

MENU

BIBLE REFERENCES

1 God calls people to follow Jesus

Jesus calls the disciples

Jesus calls four fishermen Matthew 4:18–22
Luke 5:1–11

Jesus calls Matthew Matthew 9:9–13

Jesus chooses twelve disciples
Matthew 10:1–4

Jesus sends the disciples out Matthew 10:5–15

Some people stop following Jesus
John 6:60–69

Paul is called to follow Jesus Acts 9:1–19

Jesus helps his disciples

Jesus calms the storm Matthew 8:23–27

Jesus teaches his disciples

People God blesses Matthew 5:1–12

Forgive others Matthew 18:21,22

Do not worry Matthew 6:25–34
Luke 12:22–31

Jesus the good shepherd John 10:7–16

The risen Jesus Luke 24:13–27, 44–49

Jesus loves his disciples

Mark 9:33–37 John 13:1; 15:15

Jesus gives his disciples a job

Matthew 28:18–20 Luke 5:10

2 Jesus' disciples are forgiven and forgiving

Old Testament

Jacob and Esau Genesis 25:19–34
Genesis 27:1–45; Genesis 28:10–22
Genesis 32:1 – 33:17

Jonah The book of Jonah

New Testament

Jesus forgives a crippled man Matthew 9:1–8

Jesus forgives a sinful woman Luke 7:36–50

Jesus forgives Zacchaeus Luke 19:1–10

Jesus forgives the soldiers and the thief on the cross
Luke 23:32–43

Jesus forgives Peter for denying him
Luke 22:54–62; John 21:1–19

Parables of God's forgiveness

The lost coin Luke 15:8–10

The lost sheep Matthew 18:10–14

The forgiving father Luke 15:11–32

The Pharisee and the tax collector
Luke 18:9–14

The forgiving king Matthew 18:23–27

Teachings about forgiveness

Love your enemies Matthew 5:43,44

Forgive us for doing wrong Matthew 6:12

Peter asks about forgiveness
Matthew 18:21,22

Forgive others Ephesians 4:32

Forgive anyone who does you wrong
Colossians 3:13

God forgives those who confess 1 John 1:9

Verses from the Psalms

You confessed your sins . . . I forgive you
Psalm 32:2

I'll tell the Lord my sins Psalm 32:5

A prayer for forgiveness Psalm 51

3 Jesus' disciples live by God-given values and ethics

Old Testament

Ruth The book of Ruth

Solomon makes a wise choice 1 Kings 3:3–15

Solomon makes a hard decision
1 Kings 3:16–28

Daniel and his friends Daniel 1:1–21

Daniel in the lion's den Daniel 6:1–28

New Testament

The house on the rock Matthew 7:24–27

A hidden treasure Matthew 13:44

A valuable pearl Matthew 13:45,46

A rich young man Matthew 19:16–22

Peter denies Jesus Matthew 26:69–75

Mary and Martha Luke 10:38–42

The good Samaritan Luke 10:25–37

The parable of the rich fool Luke 12:13–21

Pilate gives the Jews a choice Luke 23:13–25

Paul, Philemon and Onesimus Philemon

Choices Jesus made

Jesus blesses the children Matthew 19:13–15
Jesus heals a man with leprosy Matthew 8:1–4
Jesus is tempted Luke 4:1–13
Jesus' arrest and death on the cross
Matthew 26:47 – 27:55
Jesus' choice makes people God's friends
1 Corinthians 5:18–19

Guidelines for making choices

Ask God for help Psalm 25:4,5
How to treat others Matthew 7:12
Let love be your guide 1 Corinthians 1:14
The most important commandment
Matthew 22:37–39

KEY BIBLE VERSES TO HEAR AND REMEMBER

Jesus said to them, 'Come with me'.
Matthew 4:19 (CEV)

Forgive others, just as God forgave you.
Ephesians 4:32 (CEV)

Treat others as you want them to treat you.
Matthew 7:12 (CEV)

