

MENU

BIBLE REFERENCES

1

God's Son became a human being to save the world

The birth of Jesus

- An angel appears to Mary Luke 1:26–38
- Jesus is born in Bethlehem Luke 2:1–7
- Shepherds visit Jesus Luke 2:8–20
- Visitors from eastern lands Matthew 2:1–12

The human life of Jesus

- People question the power of Jesus
Matthew 13:53–58
- Jesus is baptised Matthew 3:13–17
- Jesus asleep in the boat Mark 4:35–41
- Jesus is tempted in the desert Luke 4:1–13
- Jesus attends a wedding John 2:1–11
- Jesus is upset at the death of Lazarus
John 11:1–44
- Jesus visits Mary and Martha Luke 10:38–42

2

Jesus brought God's loving rule into the world

The following accounts illustrate Jesus' love for people. You may wish to use a children's Bible or concordance to locate other stories.

- Jesus heals a widow's son Luke 7:11–17
- Jesus heals ten lepers Luke 17:11–19
- Jesus calls Matthew and eats with sinners
Mark 2:13–17
- Jesus brings Jairus's daughter back to life
Mark 5:22–24, 35–43

- Jesus heals a deaf man Mark 7:31–37
- Jesus feeds 5,000 people Mark 6:30–44
Luke 9:10–17
- Jesus restores sight to a blind man
Luke 18:35–43
- Jesus raises Lazarus from the dead
John 11:1–44
- Jesus and Zacchaeus Luke 19:1–10
- Jesus blesses the children Mark 10:13–16

Stories Jesus told

- Birds and flowers Matthew 6:25–30
- Building a house Matthew 7:24–27
- The story of a farmer Matthew 13:1–8
- A mustard seed Matthew 13:31,32
- Yeast Matthew 13:33
- A valuable pearl Matthew 13:45,46
- Two sons Matthew 21:28–31a
- The Good Samaritan Luke 10:30–37
- The lost sheep Luke 15:3–7
- The lost coin Luke 15:8–10
- The forgiving father Luke 15:11–32

3

Jesus died and rose again to save all people from sin and death

- Jesus is arrested John 18:1–12
- Jesus before Pilate Luke 23:1–5,13–25
- Jesus is crucified and dies Luke 23:26–49
- Jesus is buried Luke 23:50–56
- Jesus rises from the dead Luke 24:1–12
John 20: 1–20

KEY BIBLE VERSES TO HEAR AND REMEMBER

Christ (Jesus) loved us.
Ephesians 5:2 (CEV)

(Jesus said) You are my friends.
John 15:14 (CEV)

He died for all.
2 Corinthians 5:15 (NIV)

MENU

INTRODUCTORY ACTIVITIES

1

God's Son became a human being to save the world

CHRISTMAS OBJECTS Show some objects that are normally used only at Christmas but are not essential to a Christian celebration of Christmas, eg a Christmas decoration, a Christmas tree, Christmas gift-wrap paper. Ask students what the objects remind them of and why. Build up a picture of Christmas and the feelings associated with it. Ask students if there is something missing. What do they think this is? (1a)

A BABY Invite a parent with a baby into the classroom. Ask the parent to show how the baby is cared for and to talk about the way in which their baby is special to them. If a parent is unable to come, show the students objects that one would normally associate with a baby. Use this as an introduction to the story of the birth of a very special baby, Jesus. (1a)

NATIVITY SCENE Bring a nativity scene into the classroom for students to look at or play with. Discussion about the nativity scene can be used to assess what students already know about the story of the birth of Jesus and can lead into telling the story. (1a)

BABY CARE IN BIBLE TIMES Use a doll to demonstrate customs of caring for a baby in Bible times.

You will need a doll, salt, oil, plain cloth the size of a baby blanket, and strips of bandages.

Wash the doll and rub it with salt (this was thought to make the skin firm).

Wrap the doll in its 'swaddling cloths'. Place the doll on the square of cloth and fold the corners over its sides and feet. Wrap the bandages around the whole bundle, keeping the arms straight by the sides.

Several times a day the bandages were removed and the skin rubbed with olive oil.

Proceed to tell the story of Jesus' birth, using the wrapped-up doll as a model.

