

Heat

God is Pure and Holy

God is a Servant

Spiritual Overview

A good servant

Fire is a symbol of serving. There is a saying, "Fire is a good servant but a bad master." God has provided heat and fire to serve us in many ways, e.g. light, cooking, keeping warm, and manufacturing.

Holiness through Jesus

Fire is also a symbol of purity. The Holy Spirit appeared to the disciples in the form of tongues of fire. The fire of the Holy Spirit brings about purity and refinement of Christian character.

In Old Testament times God required sacrifices, which were burnt over fire. This was a symbol for the purification of sins. Sacrifices are no longer required, as Jesus made the greatest sacrifice, once and for all, but the Old Testament symbol reminds us of the importance God places upon purity.

God uses the symbol of fire and heat to represent trials and tribulations, which He uses to help us grow in the Christian faith, to become more like Him. 1 Peter 4:12 – 13 tells us not to be surprised at fiery trials which may come upon us for the testing of our faith, but to keep on rejoice as we share the suffering of Christ.

Our response to 'God is a Servant'

Because God is a servant, I will...

- follow the example of Jesus, the greatest servant
- be willing to help others
- consider the needs of others
- put others before myself
- let others go first
- not boast
- not think of myself as being more important than everyone else
- admit when I am wrong
- allow others to help me

Our response to 'God is Pure and Holy'

Because God is Pure and Holy I will...

- Obey Him.
- Try to do the things He wants me to do.
- Ask God to forgive me when I sin.
- Ask Him to make me clean inside.
- Admit when I make mistakes.
- Remember the fruits of the Spirit and try to show them in my life.
- Have respect for other people.
- Put God first in my life.

Supporting devotional resource

Themes for Christian Studies 5, (Powerful): God has power to change things
Themes for Christian Studies Level 6, (Pure), God's righteousness, not self-righteousness

Themes for Christian Studies 4, (Servant): Jesus, the humble servant

Biblical references

Bible stories and passages

Acts 2:1-18 The disciples received the Holy Spirit; tongues of fire as a symbol

Exodus 13:20-22 The Israelites were guided through the desert by fire and cloud. This was not only God's provision, but a reminder to keep following Him.

Leviticus 16:11-13 God chose fire to remind people of purity and holiness.

Hebrews 10:5-9 God no longer requires sacrifices.

Luke 18:9-14 The righteous Pharisee. Self-righteousness is not holiness.

1 Kings 18:1-40 God of Israel or Baal? The fire of the Lord burned up the sacrifice.

Genesis ch 19 Sodom and Gomorrah destroyed by fire.

Jeremiah 18:1-4 Jeremiah at the potter's house -God can change us.

Matthew 21:12-13 Jesus drove out those who were using the Temple as a market place.

Malachi 3:1-4 The Lord will come and judge those who do not bring the right kind of offerings, (relates to Matthew 21:12-13)

Memory verses

Hebrews 10:10 Because Jesus Christ did what God wanted Him to do, we are all purified from sin by the offering that He made of His own body once and for all.

Hebrews 12:29 Our God is a consuming fire.

Psalms 119:9 How can a young man keep his life pure? By obeying your commands.

Psalms 119:11 I keep your law in my heart, so that I will not sin against you.

Key Questions

About God

Why do you think God chose fire as a symbol of purity?

How was fire used in religious ceremonies in the Old Testament?

Why do we no longer need to offer sacrifices?

How was the Holy Spirit shown to the disciples?

How can the Holy Spirit change us?

About fire and heat

Why did God create fire and heat?

Why do living things need heat?

What is the difference between cold blooded and warm blooded animals?

How can fire be a good servant?

How can fire be a bad master?

How can fire and heat be used in the production of pure metal such as gold?

How can fire be used to clean up rubbish?
How can heat change substances when you are cooking?

Outcomes

Students will

Knowledge

- describe the properties of heat
- understand that heat can be produced in many ways
- understand that heat can move from one object to another
- describe observable changes caused by heat
- identify sources of heat energy
- explain the value of heat energy

Skills

- Pose questions that can be investigated scientifically.
- Predict what might happen based on prior knowledge.
- Suggest ways to plan and conduct investigations to find answers to questions.
- Safely use appropriate materials, tools or equipment.
- Make and record observations, using formal measurements and digital technologies as appropriate.
- Compare results with predictions, suggesting possible reasons for findings.
- Reflect on the investigation, including whether a test was fair or not.
- Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports.

Values

- act responsibly when working with heat
- work responsibly with others
- show interest in the experiments and do their best when recording observations

Activities

- List sources of heat.
- Conduct kitchen chemistry experiments and observe changes to substances through melting, boiling, baking, burning.
- Conduct experiments to show expansion of solids, liquids and gases when heated.
- Measure heat using a thermometer.
- Conduct experiments to show the transfer of heat. Compare good and poor conductors of heat.
- Make a chart predicting how well these things will burn: paper clip, steel wool, paper, toothpick.
- Test predictions. Make a chart describing reactions to heat.
- Record the relationship between smoke and burning. (Did the paper give off more smoke than the paper clip?)
- List substances that give off fumes when heated. Discuss environmental problems caused by toxic fumes.

- Heat an ice block to show the three states of matter.
- Conduct an experiment to show that burning requires air. Set up three candles of the same size. Place on top of the candles, three jars varying in size. Measure time it takes for each candle to go out.
- Draw conclusions from above experiment. Why did the candle under the large jar burn longer than the other two?
- Make a camp fire. Observe the colours of flames. Explain the relationship between colour of flame and intensity of heat.
- Describe the substance left after burning wood or paper.
- Research the uses for fire before electricity.
- Research the manufacture of glass, steel or pottery. Observe the way raw materials change under intense heat.
- Research the way in which iron, gold and silver are separated from impurities with the use of heat.
- Discuss fire safety, fire prevention and smoke alarms.

Assessment

1. Make a chart to show how human beings use heat.
2. What have I learned from the study of heat...
 - about God?
 - about doing what God wants me to do?
 - about the Bible?

Link to Australian Curriculum

Science Year 3: Physical Sciences – heat can be produced in many ways and can move from one object to another.

Science Year 6: Chemical Sciences - Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible such as burning or rusting.

Learning Connections

English: writing a procedure in a cooking activity

Social Studies: bushfire prevention; fire bans

History: history of the fire place in societies around the world

Cooking: observe changes to ingredients caused by heat

Health: safety when working with heat and flame

Art: warm and cool colours

Mathematics: measurement of temperature

Additional Beacon Media resource

Fire and firemen: See Primary Units of Study, Student Work books.