

Teaching Trinity



**A collection of ideas for teaching about the
distinctive Christian understanding of God**

South Eastern Diocesan Advisers July 2013

Background

The ideas below have been gathered and developed by the South-eastern Diocesan advisers as material to be used in lessons or units of work on the Christian belief that God is Trinity. This is not the easiest area to tackle and we hope others might find it useful in their work. Please let us know of other ideas you have seen or used in school.

What do we mean by Trinity?

Adapted from Teaching Christianity at Key Stage 1- Seaman and Owen

Christians believe that God is revealed to them in three ways – God the Father, God the Son and God the Holy Spirit – yet remains one God. Whilst Christianity is one of many faiths that believe in one God (monotheists), this belief in God as ‘trinity’ is a distinctive feature and marks a real difference from, for example, Judaism and Islam.

This central belief developed in the early church when Christians were struggling to explain their understanding that Jesus was God on the earth as a human being. Trinity or ‘tri-unity’ (three as one) was a term they developed to try and explain the relationship between God, Jesus Christ and the Holy Spirit. This belief in Trinity was later defined in the statement of faith at the Council of Nicaea in AD 325; the ‘Nicene’ Creed is still repeated by many Christians today in their worship.

The creed says:

We believe in one God, the father, the almighty, maker of heaven and earth ...

This describes God as a creator. The image of God as Father has had a lasting significance to the Christian faith down the ages.

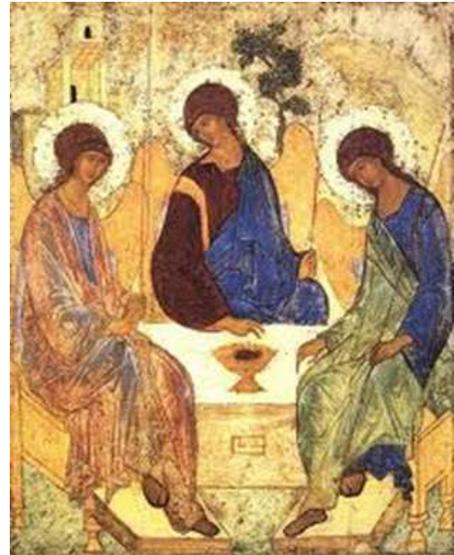
We believe in one Lord, Jesus Christ, the only Son of God

Christians assert that Jesus is both human and divine; this was the way in which God experienced what it was to be human.

We believe in the Holy Spirit, the Lord, the giver of life ...

For Christians, the Holy Spirit is the power of God, whom people experience in their daily lives. He is ‘God in us’, God the sustainer and God the encourager.

This way of trying to make sense of God might be thought of as a matter of intellectual curiosity, but down the ages Christians have looked for ways of talking about their experience of God, without doing injustice to the majesty and the all-embracing might that this word entails. The doctrine of the Trinity is one result of this searching, and it remains a mystery that God can be the Father, the Son and the Holy Spirit all at the same time.



The Bible does not explicitly teach the doctrine of the Holy Trinity; it is rather assumed. The story of Jesus' baptism is often referred to as involving all three persons of the Trinity and can be found in the gospels (Matthew 4, Mark 1, Luke 4, John 1).

In Matthew 28:19 Jesus commands his disciples to baptise 'in the name of the Father, the Son and the Holy Spirit' – baptismal words which continue to be used when people are baptised today. In 2 Corinthians 13:14 St Paul ends his letter to the Christians at Corinth with 'the grace of the Lord Jesus Christ, the love of God and the fellowship of the Holy Spirit be with you all.' These words are still said by many Christians today and are known as the 'Grace' (different from 'grace' which is said at mealtimes).

Why is it important to teach about Trinity?