You may like to place some of these materials into the play corner for students to wrap their own 'babies' in 'swaddling cloths'. (1a)

LIFE IN JESUS' TIME Use non-fiction material to investigate the way in which Jesus lived, eg the homes people lived in, the food they ate, the way people travelled from one place to another. (1b)

WHAT DO YOU KNOW ABOUT JESUS? Students work individually or in small groups to record what they already know about Jesus. Use students' understanding as a reference for developing future teaching points. (1a,1b,2a,3a)

WHAT DO YOU ENJOY? Use posters or books to identify things that people all over the world enjoy doing, eg being with friends or family, talking with others, celebrating together. Use this as an introduction to stories which illustrate the human life of Jesus. (1b)

TIME LINE In order to help students understand the concept of a time line, use photographs to make a time line of your own life. Arrange the photos under headings, eg I was born, I was a child, the things I do. (1a,1b,2a,2b,3a)

2

Jesus brought God's loving rule into the world

FICTION BOOKS Use fiction books (see Recommended Resources Menu) which illustrate different ways in which people show love. Discuss the times when people need love and how it feels to receive love. (2a)

THE MEANING OF LOVE Use books, videos, posters, etc to explore the many meanings of the word 'love', eg people love certain foods, love to do different things, love their family, friends or pets, love each other. (2a)

Y-CHART Make a Y-chart to illustrate what love looks like, sounds like and feels like. (2a)

ONCE UPON A TIME Ask students what they think of when they hear the words 'once upon a time'. Discuss what is special about storytelling and why people like to hear stories. Revisit a number of favourite stories of the students.

This activity can be used as an introduction to stories Jesus told. (2b)

STORYTELLER Invite a person who is skilled at telling stories. This could be an Indigenous Australian or someone from another culture who can share traditional stories with your students.

This activity can be used to introduce Jesus as a storyteller. (2b)

EVERYDAY OBJECTS (Part 1) Bring a selection of everyday objects into the classroom, eg eating or cleaning utensils, plants, play equipment. As a class, build up a story around one of these objects. Do this orally at first. Students could then compose their own stories through words or a series of illustrations.

This activity can be used to introduce Jesus' use of everyday items in his stories. (2b)

STORYTELLING PROPS Use real items to introduce stories. Make a 'surprise' storytelling box for use throughout this unit. Before you begin each story, take out items to capture the students' attention, eg real bread and fish, bandages, a coin.

This approach could be used to introduce stories about Jesus, or the stories that he told. (2a,2b)

3

Jesus died and rose again
to save all people
from sin and death

YOUR SADDEST DAY Talks about times when you have felt very sad. Discuss the way sadness affects people physically, eg people don't feel like doing very much, they may not be hungry. Students share their experiences of sadness and record and illustrate these. Use this as an introduction to the story of Jesus' death. (3a)

YOUR HAPPIEST DAY Discuss times that make people feel very happy and words to describe this feeling. Students share their experiences of happiness and record and illustrate these. Use this as an introduction to the story of the resurrection. (3a)

BEING SAVED Discuss examples of people being saved from a dangerous situation, eg fire, drowning, accident. Identify what the danger was, who saved them and how they were saved. (3a)

CROSSES Show the students different crosses or crucifixes, (eg necklaces, a cross that hangs on the wall, a small crucifix). Discuss why Christians display or wear a cross. (3a)

EASTER Show students symbols of Easter, eg a rabbit or bilby, a bun, an egg. Ask students what these remind them of. Discuss the Easter celebrations that students are familiar with. Use this as an introduction to the story of the first Easter. (3a)

MENU

DEVELOPMENT ACTIVITIES

1

God's Son became a human being to save the world

THE CHRISTMAS STORY Choose from the following suggestions for telling the Christmas story:

- Use characters and scenery from a nativity set and put each item in place as you tell the story.
- Read the story from an illustrated picture book. The Recommended Resources Menu gives examples of these, and new books are constantly being published. Encourage students to appreciate how the visual beauty of a book highlights the special message of the story. Some books lend themselves to the students doing similar types of illustrations.
- Select a song which tells the Christmas story, eg *Jesus, tiny Jesus (Sing to Jesus 94)*. Teach each verse and tell the part of the story which the song presents. (1a,1b)

AN ORDINARY BABY, A SPECIAL

BABY Identify events in the story of Jesus' birth which show that he was an ordinary baby and events which show that he was a special baby. These could be illustrated on a two panel poster. (1a,1b)

USING THE BIBLE Show students where the story of Jesus' birth is found in a children's or adult Bible. Mark the place with a bookmark. You could also highlight key verses in the story. Make this Bible available for students to use in reading time.

