

MENU

BIBLE REFERENCES

1

God reveals himself to people through his word

God creates the world	Genesis 1:1 – 2:4
Noah	Genesis 6:9 – 9:17
David and Goliath	1 Samuel 17:1–50
Daniel in the lions' den	Daniel 6

2

The Bible is God's word written by people whom God inspired

Stories about children

Moses as a baby	Exodus 2:1–10
Samuel	1 Samuel 1:1 – 2:11
David and Goliath	1 Samuel 17:1–50
Naaman's servant girl	2 Kings 5:1–14
Josiah	2 Chronicles 34
Jairus' daughter	Mark 5:21–24, 35–43
A boy gives loaves and fish to Jesus	John 6:1–13

Family stories

Jacob and Esau	Genesis 25:19–23; Genesis 27 – 28:22; Genesis 33:1–16
Joseph	Genesis 37:1–36; 41 – 46

Adventure stories

Joshua captures Jericho	Joshua 6:1–20
Gideon	Judges 6 – 8
Samson	Judges 13 – 16

Instructions

The Ten Commandments	Exodus 19 – 20:20
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A life story

Select incidents from the life of major Old Testament characters, eg Abraham, Moses, David (see Faith Statement 3)

Select incidents from the life of Jesus (see Faith Statement 3)

Poems and songs

Selections from the following Psalms can be simplified to share with students:

God and people	Psalm 8
A prayer for help	Psalm 13, Psalm 142
God as our shepherd	Psalm 23
Thinking of God	Psalm 63

A song of praise	Psalm 95, 100, 148, 150
God as protector	Psalm 121

Letters

Selections from Paul's letters

3

The Bible tells the story of God's plan for the salvation of his people through Jesus

These Old and New Testament stories provide an introduction to the Bible's message of God's plan of salvation.

Abraham

God calls Abraham	Genesis 12:1–8
Abraham and Lot	Genesis 13:1–13
God's promise	Genesis 15:1–6
Three visitors	Genesis 18:1–15
Isaac is born	Genesis 21:1–8

Moses and the Israelites

Moses is born	Exodus 2:1–10
God calls Moses	Exodus 3:1 – 4:17
Plagues	Exodus 7:14 – 12:30
Crossing the Red Sea	Exodus 14:1–31
God provides food in the desert	Exodus 16:1–18
Giving the commandments	Exodus 19 – 20:20

In the promised land

Joshua leads the people into Caanan	Joshua 3:1 – 4:24
Joshua defeats the city of Jericho	Joshua 6:1–20

The Kings

Saul	1 Samuel 9, 10
David is anointed king	1 Samuel 16
Solomon asks for wisdom	1 Kings 3:1–15
Josiah	2 Chronicles 34
The promise of a king	Isaiah 9:6, 7

Elijah

Elijah and ravens	1 Kings 17:1–6
Elijah and the widow	1 Kings 17:7–16
Elijah raises a widow's son	1 Kings 17:17–24
Elijah and the prophets of Baal	1 Kings 18: 22–39

Esther

Esther chosen as queen	Esther 2:1–18
Haman's plans	Esther 3:1–15
Esther speaks to the king	Esther 5:1–8

Jesus

Jesus is born	Luke 2:1–7
Jesus heals a paralysed man	Mark 2:1–12
Jesus heals a blind man	Mark 10:46–52

Jesus dies	Luke 23:26–49
Jesus comes back to life	John 20:1–18

The writings of John

The many things Jesus did	John 21:25
John's descriptions of heaven	Revelation 21:1–7; 21:10 – 22:5
The final words of the Bible	Revelation 22:20,21

KEY BIBLE VERSES TO HEAR AND REMEMBER

Your word is the truth.
John 17:17 CEV

I treasure your word above all else.
Psalm 119:11 CEV

Your word is a lamp to guide me and a light to my path.
Psalm 119:105 GNB

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INTRODUCTORY ACTIVITIES

1 God reveals himself to people through his word

HOW DO YOU KNOW SOMEONE LOVES YOU? Discuss ways in which people show love to one another, eg, through words, by actions, giving gifts, spending time together. Discuss the concept that someone who loves you may not be able to give you everything you want. Use this as an introduction to stories which illustrate God's love for people. (1a)