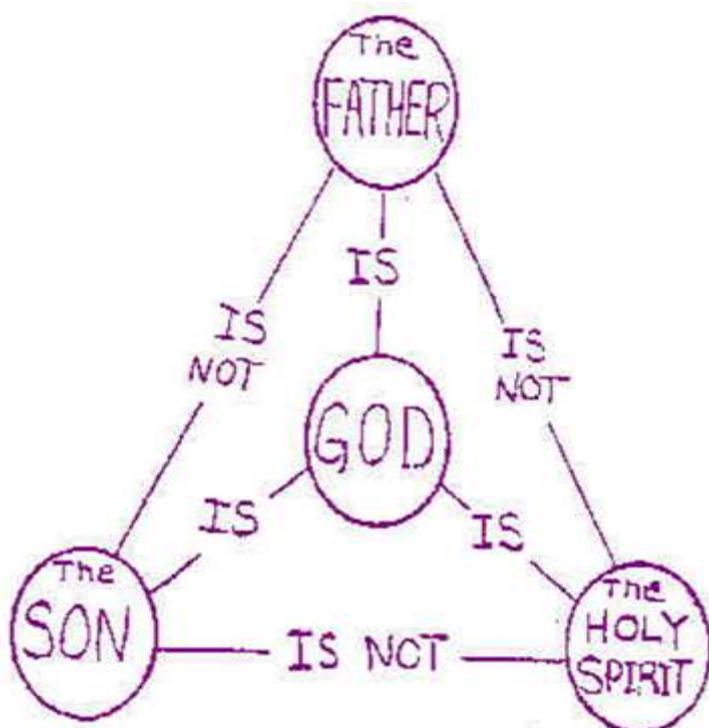
- It is a key Christian doctrine which attempts to make sense of Christian experience of God. It demonstrates something of the nature of faith and mystery in Christianity.
- It emphasises the Christian belief that at the heart of God there is a relationship of self-giving love and that for Christians faith is about that God reaching out for a loving relationship to them.
- Christians talk about Jesus as God, thereby begging the issue of who he is in relation to God in heaven. Jesus talked about the Holy Spirit e.g. John 14 and 15 in the Bible, who would come and be with his followers; the Holy Spirit is God alongside us. How does this relate to Jesus and to 'God in heaven'?
- Trinitarian references and formulae abound in Christian worship e.g. saying 'In the name of the Father, the Son and the Holy Spirit' when people sign themselves with a cross, when the priest blesses the congregation, when people are baptised, etc.
- Christians celebrate Jesus' birth at Christmas – the incarnation of God on the earth – and they also celebrate Pentecost as the coming of the Holy Spirit. Major festivals cannot be ignored in RE and pupils must explore what they actually celebrate. Jesus' baptism is celebrated in the season of Epiphany and in the Ethiopian church is a major festival called Timkhet.
- Trinity Sunday in some churches falls in the early summer and introduces a season often referred to as 'Trinity'. Vestments and cloths in some churches are green and this is seen as the season to grow in understanding of faith – appropriate to this particular doctrine.



Get into good habits!

- Do ensure that the children learn that Christians believe God can be related to in a personal way and can even be their friend.
- Do ensure that symbols of the Trinity are there to support understanding rather than being an end in themselves.

- Do encourage big questions even if you don't know the answer to such things as: Where was Jesus the Son when God created the world?
- Do encourage connections between Bible Stories and the Trinity
- Do encourage "God-talk" throughout the curriculum e.g. isometric patterns and talk of the Trinity, mini-beasts and the creator.
- Do be kind to yourself – remember that 'Trinity' is ultimately beyond human understanding. One of the greatest early Christian theologians said that trying to explain the Trinity was like trying to empty the ocean with a cup.
- Do not suggest that God can be broken into separate parts.
- Do not allow the different symbols to lead to thinking that God is inanimate e.g. 'God is a triangle' is wrong.
- Don't close down big discussions even if uncertain about your own knowledge.



Use 4 card circles with words as below, 3 each of 'is' and 'is not' cards and some art straws.

Talk about the Christian idea of the Trinity.

Ask pupils to create a diagram which shows relationships of the persons of the Trinity using all the cards?

Compare with this classic version on the left.

