioning or one of your own choosing:

*Go now, rejoicing in the presence of God's Spirit, and serving in the power of God's Spirit! Amen.*

Distribute copies of Resource Sheet 1 for June 12, 2022, or e-mail it to the participants during the week. Encourage participants to read the focus scripture and resource sheet before the next session.

## Focus on Acts 2:1–21

### WHAT is important to know?

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Pentecost gives power to the band of Jesus followers to speak the languages of the world, to tell the gospel in every language. The early church was to bear witness to the ends of the earth in the languages of the people of the world. We also should pay attention to the explanation for the phenomenon given by Peter. In quoting Joel, Peter is announcing the end of this present age and the beginning of the age to come, the age of the reign of God. For Peter—and for Luke, who tells his story—the unusual tongues of fire and abilities of speech are signs that God’s reign is immanent, that God will ultimately redeem God’s people.

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Richard L. Sheffield

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## The Roots of Pentecost



Ancient Judaism celebrated three pilgrim festivals each year, when Israelite males were expected to journey to Jerusalem to offer sacrifices.

The first such festival is likely the most well-known: Passover. Jesus' final journey to Jerusalem was for a Passover pilgrimage, a detail reflected in several elements of the Holy Week narratives. The last of the festivals is likely the least known in Christian circles: Tabernacles (sometimes called "Booths"). It occurred in early fall, and celebrated the end of the harvest season.

Tucked between these two was a third festival. It was originally called "Weeks" because of its timing of "seven weeks" after the initiation of the spring harvest season (Deuteronomy 16:9–10).

Importantly for today's text from Acts, another text (Leviticus 23:15–16) puts an even more precise date on the observance: "fifty days . . . from the day after the Sabbath." While some disagreement exists over exactly which day is meant by "the day after the Sabbath," the Sabbath in question is clearly associated with Passover. Over time, among Greek-speaking Jews, this festival came to be known by the Greek word meaning "fiftieth": *Pentecost*. On the Christian calendar, this "fiftieth" came to be the fiftieth day of the season of Easter.

Ever since the time of the sixth century B.C. Babylonian exile, Jews had been scattered (*diaspora*) in all directions: to the north, into Asia (a region in modern-day Turkey); to the west, into the eastern Mediterranean region as far as Rome; to the east, into Mesopotamia and Arabia; and to the south, into Egypt. It follows then that pilgrimage festivals like Pentecost would have drawn visitors from a great variety of places to Jerusalem. While Temple services would have been conducted in Hebrew and unified the pilgrims, communication between them in the marketplaces and city streets would have been complicated if not made incomprehensible by all the native languages in common use.

Finally, there are also strong suggestions that by the time of Acts 2, Pentecost had shifted somewhat in emphasis. Originally a purely agricultural festival, Pentecost increasingly celebrated the giving of the law at Sinai and the establishment of covenant between God and Israel. While we do not know if this was established at the time of Acts, later Judaism appointed the book of Ruth to be read on Pentecost. Among the reasons suggested are that Ruth not only is set in the spring harvest season, but Ruth celebrates a Gentile who becomes part of Israel's covenant community.

# *Joining the Feast*

Year C  
Summer 2022  
Pentecost—Proper 17



# What you will find in *Joining the Feast!*

## The Church Year Calendar

Describes the important church festivals and special days for the coming season. It provides theological reflections on their importance for the church's life and our own lives.

## The Shape of the Season

Presents an overview of the focus scriptures for the weeks in the coming season. It discusses the biblical and theological significance of each of the passages.

## Joining Worship and Learning: Making the Connections and Time with Children

A helpful feature in this section of *Joining the Feast* is the inclusion of the stories on the focus scriptures from the multi-age course. These stories can be used in the children's time during worship. Notice that some songs are used by several age levels but not in the same session. If you are interested in including a prayer, poetry, or artwork from an age level, speak with the leader in advance. May your congregational worship be enlivened by these suggestions to join worship and learning.

## Joining Mission and Learning

Help the participants in *Feasting on the Word Curriculum* resources connect with existing service opportunities in your congregation. Review this list, and offer suggestions to the leaders. Give this chart to the chair of the mission or outreach committee so that the work of the committee can be strengthened through the church school.

## Litanies and Prayers

A selection of poetic prayers and responsive readings that helps worship leaders connect the church's educational and worship experiences to find fullness and blessing in the praise and service of God.

