

# MENU

# BIBLE REFERENCES

1

God creates and loves all people

## God created all people

God creates Adam and Eve Genesis 1:26–31;  
Genesis 2:4–25

It is God who made us Psalm 100:3

You put me together Psalm 139:13,14

## God loves all people

Inscribed on the palm of God's hand  
Isaiah 49:15,16

I have called you by name . . . Isaiah 43:1

I will always love you . . . you are precious to me  
Jeremiah 31:3,4

God is love 1 John 4:7–16

2

God creates each person as a unique individual with characteristics and abilities

The potter and the clay Jeremiah 18:1–6

God has given different gifts Romans 12:6–8

Each of you has gifts 1 Peter 4:9,10

## The mind

Commonsense and understanding come from the Lord  
Proverbs 2:6

## Feelings

I am worn out from crying Psalm 69:1–3

Shout praises Psalm 100:1,2

Jesus feels sorry for people Matthew 14:13,14

Jesus is angry Matthew 21:12–17

Jesus' sorrow in the garden of Gethsemane  
Matthew 26:36–46

Jesus attends a wedding John 2:1–11

Jesus grieves for Lazarus John 11:17–43

Jairus's daughter Mark 5:21–24,35–43

The widow's son Luke 7:11–17

3

God creates all people to live in a relationship with him

## Images of God

King and ruler of the earth Psalm 47:6–8

You are King Psalm 93

My rock and fortress Psalm 31:2

A mighty fortress Psalm 46:1

The Lord is my fortress Psalm 91

The potter Jeremiah 18:1–3

## God cares as a shepherd cares for his sheep

The Lord is my shepherd Psalm 23

The story of the lost sheep Luke 15:3–7

The shepherd and his sheep John 10:1–5

I am the good shepherd John 10:14

## Animal images

A hen and her chicks Luke 13:34

An eagle cares for its young  
Deuteronomy 32:11

## Parenting images

As parents are kind to their children  
Psalm 103:13

The forgiving father Luke 15:11–32

Could a mother forget the child? Isaiah 49:15

I will comfort you like a mother Isaiah 66:13

Like a child on its mothers lap Psalm 131:2

## Qualities of God

God is love 1 John 4:8–16

God is always the same  
Psalm 102:27  
Malachi 3:6

## KEY BIBLE VERSES TO HEAR AND REMEMBER

*In the beginning God made a man and a woman.*  
Mark 10:6 (CEV)

*He (God) made us and we belong to him.*  
Psalm 100:3 (GNB)

*I have called you by name and you are mine.*  
Isaiah 43:1 (NCV)

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# INTRODUCTORY ACTIVITIES

1

## God creates and loves all people

**CLAY OR PLAY-DOUGH** Students make models using clay or play-dough and show the class or a small group what they have made.

Use this activity as an introduction to the story of the creation of Adam and Eve (see *The Creation of People* in the Development Menu). (1a)

**CREATION** Tell briefly or revisit the biblical account of the creation of the world. This could be done using pictures or objects from creation. Ask students: If God had stopped after he had created the world, what would be missing? (1a)

**LABELS** (Part 1) Look at the labels on clothing or objects. Discuss the purpose of these labels and the information that is given on them. Students will use this information to develop labels for Adam and Eve and themselves. (1a)

**ALIVE** Arrange for a parent to bring a baby into the classroom. At the same time show students a doll. Discuss the differences between people and toys, eg people are born, toys are made in factories; people have feelings, toys do not. (1a)

**MALE AND FEMALE** Introduce the terms male and female and use non-fiction material to help students recognise the existence of male and female in the animal world, eg the names given to male and female animals, the behaviours and features of male and female animals (a male emu caring for the chicks, the different coloured plumage in birds).

People are also male and female. Discuss the language used to refer to male or female, eg boy, girl, mother, father, grandmother, grandmother, uncle, aunty. (1b)

**ULTRASOUND IMAGES** Invite students who have ultrasound images of themselves in the womb to bring these to school. Share the wonder of being able to see an image of themselves before they were born. The Bible tells that God is the one who created and knew about every person, even before they were born (Psalm 139:13,14). (1b,1c)

**EXAMPLES OF LOVE** From the Recommended Resources Menu select books which illustrate love, eg between friends, between parents and their children, between people and animals. Use these books as starting points to help define aspects of love.