Thirty Ideas for introducing the Trinity

1.

Trinity flexagons

A flexagon is a folding strip which can be opened in three ways to show symbols for each of the persons of the Trinity. A little tricky but very satisfying to make. Pattern and instructions from Flame: Creative Children's Ministry. We felt an extra instruction or two was needed. Do NOT try with children before you have successfully made one but it really does work!



You could design one with different trinity symbols.

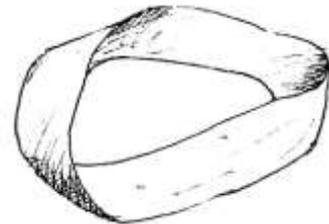
Compare the struggle to make this with the early Christian struggle to make sense of the belief that Jesus was God and the implications that has for monotheism (belief in one God).

<http://flamecreativekids.blogspot.co.uk/2013/06/trinity-flexagon-print-out-make-and-play.html>

2.

Mobius strips

Using strips of A3 paper, experiment with making a Mobius strip. How many surfaces does it have? Draw round with a marker pen to show it has a single surface. Cut round this line. What happens? 2 linked circles. Cut round one of the circles again. What will happen?



See demo at www.youtube.com/watch?v=BVslAa2XNKc. Their final experiment gives 3 circles but if you follow the instructions above you get all 3 circles linked centrally.

Do NOT try with children before you have successfully made one.

Tell the story of St Patrick and the shamrock. Add ideas about God the Father, Son and Spirit to the circles of your Mobius strips.

3.

Trinity plaiting

A classic 3 in one activity. Use a variety of materials to plait e.g. pipe cleaners, rope, silky scarves, strips of material. Different colours also useful e.g. green, red and gold.

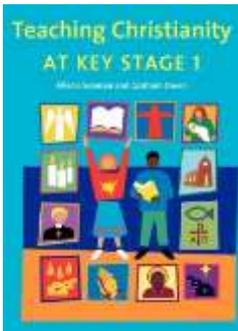


Introduce the idea of Christians thinking about God in three ways but how the ideas are interrelated. How could different colours show these different persons?

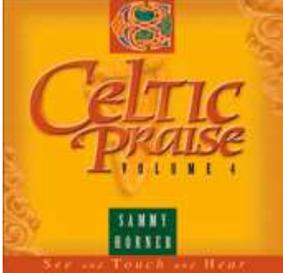
4.

Creating clay trinity symbols

Roll out lumps of modelling clay. Cut out a simple shape as the base of the symbol. Take a smaller piece of clay and roll out as a thin snake. Join the ends and then lay out

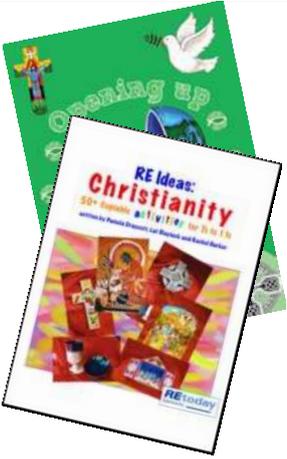
	<p>the snake as a three sided shape – each side the same. Press gently onto base and leave to dry or bake.</p> <p>Alternatively use plasticene / playdough to design and then photograph Trinity shapes.</p> <p>Idea came from Festivals of the Christian Year – Lois Rock (Lion pubs 1996)</p> <p>Talk about how the ‘snake’ is joined up to make a circle representing God as eternal and how three equal sides represent the trinity. Name the persons of the Christian trinity. Look at other trinity symbols.</p>	
<p>5.</p>	<p>Story of St Patrick and the Shamrock</p> <p>Tell the story of St Patrick and how he tried to explain the trinity by using a 3 leafed shamrock. He looked around him for a ‘three in one’ symbol and used it to help him explain the Christian idea of God.</p> <p>Why did St Patrick need a ‘three in one’ symbol? How did he use it? If Patrick was in your classroom, what would he pick up and use to show ‘three in one’? Work in pairs to find or make something that you think would do the job!</p>	
<p>6.</p>	<p>3 in 1: A Picture of God – the apple book (Joanne Marxhausen – pubs: Concordia)</p> <p>This book was designed for use in the Christian community: The apple has three parts; the one true God has three persons. The story explores Christian faith in detail using the apple metaphor.</p> <p>The idea itself could work well in a simpler way with just the use of an apple itself in class.</p>	
<p>7.</p>	<p>Teaching Christianity at Key Stage 1 – Alison Seaman & Graham Owen (Church House Pubs)</p> <p>Three main activities</p> <ol style="list-style-type: none"> 1) Three in one: Using symbols and Christian art, then creating a ‘spinner’ - a card circle with words Father, Son and Holy Spirit which merge once spinning 2) Same but different: Using water – freezing, drinking and boiling to represent idea of God being present in 3 forms. 3) A Time to Grow – Trinity as a season in Christian calendar. Growing a trinity symbol e.g. Celtic linked circles from cress 	