The same procedure could be used for the story of Jesus' death and resurrection. (1a,3a)

PICTURE TALKS Use the illustrations in children's Bibles as a basis for picture talks. Younger students will need to learn to identify Jesus in the pictures. Students can look at the illustrations and predict what they think will happen before you tell the story. Alternatively, tell the story and use the illustrations to note extra details, eg the expression on people's faces, what else is happening in the picture. (1b)

JESUS' LIFE STORY Select appropriate stories from the Bible References Menu which tell the life story of Jesus. Choose from the following suggestions for telling or recording these stories:

- Place illustrations of the stories on a class time line. Students could also each make their own time line of Jesus' life.
- Record stories on a class story map or have students each make their own story map of Jesus' life.
- Make an ongoing diorama of the story. Cover a table with paper. Each time you tell a story add models to illustrate it, eg a nativity scene, Jesus and children, Jesus healing someone who is sick, a cross on a hill, and a garden.
- Prepare a series of backdrops for the stories you will tell, eg a stable and a hillside, a Bible-times town and road, a hill, a garden. As you tell the stories of Jesus' life, students work in groups to prepare cut-out figures which illustrate each story.
- Use a sandtray as the central place for telling stories of Jesus' life. Use appropriate props to act out the story as you tell it. Each time you tell a story change the props you use, but make previous ones accessible to the students to use in their free time.
- Use a flannelboard to tell the story. If you do not have characters made out of felt, use paper characters and glue a small piece of sandpaper onto the back of each one. Manipulate these as you tell the story. (A magnet board and figures backed with blue-tak can be used in a similar way). (1a,1b,2a,3a)

JESUS CORNER Set aside an area of your room where you place props that relate to the stories, eg a crib with a doll after the story of Jesus' birth; bandages after stories of Jesus healing; bread and baskets after the story of feeding the five thousand. Allow students free play with these objects.

Include a player and tapes or CDs of favourite songs about Jesus for students to listen to in their own time. (1a,1b,2a,3a)

THE CHILD JESUS The Bible gives little information about Jesus as a child. After students have some idea of what life was like in Bible times, encourage them to make their own stories of what they think Jesus may have done as a child. These could be recorded in writing, illustrations or dramatisation. (1b)

THE PERSON JESUS Select and tell stories from the Bible References Menu which illustrate Jesus as a person, eg Jesus with his friends, Jesus enjoying a wedding, Jesus feeling sad. (1b)

2

Jesus brought God's loving rule into the world

TELLING THE STORIES There are many Bible stories that tell about the love Jesus showed for people. Select appropriate stories from the Bible References Menu. These can be presented in any of the following ways:

- dramatic storytelling, using props as appropriate
- using a children's Bible or Bible story book
- viewing a video.

After hearing the story, students could

- illustrate the stories using a variety of media. These could displayed as individual paintings, murals, etc;
- make their own book, or a class book, of stories which show Jesus love;
- make puppets of the characters and use these to retell the story;
- work in groups or as a class to dramatise the stories;
- present the story in readers theatre format;
- make an oral recording of the story to 'read along' with the text of a Bible story book;
- review the stories with finger rhymes or pantomimes (see *Fingers Tell the Story* in the Recommended Resources Menu). (1a,1b,2a,3a)

VIDEOS Select videos about the ministry of Jesus and use these to tell the stories. This can be linked with other curriculum areas, eg English, Media, but keep Christian Studies outcomes in focus with activities like the following:

- Compare the video interpretation with the Bible story.
- Ask: 'What does this video help us learn about Jesus'?