Alternatively, do this activity using quality paintings or posters of loving situations. Students consider how they would feel if they were in the pictures and identify the way these pictures make them feel. (1c,3a)

**FEELINGS OF A MAKER** (Part 1) Select activities from 'Creativity' (Faith Statement 2). Through discussion, lead students to identify the feelings that an artist or craftsperson has for the things they have made. (1c)

2

## God creates each person as a unique individual with characteristics and abilities

**GAMES** Use games to help students recognise that people are different and enjoy different things, eg guessing games in which students use clues to identify another person, games in which students form and change groups according to different characteristics. (2a)

**THE MEANING OF UNIQUE** To introduce the meaning of the word 'unique', show students a set of manufactured items with the same pattern, eg a dinner set. Then show two similar items which have been made by hand, eg pottery bowls. Talk about all parts of the manufactured set being identical, but each handmade item being different in some way from any other. (2a)

**UNIQUE OBJECTS** Students make their own unique objects. Give all students the same basic materials, eg clay to make a pot, a chain of paper dolls to which students add individual features, gingerbread men for students to decorate in their own unique way. (2a,2b)

**MAGAZINES** Students cut pictures of people from magazines. They sort and classify these according to the similarities and differences between people. (2a)

**BOYS AND GIRLS** (Part 1) Challenge the traditional boy/girl stereotypes and help develop the Christian understanding that all people are created by God and important to him.

- Read fiction books which portray men and women in non-traditional roles. Use these books as discussion starters to help students consider the value of all people. (1b)
- Draw a chart with two columns and the headings *Things boys like to do* and *Things girls like to do*. As students add their suggestions, use questions and examples to challenge stereotypical thinking. (2a)

**FICTION STORIES** Select fiction stories which depict aspects of character. List words which describe the characters. Use this list to help students identify their own characteristics. (2a)

**CREATIVITY** Explore the gift of creativity through activities such as the following:

- Explore the creative talents of other people by looking at paintings or craft work, listening to music, watching a dance group.
- Take students to visit an artist or crafts-person, eg a potter, quilt maker. Lead students to understand that people use their talents to make things for others to enjoy.
- Share your own creativity. Show students things that you have made, eg furniture, craft items.
- Students bring and show items that they have created. Encourage each person to bring something and display these in the classroom. (2b)

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God creates all people to live in a relationship with him

#### WHO DO YOU LIKE TO BE WITH?

Students talk/draw/paint/write about the people they like to be with. Help students identify why they like to be with these people, eg because they help me, listen to me, love me. (3a,1c)

**DESCRIBING A FRIEND** Students take turns in describing someone in the class or school. Lead students to recognise that they can describe people they know or have seen. Ask students how they would describe God. (3a)

**POETRY** Introduce imagery to your students through poetry. Discuss the similes and metaphors used and provide opportunity for students to suggest or write their own. This will set the stage to develop some similes and metaphors that describe our relationship with God. (3a)

**REMINDERS** (Part 1) Tell students about a friend that you do not see often and about ways you are reminded of this friend and stay in contact with them, eg photos, writing letters, phone calls. (3b)

**QUIET MINUTES** 'Being still' is one way in which Christians can focus their thoughts on God.

Introduce the process of reflection by taking 'quiet minutes' with your students. After a recess break or between activities ask them to sit quietly. Play music in the background if you wish. Encourage students to sit quietly and think about whatever they wish. You could also introduce the use of paintings or objects for reflection. Do activities like this for short periods of time initially, and gradually build up the reflective time. (3b)

# MENU

# DEVELOPMENT ACTIVITIES

1

God creates and loves all people

**THE CREATION OF PEOPLE** Tell the Bible story of the creation of people in any of the following ways:

- Use words like 'The Bible tells that when God made the world he made it all from nothing. But when God made people he did something different'. Use clay or play-dough and model a person as you tell the story.
- Use a sand-tray with plants, animals, etc, to represent the world without people. Add models of people at appropriate times as you tell the story.
- Sketch or place cut-out figures into a story board as you tell the story. (1a)