MENU

INTRODUCTORY ACTIVITIES

1 God calls people to follow Jesus

BEING CHOSEN Select students to do specific tasks for you. Discuss how it feels to be given a job to do. Continue by telling students the story of Jesus choosing the disciples to follow him. (1a)

WAYS TO FOLLOW Develop students' understanding of the word 'follow' through activities like the following:

- Easy ways to follow others: students play games like 'Follow the leader' or 'Copy me'.
- People learn by following what others do. Students 'follow' as the teacher shows them a new skill, eg tying up shoelaces, paper folding.
- When people are with friends they 'follow' each other or do things together. Friends play or work together.
- Sometimes following can be dangerous. Students suggest times when it would be not be a good idea to follow what others do.

Tell students about the people Jesus chose to follow him (the disciples). Jesus' disciples followed by being Jesus' friends and learning from him. (1a)

FRIENDS Introduce the concept of Jesus as a friend through activities like the following:

- Students identify a range of people with whom they are friends. They record this information as a web, with themselves in the centre and their friends around the outside.
- Students recall how they became friends with someone. What did they first do together? What made them want to be friends?

Continue by telling students about Jesus wanting to be a friend of everyone. (1b)

WHO WOULD YOU LIKE TO BE YOUR FRIEND? Students identify people with whom they would like to be friends.

Encourage students to include people such as their favourite sportspeople or television personalities. Discuss what they think would be the benefits of having friends like this. (1c)

PICTURE BOOKS: Read picture books about friendship, eg becoming friends, things friends do together, ways in which friends help one another, things that spoil a friendship, becoming friends again (see Recommended Resources Menu).

Discuss the benefits of having someone to be a friend. Continue by telling students Bible stories in which Jesus was a friend to people. (1b,1c)

DISCIPLES Ask students what they know about the disciples. Record students' ideas and at the same time identify things that students do not know but would like to find out. Use this information to help you plan further teaching about the disciples.

(For students at the beginning of this band, you may like to use the words 'Jesus' friends' when talking about the disciples). (1a,1b,1c)

2 Jesus' disciples are forgiven and forgiving

FORGIVENESS IN BOOKS Use picture books about situations in which forgiveness is needed (see Recommended Resources Menu).

Use these books as discussion starters. Ask questions like: *Did you ever do something like this? How did it make you feel?*

Continue by sharing Bible stories which illustrate aspects of forgiveness, eg Jesus forgives his friends, friends of Jesus forgive others. (2a,2b,2c)

BANDAIDS Students recall times when they have hurt themselves and needed a bandaid. The teacher could place an actual bandaid on the spot, or students illustrate this and stick a small bandaid on their illustration. Continue by discussing times when people are 'hurt inside' and what can be done to help people in this situation. (2b,2c)

WHAT'S 'FORGIVE'? Write the word 'forgive' on the board. Ask students what they know about the meaning of 'forgive'. Use this discussion to begin to investigate the meaning and use of the word. (2a,2b,2c)

FEELINGS Use activities like the following to explore the way people feel when they have done something wrong:

- Identify the body language people use when they know they have done something wrong. Students mime or dramatise this.
- Use posters or pictures which illustrate situations of conflict. Students predict what might have happened, how the people are feeling, what could be done to resolve the situation. Introduce words like: sorry, sad, upset, hurt, guilty.
- Students illustrate/paint or use a medium like clay to express how they feel when they know that they have done something wrong.

Continue by telling Bible stories in which people come to Jesus needing forgiveness. Discuss how these people might be feeling. (2b)

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Jesus' disciples live by God-given values and ethics

Students in this band act impulsively without stopping to think about alternatives or the consequences of their actions. Activities like the following are designed to introduce students to the concept that people can choose to act in a certain way.

CHOICES IN BOOKS Select appropriate picture books and read up to the point where the character must make a choice. Ask students: 'What would you do if you were in this situation?' Students discuss or illustrate their choice.

Continue reading the story and talk about how the problem was resolved. Was this the best way? Why?