<p>8.</p>	<p>Sculptures</p> <p>Research different trinity sculptures e.g. Annie Henry, Cornwall (see photo), Gubilini, Simon Forstner. Some represent the Christian Trinity and others are just groups of three.</p> <p>Divide play-dough into 3 'balls'. See some of examples above. Can you make any of them with your playdough? Consider different aspects or characteristics of different persons of the trinity and how these could be represented separately and then think about how to represent them all in one figure. How will your Trinity sculpture be different?</p>	
<p>9.</p>	<p>Making the Sign of the Cross</p> <p>See someone making the sign of the cross. The 'Brother Francis' video on 'You-tube' is very very short and simple. Maybe you have a staff-member who can demonstrate. Children could try the movements out or help a persona doll make the sign.</p> <p>http://www.youtube.com/watch?v=yq36ol-OuvQ</p> <p>How, why and when is the symbol used? What do the words mean for Christians? Father, Son and Spirit are how Christians talk about God. The thumb and two forefingers held together represent the Trinity, while the other two fingers held together against the palm represent Jesus as human and divine.</p>	
<p>10.</p>	<p>Rublev's icon of the Holy Trinity</p> <p>One of the most famous icons ever painted, this represents the story of Abraham and the three visitors (story can be found in Genesis XX: XX-XX). However the painting may be reads as an image of the Holy Trinity. A children's talk can be found at www.emergentkiwi.xxxxxx.</p> <p>Older pupils can work with the talk and a copy of the picture. They can do detailed pencil crayon pictures, make play-dough models or a person sculpture which they can video with others doing a commentary on the sculpture. What are the important points to make and what questions would they ask Rublev? A Christian?</p>	
<p>11.</p>	<p>Trinity dominoes</p> <p>Using a number of Trinity symbols, create simple dominoes or even better trionimoes and play games with the symbols. Explore what the symbols are. Use symbols for individual members of the trinity e.g. god the Holy Spirit, or for the Trinity as a whole. Write your own rules for how to play the game, including a key to the symbols. Teach the game to another group of children.</p> <p>Use www.langleystoys.com for info re Trionimoes for kids.</p>	