ABOUT ME Students design a page or make a small book about themselves. Include details such as appearance, things they like to do, characteristics, etc. Use this as an introduction to the Bible, God's book 'about me'. (1a)

SOMETHING SPECIAL Show students an object that you keep in a special place in order that it won't be used and damaged. Then show another object that is special to you, but one that is used often. Introduce the Bible as something special that Christians use. (1b)

BIBLE SEARCH Together with the students visit classrooms, the library, principal's office, worship centre, etc, to look for Bibles. At the worship centre show students where the Bible is kept (on the altar or lectern) and note that the Bible is the only book there. Ask students why they think there are so many Bibles in the school. (1b)

LEARNING FROM BOOKS Show students a range of fiction and non-fiction books. Identify what people can learn about by using these books. Show students a Bible and ask what they think people can learn about from using the Bible. (1b)

WHAT DO YOU KNOW ABOUT THE BIBLE? Ask students what they already know about the Bible, eg who uses it? when is it used? why is it used? Use the students' current understanding to help you plan your teaching for this unit. (1b)

2 The Bible is God's word written by people whom God inspired

BIBLE COLLECTION Collect a range of Bibles for use in the classroom, eg Bibles for children and adults, old and new Bibles, different-size Bibles. Provide time and opportunities for students to look at these, use them in silent reading, etc. As students are doing this, observe their knowledge about the Bible and skills in using a Bible. (2a,1b,3a,3b)

STORY CENTRE Set aside an area of the classroom as a Bible story centre. Display children's Bibles and Bible story books, tape recordings of Bible stories, etc. Arrange cushions and rugs to make this an appealing area for your students. Go to this area when you tell Bible stories during the course of this unit. (1a,2a,3a,3b)

BOOKS As you share books with the class, identify the features of books, eg they are written by an author for a particular audience; they tell a story or share information; they are organised in a particular way; they may contain illustrations. Use this as an introduction to identifying the features of the Bible. (2a, 2b)

CLASSIFY BOOKS Collect a range of books and together with the students sort and classify them according to the different text types, eg fiction, non-fiction, poems, songs.

Read each type of text to the students, identifying the features of each. Use this as an introduction to the Bible, which contains a variety of texts in the same book. (2b)

ILLUSTRATIONS Use the illustrations in a children's Bible to identify and list things from Bible times that students may not be familiar with, eg clothing, houses. Sort these into categories and use them as the basis for further investigation about life in Bible times.

Alternatively, show students objects that represent those used in Bible times, eg clothing (a Sunday school may have some you can borrow), a selection of foods, clay pots. Discuss the life of people in Bible times and look for examples of these in illustrations in a children's Bible. (2c)

NON-FICTION BOOKS Before telling Bible stories, use non-fiction books to share information about the life and culture of Bible times. (2c)

3

The Bible tells the story of God's plan for the salvation of his people through Jesus

STORYTELLING Tell (do not read) stories to your students. Discuss storytelling, eg What do students enjoy about storytelling? Is the story always told the same way? Is it easy to imagine what is happening when the story is told?

You could share traditional stories from Indigenous Australians and other cultures.

Alternatively, invite parents or other staff to tell stories that they remember hearing as a child.

Use these activities as an introduction to telling stories from the Bible. (3a,3b,2a)

WHO'S WHO Show students a collection of photographs of people they can recognise, eg sports stars, television personalities, people in the school community. Students identify who these people are, what they do and why they are well-known.

Tell students that the Bible contains stories about people who were important because they were chosen by God. Continue to investigate selected Bible characters. (3a,3b)

PLANS Identify different types of plans, eg house plans, holiday plans, emergency evacuation plans. Plans are made so that people know what is going to happen. The Bible tells the story of God's plan. (3a,3b)

WHOM WILL I CHOOSE? Choose students to carry out selected tasks or to be a helper for the day. Discuss how it feels to be chosen to do something. Ask students how they would feel if they were asked to do something very difficult. Use this as an introduction to the stories of God choosing people to carry out special tasks for him. (3a,3b)

HEROES Read stories or watch videos about popular children's heroes. Identify what these people do which makes them heroes. Discuss the adventures that they have.