Continue to use this strategy as you tell Bible stories about choices people made. (3a,3b,3c)

VIDEOS Tape or view programs in which the characters need to make a choice. Discuss what they chose and the consequences of their choice. Continue by investigating Bible stories in which people made a choice. (3b,3c)

GAMES Students play games in which choices must be made, eg board games, choosing teams for games. (3b,3c)

CHOICES CHOICES Use activities like the following to introduce students to the concept of making choices:

- Begin with simple questions, eg Would you rather have ice-cream or a hamburger? Students move to a particular area of the room once they have made their choice.
- Show pictures of related objects, eg a range of ice-creams, toys in a toy catalogue. Students indicate (or cut out) the one they would choose and explain their reasons.
Help students see that it is all right for people to make different choices.
- Students draw a time line which shows some of the choices they have made in one day.
- Show pictures of children in various situations which call for making choices, eg a child watches a ball going onto the road, a child sees someone playing by themselves in the playground. Ask students to consider what they would do in this situation.
- Pose more difficult choices, eg Would you rather play by yourself or with someone else? Would you rather keep your room tidy or leave it messy, even if know that it makes your parents upset? Students give reasons for their choice.
- Students list choices that they make and then sort these into choices that are hard or easy, important or not important.

Continue by discussing difficult choices and words from the Bible that can act as guidelines when making choices. (3b)

CONSEQUENCES Introduce the word 'consequences' and identify consequences (both positive and negative) that are in place in the classroom and school, eg

- finish work early > free time
- misbehaviour in the playground > sit out.

Continue by discussing the consequences of choices that students make in their personal lives. (3c)

RIGHT AND WRONG Ethics is a study aimed at defining what is right or wrong, good or bad. Activities like the following lay the foundation for students' understanding and use of the words 'right' and 'wrong'.

- *A descriptive use of the words.* Students solve simple mathematical problems where there is a 'right' or 'wrong' answer.
- *Describing social behaviours.* Show pictures which portray people either obeying rules or following customs, eg crossing the road in the correct way,

waving goodbye. Discuss the importance of 'right' behaviour and the consequences of not following this.

- *Personal preferences for right and wrong.* Make a tally of students' favourite food, colour or pets. Discuss: Does the highest score mean that this is the 'right' answer?
- *Moral judgments* Show a picture such as a bird in a cage, trees being cut down. Students discuss whether this is right or wrong.

MENU

DEVELOPMENT ACTIVITIES

1 God calls people to follow Jesus

JESUS CHOOSES DISCIPLES Choose from the following suggestions to tell and respond to the story of Jesus choosing his disciples:

- Use simple pop-sticks or peg puppets to represent Jesus and each disciple in the story. Continue to use these puppets as you tell more stories from that disciple's perspective.
Make the puppets accessible for students to use in their play time.
- Use a sandtray, a toy boat and toy people as props to aid in telling the story. Allow students access to these in their free time.
- After you have told the story, students each make a puppet to represent a disciple. Act out the story with you pretending to be Jesus calling the 'disciples' to come with him. Students could use these puppets to retell other stories of Jesus and the disciples.
- After you tell the story, provide a range of magazines (including magazines like *National Geographic*). Students find pictures of people they think Jesus might choose as his disciples today. (1a)

STORIES OF THE DISCIPLES Choose from the following suggestions for telling stories of Jesus and his disciples.

- Introduce each story by putting a 'photograph' (from other resource material) into a photo album. Continue by telling the story, eg *This picture shows Jesus talking to his disciples. These are some of the things he said.*
Write a simple text to accompany each picture and place in the album. Make the album available for students to use for home reading.
- Provide simple props that students can wear or see as you tell the stories of Jesus, eg a headdress or robe, a badge with the name of one of the disciples or another biblical character on it, a rug for a boat, boxes for houses in a town.
Before you tell each story, students use the props to imagine that they are the disciples and witnesses to what is happening.

