

Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?

Theme: Trinity.

Learning Intention: I can understand how one item or the same material can show itself in different ways.

Bridge concept: Aspects of the same person

Resources:

Auberon owl

Slides

Playdough

One really large candle, one birthday cake type candle and one that is different to both of the others. (Could stick the birthday one in an orange or piece of playdough on a paper plate so that a child could safely hold it.)

Key Vocabulary:

aspects

characteristics

consubstantial

difference

substance

version



Teaching and Learning

Ask me this...

Jigsaw Charter

(Slide 1) Remind children of the Jigsaw Charter (displayed on wall)

Connect our learning

Circle time with Auberon Owl. Take a couple of minutes to think of three different things about yourself. Talk to the person next to you. Tell each other the three things, then ask each other if they were things they already knew about you, or did you share something they may not have known before. Pass around Auberon owl and ask each partner if they can remember what the other person said. Were these things you already knew or was it a surprise?

Open my mind

Share learning intention (Slide 2)

Slide 3: the word **Consubstantial**. Ask the children to think about what this might mean.

What would you like to share?

What do you think this might mean?

Tell me or show me

Auberon Owl has found this really long word and he wants to explain it to the children. Do any of them think they may understand what it says?

Do any of the parts of the word look like other words they might know? Auberon is very wise so he has learnt to break words down in order to work out when they mean and he knows that the middle of this word looks a bit like 'substance' so he thinks it might be something to do with materials.

Auberon has learnt that it can be easier to explain something if we can see it.

Take the largest candle and light it.

What properties does it provide? (Link to science) e.g. light, warmth, it might make you feel safe in the dark or calm (or prayerful for some people).

This is a very big candle and it wouldn't be safe for me to ask somebody to hold it because it is too heavy. You could almost think of it as being too powerful. Imagine putting this in the middle of a birthday cake! It would sink straight through it.

If we want to put a candle on a cake, we need one that we are more used to. (Show birthday candle). We are more familiar with this and how it looks, so we can use it safely in our homes.

If I light this little candle from the big one, will the big one go out or will the flame change?

Demonstrate that the answer is no, by lighting the smaller candle. If it has been safely attached to something, allow a child to hold it and stand next to the big candle.

From the flame of the first candle we have made a flame of the second candle. The second flame came from the first but the first has not changed at all. This is the meaning of consubstantial. It means it is made from exactly the same substance or essence even though it is a smaller candle so it looks a bit different.

Light the third, different candle from the big one. Ideally this will be between the two in terms of size. Walk around the circle asking the children to hold out their hands to feel the warmth at a safe distance. Can you see the warmth that the candle gives off? Not really (although we can sometimes see a shimmering above a flame). Heat is a property of a flame but we can't see it.

These three flames are consubstantial. They all came from the first candle, yet that flame hasn't diminished. Three things can come from one thing and all be the same yet look different. We will look at the significance of this in our enquiry.

Pause Point

Have a Pause Point by holding up the owl with wings aloft (and/or by using Slide 4)

Invite children to take 3 deep breaths, in through the nose and out through the mouth

Ask: Think about how one thing can be represented in 3 different forms like the candle. We may choose to show ourselves in different ways to different people or in different situations as well.

What is a substance?

What can you see? What can you feel? How does looking at a candle make you feel?

Why is this one better for us to use? Is it in a more familiar form?

Can you feel the warmth?
Can you see it?

Do you understand what consubstantial means?

Let me learn

Put the children into pairs with a ball of playdough between them and a whiteboard each. Ask them to put numbers 1-3 on their whiteboards and explain the task.

Ask them to think about the things they said during Connect Us or they can think of other things.

They are going to make something that represents themselves and show their partner. The partner can write down what they think on the whiteboard. First child then rolls up the playdough and makes something else which represents something about them, and the partner writes it down. Then they repeat this the third time.

After one person has done it 3 times, the pair can talk about what the first child really wanted to represent and the second thought they saw. Remind them that the same person has made the items using the same playdough.

Then they can swap.

When both pairs have carried out the activity, bring the learning back together,

Did you clearly understand what your partner was trying to show you or did it need to be explained?

What were all 3 aspects of that person made of? They were all made of playdough, even though they showed us 3 different aspects or characteristics of the same person.

Ask the children regarding their understanding of consubstantial to ensure it is embedded.

Help me reflect

Using the owl, support the children in sitting quietly and take a few breaths to calm and consider their reflection.

I would like you to sit comfortably, close your eyes and take 3 deep breaths.

Think about how we can recognise different aspects of the same people and recognise that people may be different in different situations.

Today's Learning sheet (slide 5)

Explain and invite children to complete the 'Today's Learning' self-assessment activity by colouring the appropriate owl. Stick sheet in Jigsaw RE Journal.

What did you see?

What did you understand?

How can the same materials make three different aspects of one person?

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