Students could then

- illustrate one of the stories about Jesus as a storyboard;
- prepare illustrations and join them together to 'show' through a television made from a box;
- select one of the stories to dramatise. Practise this using props, sound effects, etc. Video the students' presentation. Invite parents or another class to view what the students produce. (2a)

WHO NEEDED LOVE? As you tell stories which illustrate Jesus' love for people, lead students to identify who needed love, what Jesus did to show love and how the people may have felt. This information could be recorded on a chart. (2a)

Y-CHART OF JESUS' LOVE Select stories from the Bible References Menu which illustrate Jesus' love for people. After each story use a Y-chart to record what Jesus' love looked like, felt like and sounded like. (2a)

JESUS BOX After hearing each story about Jesus, students make a small model which reminds them of the story, eg a manger, a small fish, a child, a cross. Students make a special box in which to keep their reminders. (1b, 2a)

COLLECTION OF STORY BOOKS

Collect Bible story books and videos, which tell about Jesus' love. Use these to tell the stories, then place them in a central place in the classroom. Give students the opportunity to use these in silent reading or to take home to share with their families. (2a)

IF I WERE THERE Read the book *I Know Who Jesus Is*, by Helen Caswell. After telling these (or other) stories of Jesus, the students illustrate a series of stories about Jesus, putting themselves in each picture. (1b,2a)

THE LIFE OF JESUS IN ART Show students paintings which depict events in the life of Jesus. Include paintings of Jesus from a variety of cultures. Draw students' attention to the detail of the paintings, to the expressions of different characters in the paintings and the mood which each painting evokes.

Lead students to appreciate that there is no one 'right' painting which shows how Jesus looked. (1a,1b,2a,3a)

THE LIFE OF JESUS IN SONG Collect songs, tapes and CDs which tell about events from the life of Jesus. You could

- teach songs that match specific Bible stories;
- teach and illustrate a song which tells the story of Jesus;
- teach songs which develop a particular theme, eg Jesus' love;
- teach songs about Jesus from other cultures;
- use songs as the basis of artwork about the life of Jesus;
- encourage students to make their own songs about Jesus. (1a,1b,2a,3a)

USING COMPUTER PROGRAMS

Select appropriate computer programs about the life and ministry of Jesus. The way in which you are able to use these will depend on the facilities in your school. (1b,2a)

A DAY IN THE LIFE OF JESUS

Students work in groups to illustrate or act out events to depict a day in the life of Jesus. This task can be structured so that students can use their imagination to represent the human life of Jesus, eg eating, sleeping, as well the special nature of Jesus, eg by retelling a Bible story through dramatisation. (1b,2a)

FINISH THE STORY Tell one of Jesus' stories such as *The Forgiving Father* or *The Good Samaritan*, but stop at an appropriate point to allow students to predict (orally or through illustration) what happens next. (2b)

EVERYDAY OBJECTS (Part 2) Jesus told stories using objects from everyday life in Bible times. Show students some of these objects and tell the accompanying story, eg a bird (do not worry), a coin (the parable of the lost coin). See the Bible References Menu for appropriate stories. (2b)

THE BACKGROUND OF JESUS' STORIES

Provide opportunity for students to understand the context of the stories Jesus' told, eg make bread using yeast, plant seeds in different types of soil, make a display of flowers, go outside to watch the birds. (2b)

3

Jesus died and rose again to save all people from sin and death

TELLING THE STORY Be aware that younger students in this band could find the story of Jesus' death frightening. Avoid graphic descriptions of Jesus' suffering and death, and always follow the story of the crucifixion with the story of Jesus' resurrection. Choose from the following suggestions for telling the story of Jesus' death and resurrection:

- Show a cross and ask students if they know what it is and why it is important to Christians. Tell the story of Jesus' death on the cross.
- Use real objects, eg rocks, soil, plants to make two storytelling scenes. Add figures of people and a cross as you tell the story of the crucifixion in one and the resurrection in the other.
- Use a video designed for students in this band level.

- Use a picture book which illustrates the story of Jesus' death and resurrection.
- Create a quiet reflective atmosphere as you tell the story of Jesus' death, eg play quiet music in the background, have a candle burning. Create a joyous atmosphere as you tell the story of the resurrection, eg play bright music, hang up balloons or decorations. (3a)

FOR US Investigate the concept that Jesus died 'for us'. One way of doing this is by using the tract 'Speckles' (available from the Lutheran Tract Mission).

Alternatively, tell or read a story in which one person rescues another at the cost of their life. (Avoid creating fear in the minds of students through over-dramatisation.)