Use this as an introduction to stories of 'heroes' in the Bible. (3a)

THE MAIN CHARACTER Read fiction stories or view a video which has one main character in it. Students identify who the main character is and what important things they do. Use this to introduce stories of Jesus, the main character of the Bible. (3b)

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DEVELOPMENT ACTIVITIES

1

God reveals himself to people through his word

MODELLING ATTITUDES AND

SKILLS The way in which you handle the Bible and your attitude towards it will be a powerful influence on the students.

Students will also learn Bible skills from the modelling you do. Identify the skills you wish to teach students at your level, discuss and model these skills and give students opportunity to practise them. (1b,2a)

GOD'S LOVE Select stories from the Bible References Menu which depict God's love. After telling these stories record the different ways in which God showed love,

One way of recording this is to make a book with a title like *God's book about me*. The text could include pages like: I am God. I created the world; I love my special people; I keep my promises; I forgive sins. (1a,2a,3a)

CHILDREN IN THE BIBLE. Share fiction stories in which a child plays an important role. Select stories from the Bible References Menu in which children feature and share these with the students. You could collate all of these stories in a class book about *Children in the Bible*. (1a, 2a,3a)

NAMES FOR THE BIBLE Discuss the different names that are used for the Bible, eg Holy Bible, God's Word. What do these names tell about the Bible? (1b)

SHARING THE BIBLE Christians want many people in all parts of the world to hear Bible stories of God's love. Show students copies of Bibles that have been translated into languages other than English, or investigate the work of organisations such as the Bible Society or Lutheran Bible Translators. Resource material can be obtained from these organisations. (1b)

GUESTS Invite guest speakers, eg parents, grandparents, to share their childhood memories of learning from the Bible or to show the students older family Bibles. Invite these

people to share their favourite Bible story with the students. (1b)

FORMS OF BIBLE STORIES The stories of the Bible have been presented in many different forms in order that they may be shared with a wide range of people. Select forms that are attractive to children and share Bible stories in these ways, eg audio tape with a read-along book, pop-up books, songs, video, interactive computer programs. As you do this, always show students where the story is found in the real Bible.

Older students in this band could compare the similarities and differences between a Bible story book, video, etc and the way the story is told in the Bible. (1a,1b,3a,3b)

2

The Bible is God's word written by people whom God inspired

CLASSIFYING STORIES Make a written or illustrated list of Bible stories that students know. Older students in this band could sort and classify these, eg stories about Jesus; stories about other people; stories about children; stories about women. (2a)

EARLY FORMS OF THE BIBLE

Use non-fiction material to investigate early forms of the Bible. Students in the middle to upper levels of this band will enjoy finding out about the original language of the Bible, what the written language looked like, and the work of the scribes in writing the Bible by hand on a parchment scroll. (2a,2c)

TABLE OF CONTENTS After showing students how the table of contents is used in a collection of stories or in a non-fiction book, investigate the table of contents in a children's Bible. Students could

- practise finding the stories, using the table of contents;
- circle stories they know on a photocopy of the table of contents;
- make their own book or a class book of Bible stories, adding a table of contents. (1a,2a,3a,3b)

BIBLE-TIMES CORNER Make a Bible-times corner in the classroom. Use a large box

for a flat-roofed house, provide appropriate clothing for students to dress up in, simple cooking pots and utensils. (2c)

INSTRUCTIONS Discuss the role of instructions in everyday life. Students could make something by following instructions.

Tell students that the Bible contains instructions that God gave his people about how to live. Use simplified language to share the Ten Commandments (you will find an example of this in TRS A2/4).

Students could record the commandments on hand prints, a scroll, or cardboard representations of the tablets of stone. (2b)

POEMS AND SONGS Share poems and songs with the students and discuss what the words are saying.

Tell students that the Bible also contains poems and songs. Share selections from the Psalms (see Bible References Menu).

Students could use musical instruments to accompany the psalms or use the structure of psalms as a model for writing their own psalm. (2b)

LETTERS Show students a letter you have written or received and discuss the features of letters.

Tell students that the Bible also contains letters. Use an adult Bible to show the headings, eg *The letter of Paul to the . . .* and Paul's words at the beginning and end of the letter.