## Children's Bulletins

A fun activity page is provided weekly to give children a sense of belonging and help them feel welcome in the worship experience. These special children's bulletins connect their worship experience to the education themes.



## Joining the Feast

We invite you to “Join the Feast”!

Our exciting *Feasting on the Word Curriculum* offers great opportunities for the local church. Pastors, educators, and participants can experience the wonder of God’s nourishing word to us. For church schools, for study groups, and for those preparing to teach or preach, the resources here will deepen and strengthen our faith. We have an amazing “feast” set before us! We desire and can find further understanding in our faith—of who God is and what God has done!

*Joining the Feast* helps pastors, educators, and worship leaders plan for education and worship. We want to assist in reflecting on how to incorporate scriptural and seasonal emphases across different parts of the church’s life.

*Joining the Feast* can be shared in education and worship committees. It enables important biblical themes to be integrated into the church’s study and worship experiences. A chart of suggestions for ways educational emphases can be used in worship is a feature of what follows here. Church school teachers can discuss these materials with one another to enhance education for all age levels in the church. Pastors who plan their lectionary preaching will find taking an overall look at this church season to be useful for their preparations. In all this we want to join teaching and preaching. We want the church’s educational and worship experiences to find fullness and blessing in the praise and service of God!

An important goal for pastors and educators in the church is to connect or join the church’s educational experience with the church’s worship experience. People of all ages who participate in church school study can find their Christian faith enhanced when the Scriptures read and proclaimed in worship reinforce and expand what they have been considering in their educational time. Education and worship can be mutually supportive in helping God’s word in Scripture come alive in the Sunday morning experience. Consideration of the same lectionary reading in preaching can deepen the insights gained in church school.

Pastors who want to build on what has been done in education welcome this *Feasting on the Word Curriculum* as a way to prepare congregational members for directions into which the sermon can lead. Those who participate in the education time will find the insights gained there enhanced by preaching that considers the same passage and brings God’s word to bear in fresh and nourishing ways. So as we “Join the Feast,” joining the church’s educational and worship dimensions can bring to life the richness of God’s word in Scripture.

Donald K. McKim





## A Gift from God

based on Acts 2:1-21

Jesus' followers waited for the Holy Spirit in Jerusalem. On Pentecost Day, they were all in one place when a strong wind blew through the house. At the same time, what looked like little flames of fire danced over each person's head and each one was filled with the Holy Spirit. They began to speak in languages they didn't know before. After the wind and the flames disappeared, the noise of people speaking all these languages didn't! People outside looked in the door and the windows. Someone said, "I think they have had too much new wine."

Peter said, "Everyone, we are not drunk. We have received God's Holy Spirit!"

Then Peter told them about Jesus, who was the Messiah. "What can we do?" the people asked.

"Change your hearts and live in God's ways," answered Peter. "Be baptized in the name of Jesus Christ. Then you too will receive the gift of the Holy Spirit. This promise is for everyone."

About three thousand people believed Peter and were baptized.

## Mixed-up Words

Unscramble the mixed-up words from the story. Arrange the circled letters to answer the question: What day is it in the Church year?

S E S J U T H I R C S

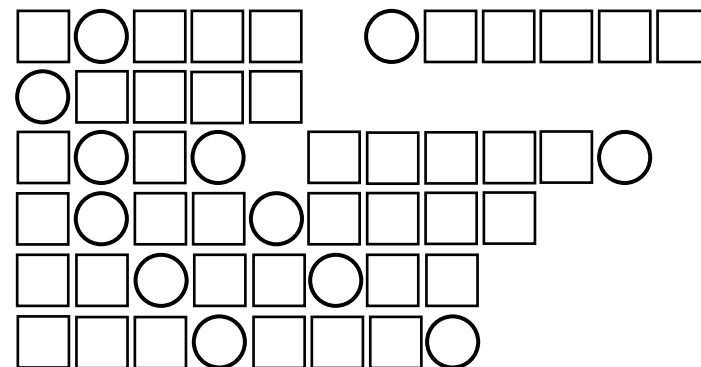
E E T P R

L Y H O P T S I I R

E S E L M J R U A

N L A U G E G A

B T D A I Z P E



To find the symbols from the story, color the spaces with the following colors: square = grey, star = red, triangle = blue.