- Prepare a background which depicts places where the stories happened, eg a scene of the sea for Jesus calling the disciples and stilling the storm, hills for Jesus' teaching, a town for Jesus' miracles.
After you have told the story, students illustrate or collage the characters and events of the stories. (1a)

FOLLOW THE LEADER Students imagine what it would be like to play 'follow the leader' with Jesus as leader. Where would Jesus go? What people would he visit and help? What would Jesus do if he saw that anyone following him was in trouble? Students could dramatise or illustrate this. (2b,2c)

JESUS' DISCIPLES As students learn about the disciples, they record information in a class book or individual book. Contents could include: the names of the disciples, their previous occupations, a time when the disciples were afraid/puzzled/sad/happy; stories of a particular disciple, eg Peter. (1a)

WEB: JESUS' FRIENDS As you tell Bible stories about people who followed Jesus, record information on a web. This could include people such as the twelve disciples, the women described in the gospels, Paul, the first Christians. (1a)

ILLUSTRATIONS Students study the illustrations in a children's Bible to identify the characters, eg Which one is Jesus? Where are Jesus' disciples? What are Jesus' disciples doing? What do they look like? What might they be saying or thinking? This could be done either before or after you tell stories of Jesus and the disciples. (1a)

IF I WERE THERE Select stories from the Bible References Menu of times when the disciples saw the power of Jesus, eg healing the sick, stopping the storm, Jesus' death and resurrection. After each story students imagine how they would have felt if they had been there and had seen the things that Jesus did.
Students' responses can be recorded as illustrations with speech bubbles, role-plays or an oral presentation. (1a,1b)

MEET A FRIEND OF JESUS Use a puppet (or take on the character) of one of Jesus' friends, who tells students about his/her life before and after meeting Jesus, eg
 Before I met Jesus I was a . . .
 After Jesus became my friend, I . . .
 My favourite time with Jesus was when . . .
 Jesus helped me when . . .

Students could make a puppet of their own to tell what it was like to be a friend of Jesus or write a story from the perspective of one of the disciples. (1b,1c)

SHOWING LOVE Ask students to describe how people show love to them, eg helping them, listening to them, caring for them. Tell the story of Jesus washing the disciples' feet as a way of showing that he loved them.

Discuss Jesus' words *Do for each other what I have done for you*, and ways that Jesus' friends today could show that they have learnt from him how to love others. (1a,1b)

JESUS, A FRIEND Construct a chart which compares human friendships with Jesus as a friend, eg

- I get to know my friends better when I talk with them; people get to know Jesus from the Bible.
- My friend and I like to be together; the Bible tells me that Jesus is always with me.
- Sometimes my other friends let me down or say they don't want to be my friends; the Bible tells me that Jesus will always be my friend.
- Sometimes I do things that hurt my friends; the Bible tells me that when I do the wrong things and hurt Jesus, he forgives me and keeps on loving me.

The teacher summarises with his/her own witness, eg *Jesus is the best friend that I could have. I know that I can tell Jesus anything and that he will always love me.* (1b,1c)

JESUS' STORIES Jesus spent time talking to his disciples, teaching them by telling them stories. Share some of Jesus' stories with the students. See Bible References Menu and the Recommended Resources Menu for books that tell these in appropriate language.

Note that at this band level the emphasis is on telling the story, rather than trying to understand its deeper meanings. (1a,1b)

A JOB TO DO Jesus gave his disciples the task of telling others about him. Use activities like the following to help students understand how the message that Jesus is a friend is shared, and how Jesus' followers continue this task today.

- Select one student to tell another that Jesus wants to be their friend. This person tells another, who tells another, etc until all students in the class have been told.
- Students consider the question: If you were one of the disciples, what would you tell someone about Jesus?
- Students identify people today who tell others about Jesus. (1a,1c)

GUESTS Invite guests from a range of ages and occupations to come into the classroom and talk about what it is like to be a 'friend of Jesus.' Guests could talk about

- how they became one of Jesus' friends,
- things they like to remember about their friend Jesus,
- talking with Jesus in prayer,
- how it helps them to know that Jesus is their friend. (1b,1c)

2

Jesus' disciples are forgiven and forgiving

BIBLE STORIES Select stories about forgiveness from the Bible References Menu. Develop these in any of the following ways:

- Use the scenarios in the story to identify how the people were feeling, to whom they went for help, how their problem was resolved, how they felt at the end.
- Make before-and-after pictures, eg illustrate what happened in the Bible story and then illustrate what happened next. This could also be expressed through mime or dance.
- Use the situations in the stories to identify times when students may feel upset about something they have done wrong. Assure students that Jesus' forgiveness and love is for them also. (2a)

JESUS' TEACHING Forgiveness is not easy. Even Jesus' disciples asked him about it (Matthew 18:21). Share and discuss Jesus' teaching about forgiveness (see Bible References Menu), including the fifth prayer of the Lord's Prayer.

As you teach about forgiveness, do so in the context of Jesus' forgiveness, eg friends of Jesus know that Jesus forgives them; now he asks them to forgive others. (2a)

JESUS FORGIVES Show a picture, or tell the story of Jesus' death on the cross. This was Jesus' way of saying 'I forgive you' to all people.

Investigate Jesus' forgiveness in language that students can understand; eg Jesus says 'It's all right, I still love you', 'I'm going to forget about the wrong things you did', 'I still want to be your friend'.

Students use an art/craft technique to make their own cross as a reminder of the Bible's message of forgiveness. (1a)

THE PSALMS Select simple phrases from the Psalms in which the writer asks for forgiveness (see the Bible References Menu). Read these phrases with the students. Talk about situations in which people might want to (or need to) use words like these.

Continue by sharing expressions of joy after receiving forgiveness. (2a)

PUPPETS Use puppets to investigate forgiveness. This could be done in any of the following ways:

- The teacher uses a puppet to show how people react when they are hurt, eg going off by oneself, using angry body language.
- The teacher uses puppets to tell stories which illustrate times when forgiveness is needed.
- The teacher uses a puppet to model ways of saying sorry and showing forgiveness.
- Students use puppets to act out their experiences or make up plays in which forgiveness is needed.

Make puppets available for students to use in their free time. (2a,2b,2c)

BIG BOOK Make a class big book about forgiveness. Begin the book with examples of forgiveness from the Bible (including forgiveness for all people through Jesus' death). Include pages about times when people need forgiveness today, and ways of showing that you forgive someone. (1a,1b,1c)

DRAMATISATION Students work in groups to make up their own plays. Each play must have a problem and a solution in which forgiveness is demonstrated. Each group shares their play with the class. (2b,2c)

SAYING SORRY Help students explore the meaning of the words *I'm sorry* through activities like the following:

- Describe common scenarios from the school, playground, or home in which someone is hurt. Ask questions like: Who should say sorry? How could they go about

saying sorry? When would be a good time to say sorry?

- The teacher and another adult (or puppet) dramatise ways of saying sorry but not meaning it, eg muttering it under your breath, saying the words as you are walking away from the person. Discuss what has happened.
- Students use puppets or act out scenarios in which the words 'I'm sorry' are used.
- Make a Y-chart which illustrates what 'saying sorry' looks like, sounds like and feels like.
- Make speech bubbles with the words 'I'm sorry'. Students make appropriate illustrations to match the words. 'I'm sorry' could also be the title of a class book.
- As situations arise in the classroom, the teacher makes a practice of saying 'sorry' to the students.
- Practise saying sorry, eg 'I'm sorry that I . . . ' (2b,2c)

I FORGIVE YOU Adapt activities from SAYING SORRY (above) to investigate the meaning of the words *I forgive you*.

Because students do not use the words 'I forgive you' as part of their everyday conversation, identify common phrases that are used instead, eg 'It's all right', 'Come and play with us', 'I still like you'.

Remind students that Jesus said 'I forgive you' first. Now he asks his friends to forgive others. (2b,2c)

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Jesus' disciples live
by God-given values and ethics

BIBLE STORIES Select stories from the Bible References Menu in which someone is faced with a choice.