Select simple messages from the letters to share with the students. These could be recorded as a letter or on a scroll. (2b)

BIBLE ACTIVITY CENTRE Establish a Bible activity centre where students can make their own Bible story books or scrolls in their free time. Provide materials such as: paper, pictures from old Sunday school material, Bible stamps, textas, stapler. Encourage students to share with the class the work that they have done. (1a,2a,3a,3b)

WORD-BANK Begin a class word-bank or dictionary of terms that are frequently used in Bible stories and songs but that students may not understand. Add to this over the year. Examples of such words are: Israelites, disciples, baptise, hosanna. (2c,3a,3b)

3

The Bible tells the story of God's plan for the salvation of his people through Jesus

STORYTELLING TECHNIQUES The earliest Bible stories were passed from one generation to another through storytelling. Use simple storytelling techniques to share stories from the Bible.

The stories you tell could be recorded onto audio tape for students to listen to at home. Older students in this band could work in groups to choose a Bible story and practise telling it. Present their story to the class. (1a,2a, 3a, 3b)

Some tips for storytellers :

Know the story well (introduction, plot, climax, ending).

Think about the characters and their motives in order to put yourself in their place.

Consider how the students may react, and edit stories if necessary.

Practise by yourself or with a tape recorder.

Think about actions and the tone of voice you will use.

Collect any props you may need and practise using them.

Relax and enjoy the storytelling experience.

GOD'S PLAN Use the table of contents in an adult or children's Bible to guide students through stories which briefly tell the history of God's people and the plan of salvation, eg Abraham, (chosen by God as the father of God's people), Moses, (saved God's people from slavery), living in the promised land, waiting for a special child to be born, the birth of Jesus. (3a,3b)

HIGHLIGHTER AND BOOKMARKS Use coloured highlighter pens and in an adult Bible mark the stories that you tell.

Make bookmarks with the title of the story, and an illustration from the story and place them in the appropriate pages.

Encourage students to use this Bible in their own time. (1a,1b,2a,3a,3b)

WALL MAP Make a large wall map on which you display places, characters and important events as you tell the stories of God's people in the Old and New Testaments, eg the call of Abraham, the exodus from Egypt, the birth, life and death of Jesus, Pentecost. (3a,3b)

THE STORY OF JESUS Christians believe that the story of Jesus' life, death and resurrection is the most important story in the Bible.

Show students how much of the Bible is used to tell about Jesus' life. Tell students that these parts of the Bible were written by people who had been with Jesus when he was on earth (Luke 1:1–4 and John 21:25).

Share the life story of Jesus by using a Bible story book, video or a selection of illustrations. Younger students in this band could learn a series of echo pantomimes which tell about the life of Jesus; older students could respond with text and illustrations presented as a story board, time line or poster. (3b)

BIBLE HEROES Use the Bible References Menu and select Old Testament stories of people whom God used to help or save his people. Select stories which contain action and drama and in which one person can be identified as a hero, eg Moses, Samson, Gideon, Daniel, Esther.

As you tell these stories, bring the story and the characters to life by incorporating puppets, drama, music, etc. Alternatively, consider using stories from the *Purple Puzzle Tree* series (see Recommended Resources). Students can retell the stories through dramatisation or by illustrating the stories in comic strip format. Record the stories in a book about 'God's heroes'. (3a)

KINGS (for older students in this band) Explore stories of kings in the Old Testament (see Bible References Menu). Although the

Bible describes God as the king of his people, the Israelites asked for earthly kings.

Israel's kings were to act as leaders and help the people remember that they belonged to God. As the Bible records, not all of the kings did this.

Tell stories of King Saul, David, and Solomon. After these kings there was a succession of wicked kings who did not obey God. One exception was King Josiah who found the buried scrolls (Bible) and called the people to repentance.

Tell students about the promise and waiting for the birth of a special king, Jesus. (3a)

BIBLE STORY BOOKS Make a selection of Bible story books of an appropriate reading level available to your students to use in class reading times or to take for home reading.

Older students could complete simple book reports for the stories they have read, eg the title of the story, the main character, what happened in the story, the part of the story they liked best. (1a,2a,3a,3b)

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible verse (see page 11).

SONGS Students learn and sing songs about the Bible (see Resources for Music and Devotions in the Appendix).

BIBLE CHARACTER (A recommended activity for Level 3) Students learn about specific Bible characters. Teacher Resource Sheets in Level 3 provide information about a selection of Bible characters and suggest appropriate activities.