<p>12.</p>	<p>Songs for Life</p> <p>‘Father, Lord of all Creation’ is a Trinitarian hymn - a verse on each person of the Trinity.</p> <p>A CD resource (Derby and Southwell dioceses) contains a recording of this hymn and many ideas for teaching pupils to sing it. There is also enough RE work using the song to introduce the Trinity to make a good RE unit in its own right.</p> <p>Songs for Life can be sourced from: www.songsforlife.org.uk/</p>	
<p>13.</p>	<p>Barnabas in Schools</p> <p>www.barnabasinschools.org.uk/find/trinity/ideas/1</p> <p>Lots of lesson and assembly materials on Trinity on this website, including lessons on Rublev’s icon.</p>	
<p>14.</p>	<p>Using a Celtic style song</p> <p>Sammy Horner’s ‘Blessed Trinity’ is a simple song full of examples of ‘threes’ that children as young as Y3 could work with and maybe use as a basis to write their own poetry or songs.</p> <p>Download MP3 track: http://www.amazon.co.uk/Blessed-Trinity/dp/B007MPAHIG</p> <p>Or from Acoustic Celtic Praise: http://sammyhorner.bandcamp.com/track/blessed-trinity-2</p>	
<p>15.</p>	<p>Dancing the Trinity</p> <p>‘Perichoresis’ is a theological term meaning ‘the dance of God’, all three persons of the trinity inter-relating in a totally harmonious fluid way.</p> <p>C.S. Lewis described the Trinity as a “dance” saying, “God is not a static thing...but a dynamic, pulsating activity, a life, almost...a kind of dance” (Mere Christianity, p 136).</p> <p>See notes at: http://www.prismleadership.org/trinitarian-dance/</p> <p>Dancing alone, and in threes. Create a sequence of movements in three’s – different ways of moving together, keeping contact, etc. Use of flags and scarves.</p>	

<p>16.</p>	<p>John Piper's tapestry (1966 Chichester cathedral) The Holy Trinity</p> <p>Create a jigsaw out of this picture for pupils to find pieces and reassemble. Divide children into trios; each child has sight of one third of tapestry and the trio has to re-construct picture between them on large paper.</p> <p>Write questions round picture. What would they ask John Piper? Why is it called Trinity? If you made something similar, which Trinity symbols would you use? Cut symbols from sugar paper to make large 'collage' version. Write a commentary as if in an art gallery. Display everyone's pictures. Vote on best interpretation of Trinity.</p> 
<p>17.</p>	<p>A simple song:</p> <p>www.youtube.com/watch?v=_4hIacGPqQ4 – see it sung but not enthusiastically! Can you do better?</p> <p>Easy to learn and sing, but what does it say? Lots to discuss in the words.</p> <ol style="list-style-type: none"> <i>God the Father, God the Son, God the Spirit, three in one. God the Father loves me so, Gave His Word so I would know God the Father, God the Son, God the Spirit, three in one.</i> <i>Three in one and one in three, God the Son, He died for me. For my sins His blood He gave, then He rose up from the grave. Three in one and one in three, God the Son He died for me.</i> <i>Three in one and one in three, God the Spirit lives in me. Day by day and hour by hour - Helps me witness by His pow'r. Three in one and one in three, God the Spirit lives in me.</i> 
<p>18.</p>	<p>The cube</p> <p>Make a cube with opposite sides painted red, yellow, blue. Is it blue all the way through? Or red? Or yellow?</p> <p>The cube is made up of 3 dimensions, height, length and width. Each represents 1 person of the trinity, but all 3 together make up a cube, you cannot separate the 3 dimensions or else it ceases to be a cube.</p> <p>You can read more about Trinity explained through the 'cube' at 'Three-personal God' by CS Lewis. http://ldolphin.org/CSLtrinity.html</p> 
<p>19.</p>	<p>Making Trinity Mobiles</p> <p>What symbols could be used in a Trinity mobile?</p> <p>Create a mobile in a small group e.g. a St Patrick mobile! Write about your design explaining the symbols and about Christian belief in the Trinity.</p> 