Note: This suggestion, and others appropriate to this Faith Statement, can be found in the concept *God saves people from sin and evil*.

WHY DID JESUS DIE? The teacher asks the question: Why did Jesus die? and allows the students time to discuss it and give their own answers. Accept all the students' answers.

Use simple language appropriate to your age-group that summarises why Jesus died, eg:

- *Jesus died on the cross as a special way of showing his love.*
- *When I see a picture of Jesus on the cross it reminds me that Jesus loves me. I cannot do the right things. I sin. When Jesus died on the cross he was hurting for the wrong things that I do. When Jesus died he was showing me that he loved me.*
- *People cannot do what is right. People sin. Long ago God promised to send somebody who would never sin. Jesus was the person who came to make things right between God and people. Jesus died in the place of all people. Because Jesus died, God no longer sees the sin that people do. He sees Jesus on the cross and he says, 'I love you, I forgive you'.* (3a)

FEELINGS Tell the story of the crucifixion and resurrection, focusing on the contrasting feelings of people in the stories.

Discuss colours which can be used to depict feelings. Students paint two pictures, one of the crucifixion and one of the resurrection, using colours to represent the feelings in the stories. (3a)

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible verse (see page 10).

SONGS Students learn songs about Jesus (see Resources for Music and Devotions in the appendix).

BIBLE CHARACTER (a recommended activity for Level 3) Students learn about a specific Bible character. Teacher Resource Sheet (TRS A3/extra) contains a story and activities about Jesus

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RESPONSE ACTIVITIES

1

God's Son became a human being to save the world

BIG BOOK As a class, produce your own big book of the life of Jesus. Make this a special project by choosing from some of the following ideas:

- Students dress up in costume and pose for the scenes you need. Photograph these and add your own text.
- Make a 'lift-the-flap' book.
- Choose an art form that you wish your students to explore. Students work in groups and do all of the illustrations in this art form.
- Make a story-and-song book by choosing appropriate songs to match the story. Add the words from these songs to the text. (1a,1b,2a,3a)

ILLUSTRATIONS OF JESUS

After looking at different illustrations of Jesus, students use an art medium to do their own illustration of what they think Jesus may have looked like. Display these on backing paper or in frames in a prominent place in the school or classroom. (1b,2a)

PUZZLES Use pictures from old resource material to create a series of puzzles about the life of Jesus. Paste the pictures onto strong cardboard and cut them into shapes for students to reassemble. (1a,1b,2a,3a)

2

Jesus brought God's loving rule into the world

BOOK REPORT (for older students in this band) Students select a Bible story book about Jesus to read themselves. They then complete a book report about it, eg title, author, main characters in the story, what happened, how it ended. (1a,1b,2a,3a)

CLASS NEWS As you tell the stories in this unit, students write or draw responses that can be included in a class newspaper or magazine about 'The Life of Jesus'. This could include stories or poems, songs, illustrations, puzzles and quizzes.

Use a computer with a word processing program to enhance the presentation. (1a,1b,2a,3a)

JESUS TODAY Ask students to imagine that they could see Jesus at their school for one day. Students write or illustrate what they think Jesus would be doing. (1b,2a)

WHAT HAVE YOU LEARNT ABOUT JESUS? Students present what they have learnt about Jesus to the class. This could be done in written or illustrated form, dramatised, or given as an oral presentation. (1a,1b,2a,3a)

STORIES JESUS TOLD After sharing some of the stories that Jesus told, record students' favourite ones in a book of 'Stories Jesus told'. Make this book available for home reading. (2b)

JESUS' STORIES Students rewrite some of Jesus' stories in their own words. Or, students write their own stories about the same topic that Jesus used, eg a boy who ran away, the birds, seeds, a lost object. (2b)

3

Jesus died and rose again to save all people from sin and death

CROSSES Students use different art techniques to make a variety of crosses, eg pop-sticks or cinnamon sticks, playdough, a cross to wear around their neck. Craft books will have ideas that you can use. (3a)

MUSIC If you used music in the background as you told the story of Jesus' death and resurrection, have students use musical instruments to make up two pieces of music which capture the mood of each event. (3a)

FREE RESPONSE Give students time to respond to the story of Jesus' death and resurrection in any way they choose. Provide materials such as pencils, paper, art materials, a quiet space, musical instruments, songs on tape or CD, outside areas. Allow time for students to share their reflection with the class if they wish to. (3a)

TRACTS The Lutheran Tract Mission has appropriate tracts for younger students about events in the life of Jesus. Give these to your students, or use them as models for students to create their own. (1a,1b,2a,3a)

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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 saved people through Jesus*.