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RESPONSE ACTIVITIES

1

God reveals himself to people through his word

POSTER Students design a poster which tells why the Bible is an important book and encourages others to hear the stories from the Bible. Display the posters in the classroom or school. (1b)

BIBLE COVER Students design a cover for a Bible which shows that it is an important book. Provide appropriate materials to help them do this, eg gold or silver paper, coloured pens. If students have buddies from another class they could make covers that their buddy could put on their Bible. (1b)

BIBLE VERSES Talk about why some people think it is helpful to know words from the Bible by heart.

Make up your own actions or chants to help students learn verses from the Bible. Record these on a chart or in a big book.

Older students can be challenged to set themselves a goal of learning a chosen number of verses.

(The book *365 Ideas for Teachers* [see Recommended Resources Menu] contains suggestions for learning and displaying Bible verses.) (1a,1b)

OTHER LANGUAGES Students learn Bible verses in a language other than English. If there are students in your class or school community who speak a language other than English invite them, or members of their family, to be involved in the teaching. (1b)

FUNDRAISING Students participate in a project to raise money to support the work of the Bible Society or Lutheran Bible Translators. (1b)

BIBLE IN WORSHIP Help students recognise when the Bible is being used in worship. You could develop a routine in which you clearly state what is happening, eg *This story comes from the Bible. I am going to read it from a Bible story book.*

If your school worship service is based on a traditional liturgy, explain that the words *This is*

the word of the Lord and *Thanks be to God* are used when people read from the Bible. (1a,1b,3a,3b)

WORSHIP CENTRE Students suggest how your class worship area can be arranged so that the Bible is given a prominent place. Display work from this unit, along with comments from the students, around the worship centre. (1a,1b)

2

The Bible is God's word written by people whom God inspired

BOOKMARKS Students design bookmarks to use in children's Bibles and Bible story books. An illustration of a Bible character or a simple Bible verse could be included on each bookmark. (2a)

DISPLAY Make a display based on the different types of writing in the Bible, eg poems and songs, letters, adventure stories. Make enlarged copies of the original text and add copies of students' written or illustrated responses.

Alternatively, record this information in a big book.

As you continue to tell Bible stories during the year, ask students to identify in which category the story belongs. (2a)

DRESS-UP DAY Conclude the unit by having a dress-up day when students come to school dressed as a Bible character. Include a special Bible-times lunch. (2a,2c,3a,3b)

3

The Bible tells the story of God's plan for the salvation of his people through Jesus

BIG BOOKS Scribe in simple text the stories you have told, and use them for group reading. Teach students to recognise words like *God, Jesus, cross*. (1a,2a,3a,3b)

WHO'S WHO After studying a series of Bible characters, students each make a poster of one character. Display these with a title like 'Who's who in the Bible'. (3a,3b)

SONGS Learn songs about the Bible and Bible characters and make up appropriate actions to go with them. (1a, 3a,3b)

QUIZ Students contribute questions to make up a class quiz about characters and events in the Bible. Challenge another class with these questions.

This could be organised on a larger scale, eg arrange classes in vertical groups and run a mini 'quiz afternoon', with sets of questions, brain teasers, etc all based on the Bible. Make small prizes available. (1a,3a,3b)

DISPLAY FOR PARENTS Arrange for a Christian book store to display a range of children's Bibles, Bible story books, etc. Invite parents to come and view/purchase the books. (1a,2a,3a,3b)

MENU**RECOMMENDED RESOURCES**

The introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop a unit about *God helps people by his word*.

Some of these resources may be out of print.

They are listed because they (or others similar to them) may be found in school libraries.

Preview these and any other resources you intend using to be sure that they are appropriate for your students.

LITERATURE — NON-FICTION

Alexander P *The Lion First Bible* Lion 1997

Drane J *Bible World Series* 1996 Lion
A Very Special Book
Homes and Families
Work and Society

Hastings S *The Children's Illustrated Bible* 1994 Starsong

Hoffman M *A First Bible Story Book* 1997
 Dorling Kindersley

Klug R *Jesus Lives! The Story of Jesus for Children* 1982 Lutheran Publishing House

Lindvall E *Read Aloud Bible Stories* (volumes 1,2,3,4) 1995 Moody Press

Rock L *A First Look: The Bible* 1994 Lion

Rock L *Discover the Bible* 1996 Lion

Rock L *The Time of Jesus (crafts to make)* 1997 Lion

Tarrant C *Life in Bible Times* 1985 Scripture Union

Walton F *Let's Explore inside the Bible* 1994
 Scripture Union

Walter M *The Big Book of Bible People* 1996
 Thomas Nelson

Wilson E, Lloyd Jones S *Bible Atlas: A First Reference Book* 1993 Albatross

Select Bible stories appropriate for the reading and interest level of your students. You will find stories about Bible characters in the following series:

- *Abingdon Big Books*
 There are a range of books in this series, appropriate for the varying ages and reading abilities of students across the band. Stories include: Noah, Joshua, David and Ruth. The book *Who was Jesus* gives a useful summary of Jesus' life.