<p>20.</p>	<p>Baptism creed</p> <p>A simple question and response creed is often used and this is a good way of asking questions about the Trinity.</p> <p>Act out the baptism first with its Trinitarian words as the water is poured and then ask questions about the promises and statements of belief that the parents and grandparents agree to.</p> <p>Make a banner to hang beside the font in an Anglican church which includes a Trinity symbol and words from the Baptism service.</p>	
<p>21.</p>	<p>Nicene Creed</p> <p>What is the Nicene Creed and why is it important to Christians? Ideas for an RE unit for upper KS2 which covers ideas about the Trinity.</p> <p>www.cofeguildford.org.uk/school-life/religious-education/#re_asu</p>	
<p>22.</p>	<p>Modern songs</p> <p>These are some Trinitarian songs which merit study to help pupils think more about the Christian understanding of God.</p> <ul style="list-style-type: none"> • Triune God – Brian Doerksen • Praise the Father, Praise the Son – Chris Tomlin • Father in my life I see – Joseph McGuiness <p>Listen to the songs (find on the internet e.g. on You-tube). Learn British Sign Language for God, Father, Son and Holy Spirit and attempt to sign these words as pupils listen to the songs. Discuss song words together and gather all you can about the Christian doctrine of Trinity. Interview a local Christian and ask questions as a result of working with the songs.</p>	
<p>23.</p>	<p>Celtic Prayers and Blessings</p> <p>Many blessings are Trinitarian in formula. Look for Celtic blessings and prayers like those of David Adam in 'A Celtic Daily Prayer Companion' e.g.</p> <p><i>May God the Father bless us; May Christ take care of us; May the Holy Spirit enlighten us All the days of our life. ... from the Book of Cerne</i></p> <p>Find such prayers and illuminate them e.g. in the style of Mary Fleeson from Lindisfarne Scriptorium. See examples of her work on the Scriptorium website. Possibly write the prayers in the form of a trinity shaped Celtic knot!</p>	

<p>24.</p>	<p>RE Today services</p> <p>Opening Up Christianity - this provides a unit of work for 6-7's on 'What do Christians say God is like?'</p> <p>It uses a Trinitarian kenning poem to start children on their investigation about what God is like, including some simple work on the Trinity.</p> <p>RE Ideas: Christianity (7-11's) this provides a section called 'What do Christians believe about God?' which includes several pages on symbols of the Trinity and a game to play.</p> <p>Both from the bookshop at www.retoday.org.uk</p>	
<p>25.</p>	<p>Nursery Rhyme Mass</p> <p>http://www.nurseryrhymemass.org.uk/uploads/media/Nursery_Rhyme_Mass.pdf</p> <p>We are indebted to Brian Ogden of 'Maximus Mouse' fame, who wrote nativity plays to Nursery rhymes. Here you can download the 'Nursery Rhyme Mass' written by Father Simon Rundell.</p> <p>Scroll down to the Creed which is much simplified and set to the tune of 'Frere Jacques'. Its final verse is pure Trinity.</p>	
<p>26.</p>	<p>Write your own tune</p> <p>Here is a simple praise song using the names of the trinity. Set it to music or adapt it to fit the tune of a well-known nursery rhyme tune. Discuss its meaning and how and where a Christian might use such a song. Why is it a 'praise' song?</p> <p><i>Praise to the Father,</i> <i>Praise to the Son,</i> <i>Praise to the Spirit,</i> <i>The Three in One</i></p> <p><i>From Carmina Gadelica iii</i></p>	
<p>27.</p>	<p>Glory be</p> <p>This song by American pastor Michael A. Schmid is based on the traditional Gloria Patri – Glory be to the Father. Each verse focuses on the activity of one of the persons of the Trinity.</p> <p>This anthem is easily learned by a congregation and could be learnt in school and worked on in RE. Pupils could devise a power-point of suitable pictures to go with the song and possibly learn to sign the chorus.</p> <p>http://www.truevinemusic.com/glory_be.htm</p>	

28.

Cracking RE

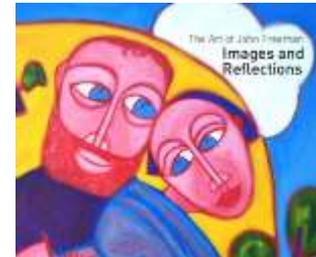
If you still have this excellent resource somewhere in the office / staffroom, then **Issue 15** focussed on the Trinity and, as usual with Margaret Cooling, there are lots of good ideas, unusual symbols and approaches which can be worked up into a unit of classroom work.



29.

Is God more like a Father, Friend or Helper?