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

Nystrom C *Who Is Jesus?* 1980 ANZEA Publishers

Ourster F *A Child's Life of Jesus* 1997 Abingdon

Rock L *The Time of Jesus* 1997 Lion

Rock L *A First Look: Jesus* 1994 Lion

BIBLE STORY SERIES

Abingdon Big books, including:

- *A Baby Is Coming*
- *Who Was Jesus?*

Arch Books Concordia Publishing House. Bible stories told in rhyme. Select the stories carefully, as some are more appropriate for the upper-year levels of this band.

You will find stories relating to

- Christmas
- miracles Jesus performed
- people of the New Testament
- Easter

Butterworth N & Inkpen M *Animal Tales* Collins Picture Lions 1988

Four books which look at events in Jesus' life through the eyes of an animal witness:

- *The Fox's Tale: Jesus Is Born*
- *The Cat's Tale: Jesus at the Wedding*
- *The Mouse's Tale: Jesus and the Storm*
- *The Magpie's Tale: Jesus and Zacchaeus*

Palm Tree Bible Stories

Bible stories suitable for reading to younger students in this band. Older students will be able to read them themselves. Titles include:

- *The Welcoming Party*
- *Zacchaeus Meets Jesus*
- *Lionel the Lame Man*
- *Becky gets Better*
- *The Soldier Who Gave Orders*

Kevin Mayhew Ltd and Openbook Publishers Bible stories suitable for reading aloud or for competent readers to read by themselves. Titles include:

- *Jesus Gets Lost*
- *Jesus on the Sea*
- *The Soldier Who Gave Orders*
- *Zacchaeus and Jesus*
- *The Road to the Cross*
- *Jesus Is Risen*

BIBLE STORY BOOKS

Figley M *Mary and Martha* 1995 Eerdmans Publishing Company

Figley M *Zacchaeus* 1995 Eerdmans Publishing Company

Klug R *Jesus Loves! Stories about Jesus for Children* 1982 Lutheran Publishing House

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

Stories Jesus told

Butterworth N and Inkpen M *The Lost Sheep* 1986 S John Bacon

Butterworth N and Inkpen M *The Ten Silver Coins* Canterbury Press

Caswell H *Parable of the Lost Sheep* 1993 Abingdon

Caswell H *Parable of the Lost Coin* 1993 Abingdon

Fletcher J *The Lost Sheep* 1994 Kevin Mayhew Ltd

Hall H *The Lost Son* 1994 Kevin Mayhew Ltd

LITERATURE — FICTION

Picture books which illustrate the ways people show love

Baynton M *Why Do You Love Me?* Ashton Scholastic

Loh M *Tucking Mummy In* 1987 Ashton Scholastic

Minarik E *Little Bear* Puffin

Picture Books about Jesus

Ayers B *Even If* 1992 Lutheran Publishing House
Caswell H *I Know Who Jesus Is* 1989 Abingdon
Hartman B *The Night the Stars Danced for Joy* 1993 Lion
Hunt A *The Singing Shepherd* 1992 Lion
Hunt A *The Tale of Three Trees* 1989 Lion
Vivas J *The Nativity* 1986 Omnibus
Wild M & Huxley D *Light the Lamps* 1994 Margaret Hamilton Books

TEACHER RESOURCES

Dorey M *Jesus: The Man Who Changed History* 1998 Lion
Stroh D *Fingers Tell the Story* 1989 Concordia

AUDIO-VISUAL

COMPUTER

The following programs are suitable for year two students. Some teacher support may be needed to start with.

Risen: Jesus, the Week that Changed History Lion Multimedia 1995 Lion Publishing
The Jesus Story Begins Lion Multimedia 1996 Lion Publishing, Oxford

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.

GOD SAVED PEOPLE THROUGH JESUS