- *Palm Tree series*
 These are suitable for reading to younger students in this band. Older students will be able to read them themselves.
- *Kevin Mayhew series* Openbook
 These Bible stories are suitable for reading aloud or for competent readers to read by themselves. You will find stories about Daniel, David, Noah and Moses and a selection of stories about the life of Jesus.
- *Arch Books* Concordia Publishing House.
 The Bible stories in this series are told in rhyme. Select the stories carefully, as some are more appropriate for the upper year levels of this band.
 You will find Old Testament stories about creation, Noah, Abraham, Moses, David, Esther and Daniel.
 There are a number of New Testament stories about the life of Jesus.
- *Hear Me Read series* by Mary Manz Simon, Concordia. These have a simple text which students will be able to read themselves, and are also available as big books.
- *Purple Puzzle Tree series* by Norm Habel, Concordia. These are now out of print, but may be available in school libraries. They use descriptive storytelling to trace the plan of salvation. Suitable for older students in this band.

LITERATURE — FICTION

The following resources can be used to compare fiction material with similar text types in the Bible

Family stories

Graham A *Smart Dad* 1997 Omnibus

Gray N *Running Away from Home* 1995 Red Fox

Hoban R *Baby Sister for Frances* 1983
 Scholastic

Mahy M *A Fortunate Name* 1994 Transworld

Children solving problems

Fox M *Wilfred Gordon McDonald Partridge* 1984 Omnibus

Graham B *Rose Meets Mr Wintergarten* 1992 Viking

Janeen B *Leaves for Mr Walter* 1998 Margaret Hamilton

Adventure stories

Ardizzone E *Little Tim* (series) 1982 Viking Kestrel

Chanlon J *The Great Balloon Adventure* 1984 Severn House

Lester A *The Journey Home* 1989 Oxford

Older J *Jane and the Pirates* 1984 Heinemann

Letters

Ahlberg J *The Jolly Postman* 1986 Heinemann

Ahlberg J *Other People's Letters* 1986 Heinemann

Life Stories

Braille L *Johnny Appleseed* Ashton

AUDIOVISUAL

VIDEO

Hanna-Barbera: *The Children's Video Bible*

Titles include:

The Greatest Adventure

Noah's Ark

Moses

Joshua and the Battle of Jericho

David and Goliath

Queen Esther

RCA Columbia Pictures:

The Beginning

The Promised Land

Kings and Prophets

The First Christmas

The Children's Story of Jesus (part 1,2)

CD-ROMs

Point and Play: The Bible on CD-ROM
Bakerhouse Book Company
(for 4–8 year olds)

Kid's Media: Bible Land.com Bakerhouse Book Company.
(for 7–12 year olds)

TEACHER RESOURCES

Furnish D *Experiencing the Bible with Children*
1990 Abingdon

(This book will help teachers grow in their own understanding of the Bible, as well as giving positive reminders about making the Bible user-friendly for students of today. Some practical teaching ideas are included.)

Noack M *365 Ideas for Christian Teachers*
1988 Lutheran Publishing House

Stroh D *Fingers Tell the Story* 1989 Concordia

Wright K & Beuschlein M *I Love to Tell Bible Stories* 1992 Concordia

Luther's Small Catechism 1996 Openbook Publishers

These books contain a simplified text of the Ten Commandments:

Alexander P *The Lion First Bible* 1997 Lion (story 13)

Greenfield S Koeller A *The Simplified Catechism* 1987 Northwestern Publishing

Rock L *The Ten Commandments* Lion

Put a plastic sleeve in this section of your LIFE binder to keep your own collection of clippings, cartoons, stories, photos, etc which you can use for these units. Add to your collection whenever you come across something that might be useful.