Work on three parables: the Lost Sheep, the Lost Son and the Good Samaritan. Pick out the characteristics of the Shepherd, the Samaritan and the Father. Choose a symbol to represent each person. Gather the ideas and the symbols in 3 overlapping hoops. Jesus told parables to help us understand more about God – what is he saying God is like? All three? Talk about the idea of Trinity. Which image of God do you find most helpful?



The work of Australian teacher artist, John Freeman (<http://www.johnfreemanart.com/about-me/>) would make a good resource as well as the free videos from www.max7.org.

30.

Godly Play

From Volume 4

This is not an option for most schools but provides an excellent insight for teachers if you can get a Godly Play presenter to present it to you.



Lesson 15: The holy Trinity is a synthesis of four Godly Play presentations (Baptism, the Faces of Easter, Creation and St Paul); the three stories are gradually integrated by the storyteller and the children together. Then they are connected to the three circles from the baptism presentation which represent 'in the name of the Father, the Son and the Holy Spirit.'

The whole presentation leads to a wondering session about the 'three-in-one' God.

Possible links between activities and opportunities for tackling assessmenttasks

	Learning about Religion and Belief	Learning from Religion and Belief
Level 1	I can name the three persons of the Trinity.	I can talk about interesting and puzzling questions about the Trinity.
	<ul style="list-style-type: none"> • <i>Triangle plaiting</i> • <i>Story of St Patrick and the Shamrock</i> • <i>Making the sign of the cross / the blessing of God the Father, Son and Holy Spirit be with us now and always....</i> 	
Level 2	I can identify the ways Christians use symbols to say something about the Trinity (how the persons of the Trinity relate to each other)	I can recognise that I relate to different people in different ways.
	<ul style="list-style-type: none"> • <i>Making Trinity symbols e.g. out of clay</i> • <i>Is God father, friend or helper? A look at three of Jesus' parables Teaching Christianity at Key Stage 1</i> • <i>Any work on roles and relationships</i> • <i>Work from Re Today Services – Opening up Christianity</i> • <i>Write your own tune</i> 	
Level 3	I can describe some characteristics of God the Father, God the Son and God the Holy Spirit	I can reflect on what's important to me and make links with Christian beliefs about the Trinity.
	<ul style="list-style-type: none"> • <i>Explore simple baptism creed</i> • <i>Celtic prayers and blessings</i> • <i>Trinity mobiles</i> • <i>Trinity dominoes</i> • <i>Using Sammy Horner's Celtic 'Blessed Trinity'</i> • <i>Barnabas in Schools activities</i> • <i>Work from RE Today Services</i> 	
Level	I can show understanding of the	I can describe what inspires and influences

4	ways in which the three persons of the trinity are the same yet distinct.	me and I can show the impact of beliefs about God (Father, Son and Holy Spirit) on Christians
	<ul style="list-style-type: none"> • <i>Flexagon , Möbius strips</i> • <i>Songs for Life and other song activities e.g. Glory Be</i> • <i>Sculptures –looking at large sculptures of Trinity and making your own</i> • <i>Dancing the Trinity</i> • <i>How do prayers and songs address different persons of the Trinity e.g. the Our Father, or ‘Send us out in the power of your spirit’, or ‘Jesus remember me’? What impact do these have on people's lives / view of God?</i> • <i>The coloured cube</i> • <i>Nicene Creed</i> • <i>Rublev’s Icon</i> 	
Level 5	I can explain how a Christian's view of God as Trinity is similar or different from a Muslim /Jewish /Sikh/ Hindu view of God	I can recognise that some things in life are complex and mysterious and apply this to beliefs about the Trinity. I can give my own and others views about the inspiration and challenge of relating to the Trinity.
	<ul style="list-style-type: none"> • <i>Compare the Christian way of understanding God as Trinity with different ways people of faith describe God e.g. 99 Beautiful Names of God (and Muslim belief in shirk i.e. not associating anyone with God)</i> • <i>Incarnation, the uniqueness to Christianity of God becoming human</i> • <i>Words of some Trinitarian hymns / modern song</i> • <i>Trinity diagram</i> • <i>3-in-1 picture book of God</i> • <i>Rublev’s Icon</i> • <i>John Piper’s Tapestry – create a Christian version and make a Muslim or other religious one too.</i> 	