Read each story up to the point where the character must make a decision. Ask students what they would do if they were in that situation. (3a)

CHOICES JESUS MADE Select stories from the Bible References Menu which illustrate choices Jesus made, eg the people he chose for his disciples, the temptation by the devil, the people whom he helped, allowing himself to be arrested and put to death on the cross. (3a)

ANOTHER CHOICE Select stories from the Bible References Menu to introduce older students in this band to the concept that not all people chose to follow Jesus, eg the rich young man, enemies of Jesus. (3a)

STEPS Help students identify the steps involved in making a difficult choice:

- Identify the *situation*.
- Talk about the options or the *choices* that could be made.
- Consider what the *consequence* of each option might be.

Once students are familiar with these steps, introduce the concept that people who are friends of Jesus want to use what the Bible says to help them make the right choice (see *Guidelines for making choices* in the Bible References Menu).

Students work individually or in groups to consider the options and consequences in different scenarios.

Alternatively, students work in groups to dramatise possible solutions to problems. Each group shares their ending with the class. Encourage the audience to reflect on the choice that was presented. (3b,3c)

RIGHT AND WRONG: WHAT THE BIBLE SAYS The Bible gives instructions to help Jesus' friends know what is right and wrong. Introduce and briefly discuss the second table of the Ten Commandments (4–10).

Students select one of the commandments and illustrate or dramatise a situation where someone uses these words to help them decide how to act. (3a,3b)

JESUS' WORDS Select simple instructions from the Bible which can help in making choices (see Bible References Menu). How could a friend of Jesus use these words to decide what choice to make? (3b)

THE GOOD SAMARITAN Investigate the story of the Good Samaritan from the perspective of the choices that the characters made. (3a, 3c)

PEOPLE WHO HELP When Jesus needed help, he talked to his Father in heaven, eg times when Jesus prayed alone, Jesus' prayer in the garden of Gethsemane.

Tell students about the times when you ask God for help in the choices you must make.

Students identify people whom they could go to for help in making choices, eg friends, parents, teachers.

Students could work in pairs and role-play a situation where they ask someone 'What do you think I should do?' (3b,3c)

THE WRONG CHOICE Use contemporary examples or examples from Bible stories to help students recognise that sometimes people make the wrong choice. Select passages under Faith Statement 2 of the Bible References Menu which tell of God's love and forgiveness for Jesus' friends when they make the wrong choice. (3c)

GENERAL ACTIVITIES

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

SONGS Students learn songs related to each Faith Statement (see Resources for Music and Devotions in the Appendix).

BIBLE CHARACTERS (a recommended activity for Level 3) Students learn about a specific Bible character. TRS A3/extra contains a story and activities about Jesus' disciples.

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RESPONSE ACTIVITIES

1

God calls people to follow Jesus

PHOTOGRAPHS Students each make a frame and their own picture of Jesus to go inside it. Students share their 'story' about Jesus. This could take the form either of recounting a Bible story or of a personal witness.

Alternatively, students make their own 'photograph' album or a frame with spaces for more than one picture. Students place/draw pictures of their friends. Provide pictures of Jesus which can also be placed in the album or frame. (1b,1c)

WHO AM I? Students make up a series of clues about a particular disciple of Jesus or about events in the life of one of his disciples, eg I am one of Jesus' disciples. I tried to walk on the water. I once said that I didn't know who Jesus was. I am . . . (1a)

PAPER CHAIN PEOPLE Students make paper chain people to represent friends of Jesus. On them they record things they have learnt about Jesus' friends, eg *Friends of Jesus are forgiven, Friends of Jesus ask God for help.* (1b,1c)

WEB: JESUS' FRIENDS TODAY

Students help construct a web which depicts Jesus' friends today. Students have the option of including themselves on the web, or of thinking of other people whom they know are friends of Jesus, eg the pastor, other teachers, parents.