Here are a few insightful quotations about the Trinity:



"In Christianity, God is not a static thing ... but a dynamic, pulsating activity, a life, almost a kind of drama. Almost, if you will not think me irreverent, a kind of dance." [C.S. Lewis]

"The Trinity is a communion of three persons, three centers of consciousness, who exist and always have existed in union with one another and in dependence on one another ... Each is essential to the life of the others, and to the life of the Trinity. They are bound to one another in love, agape love, which therefore unites them in the closest and most intimate of relationships. This unselfish, agape love, makes each more concerned for the other than for himself. There is therefore a mutual submission of each to each of the others and a mutual glorifying of one another. There is complete equality of the three." [Theologian Millard Erickson]

"The oneness of God is not the oneness of a distinct, self-contained individual; it is the unity of a community of persons who love each other and live together in harmony ... They are what they are only in relationship with one another. Each only exists in this relationship and would not exist apart from it. Father, Son and Holy Spirit live only in and with and through each other, eternally united in, mutual love and shared purposes ... There is no solitary person separated from the others, no above and below; no first, second, third in importance; no ruling and controlling and being ruled and controlled; no position of privilege to be maintained over against others; no question of conflict concerning who is in charge; no possible rivalry or competition between competing individuals; no need to assert independence and authority of one at the expense of the others. Now there is only the fellowship and community of equals who share all that they are and have in their communion with each other, living with and for the others in mutual openness, self-giving love, and support; each free not from but for the others. That is how the Father, Son and Holy Spirit are related in the inner circle of the Godhead." [Professor Shirley Guthrie]

"The persons within God exalt each other, commune with each other, and defer to one another ... Each divine person harbours the others at the center of his being. In constant movement of overture and acceptance, each person envelops and encircles the others ... God's interior life overflows with regard for others." [Theologian Cornelius Plantinga]

“The three divine persons are not there simply for themselves. They are there in that they are there for one another. They are persons in social relationship. The Father can be called Father only in relationship with the Son; the Son can be called Son only in relationship with the Father. The Spirit is the breath of the one who speaks.” [Theologian Jürgen Moltmann]

“In self-centredness we demand that others orbit around us. We will do things and give affection to others, as long as it helps us meet our personal goals and fulfils us. The inner life of the Triune God, however, is utterly different. The life of the Trinity is characterised not by self-centredness but by mutually self-giving love. When we delight and serve someone else, we enter into a dynamic orbit around him or her, we center on the interests and desires of the other. That creates a dance, particularly if there are three persons, each of whom moves around the other two. So it is, the Bible tells us. Each of the divine persons centers upon the others. None demands that the others revolve around him. Each voluntarily circles the other two, pouring love, delight, and adoration into them. Each person of the Trinity loves, adores, defers to, and rejoices in the others. That creates a dynamic, pulsating dance of joy and love.” [Tim Keller]

**“... baptizing them in the name of the Father and of the Son and of the Holy Spirit.”
Matt.28:19.**

“May the grace of the Lord Jesus Christ, the love of God, and the fellowship of the Holy Spirit be with you all.” 2 Cor.13:14

“For through him (Jesus) we both have access to the Father by one Spirit.” Ephesians“

Pentecost, the day on which we are indwelt by the Spirit, sweeps us up into the dance of the Trinity. We are summoned to the dance floor, the music is grace and love and holiness and peace, and the music is supplied by God and His people are invited to sing and dance along. Pentecost, my friends, is an invitation to a dance. And it gives us the energy and power to pull it off.”

Quote from Scot McKnight:

patheos.com/blogs/jesuscreed/2008/03/28/preparing-for-pentecost-5