Show how the web grows as one person tells another about Jesus, and that person too becomes a friend of Jesus. (1b,1c)

2

Jesus' disciples are forgiven and forgiving

WAYS TO SAY I'M SORRY Students make simple objects, eg cards, bookmarks, stickers that can be used as a way of saying 'I'm sorry'. Keep a supply of these in the classroom for students to give to others when they feel it is appropriate. (2c)

WRITTEN RESPONSE Students write a response to what they have learnt about Jesus' forgiveness and about forgiving others. Choose any of the following methods:

- Use a children's prayer book and read prayers about forgiveness. Students use these as a model for writing individual or class prayers to use in worship.
- Students write their own stories about a time when they experienced the need to forgive or be forgiven.
- Students suggest responses for a class litany about forgiveness, eg
Forgive me when I . . .
Help me to forgive people who . . .
Use these for class worship.
- Students complete a sentence like
forgiveness is . . . (2b,2c)

PRACTISE FRIENDSHIP Students spend time together with someone whom they have had a disagreement with, or who has upset them in the past. If this is someone outside of the school community, students could write a letter to that person. (2c)

3

Jesus' disciples live by God-given values and ethics

CHOICES DAY Celebrate with a 'choices' day at school. Arrange for students to choose what to wear. Organise the day's work with a list of tasks that need to be done, but give students freedom to decide the order in which they do these. Share a meal in which students choose what they will eat. As part of the activities students reflect on what they have learnt about choices, eg review some of the Bible stories, make a poster showing what they have learnt about choices. (3b,3c)

CLASS GUIDELINES Students make a list of situations in the school day when they can make choices. They list some of the options and draw up guidelines for making choices. For example: What choices do we have about what to do when the teacher is busy? Options: read a book, work quietly at our desks, ask a friend for help. (3b,3c)

BEHAVIOUR MANAGEMENT

PROGRAMS Consider how to incorporate the Bible's guidelines about making choices into the behaviour management programs of your class and school. (3a,3b,3c)

A DIFFERENT CHOICE Challenge students to make a choice different from those that they usually make, eg to play with somebody other than their friends. (3b,3c)

RIGHT AND WRONG POSTERS

Students divide a piece of paper in halves. On one side they illustrate actions that they consider are right. On the other side they illustrate actions that they consider wrong.

Provide opportunity for each student to explain why they grouped their pictures in this way. (3b,3c)

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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 calls people to be Jesus' disciples*.

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* 1997 Lion Publishing

Rock L *A First Look at the Christian Life* 1996 Lion Publishing

BIBLE STORIES

Butterworth N & Inkpen M *The Rich Farmer* 1995 Collins Picture Lions

Butterworth N & Inkpen M *The Little Gate* 1995 Collins Picture Lions

Butterworth N & Inkpen M *The House on the Rock* 1995 Collins Picture Lions

Butterworth N & Inkpen M *The Two Sons* 1986 S. John Bacon Melbourne

Butterworth N & Inkpen M *The Precious Pearl* 1986 John Bacon Melbourne

Butterworth N & Inkpen M *The Ten Silver Coins* Canterbury Press Australia

Caswell H *The Parable of the Lost Coin* 1993 Abingdon

Also in this series: *The Parable of the Lost Sheep*; *The Parable of the Bridesmaids*; *The Parable of the Good Samaritan*.

Joy M *Solomon's Secret* 1994 Kevin Mayhew

Patterson Y *Nicodemus Learns the Way* 1982 Arch Books Concordia Publishing House

Ulmer L *Jesus' Twelve Disciples* 1982 Arch Books Concordia Publishing House

LITERATURE — FICTION

Friendship

Carle E *Do You Want to Be My Friend* 1971 Hamilton

Lobel A *Frog and Toad Are Friends* 1971 World's Work

Steig W *Amos and Boris* Penguin

Forgiveness

Daly N *Monsters Are Like That* 1985 Hodder

McNulty F *The Elephant Who Couldn't Forget* 1982 World's Work

Wilhelm H *Let's Be Friends Again* 1987 Hodder

Choices

Allen P *Herbert and Harry* 1990 Penguin

Wells R *Timothy Goes to School* 1983 Penguin

TEACHER RESOURCES

VIDEO

The First Christmas (includes stories Jesus told) 1988 Lion

Forgive & Forget 1987 Colin Pearce & Associates Pty Ltd

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.