**ILLUSTRATIONS** Use illustrations from a range of children's Bibles to examine how artists have depicted the first people. Remind students that these are illustrations only and no-one really knows what the first people looked like. Students make their own illustration of how they think Adam and Eve may have looked. (1a)

**CLAY OR PLAYDOUGH** Students use clay or playdough to make models of the first people. (1a)

**LABELS** (Part 2) Students make cut-out figures of people to represent Adam and Eve. Students make a label for each figure. This could give information such as who made them, where they were made, what they were made from. (1a)

**MIME OR DANCE** The teacher uses a reflection activity and music to lead students to imagine that they are Adam or Eve after creation and are stretching and waking up to see the world in which they are living. (1a)

## PEOPLE: SPECIAL IN CREATION

Help students appreciate the differences between people and animals, use humorous picture books, (see Recommended Resources Menu), rhymes, plays or mime.

Students identify what distinguishes people from the rest of creation. Tell the Bible story of the creation of people or remind students of how God made humans in a special way. (1a)

**THE HUMAN BODY** The Bible tells that God created people. People have discovered many wonderful things about the human body. Use a video, CD-ROM or non-fiction books which explain facts about the human body. Share Psalm 139:13–16 as the way one person responded when he realised the wonderful way in which the human body is created. (1a,1b)

**FACTS OF LIFE** Become familiar with your school's policy on sex education. If appropriate for your situation, read books to your students or show them a video on the process of conception and birth. Talk about the whole process as being part of God's design. Remember to inform parents that this is what you will be doing. (1b)

**MALE AND FEMALE ROLES** Invite a mother and a father into the classroom to talk to your students about what they see as being special about their role within the family. Choose people who will not present a stereotypical image, but will be able to talk about what is special to them about being a mother/father. (1b)

## RESPECT FOR MALE AND FEMALE

Work to create a classroom atmosphere where males and females are valued equally. Ways of doing this include:

- Be aware of questioning techniques and comments that will be inclusive of both boys and girls.
- Provide opportunities in your curriculum for girls to be actively involved in projects that are often perceived as being for boys, and vice versa.
- Avoid giving 'heavy' jobs to the boys only.
- Create situations where boys and girls must work together.
- Model affirming language and encourage boys and girls to use the same sort of language to each other. (1b)

**MIRROR** Paste a mirror into a box and write a label on the lid which says 'Look inside to see who God loves'. Depending on the maturity of your students, discuss:

- Would it matter who looked inside the box?
- What if someone who had hurt you looked inside the box?
- What if someone who had stolen something looked inside the box? (1c)

**STORIES OF GOD'S LOVE** Select stories from the Bible References Menu which illustrate God's love for people. Use these stories in any of the following ways:

- Introduce and conclude each story with words like: *The Bible tells a story which shows how much God loved . . . The Bible tells us that God loves all people just as much as he loved . . .*
- Students identify how the person in the story was feeling and the difference it made to know that they were loved by God.
- Make a class book or display with the heading 'The Bible tells about people God loves'. Add a section or page with words like 'The Bible tells that God loves all people', and a conclusion 'The Bible tells that God loves ME'. (1c)

**PLAY CORNER** Place a variety of dolls in the play corner, eg dolls with fair 'skin', dark 'skin', dolls dressed in clothing from various countries, dolls with missing arms, with glasses or bandages. Use the dolls as discussion starters about the physical differences in people and God's love for all people. (1c)

**FEELINGS OF A MAKER** (Part 2) Read the book *You Are Special* by Max Lucado, to explore the love the maker has for what he has made. The maker knows each character and wants what is good for them. (1c,3a)

**A RING** Show students a ring and discuss the ring as a symbol of love. The circle of a ring appears to have no beginning or ending. Christians believe that God's love is like that. It will go on and on and never end.

Students draw a ring by tracing around a circle template. They choose a Bible verse which speaks of God's unending love, eg *I love you people with a love that will last forever*. Jeremiah 31:3 (NCV), and copy it around the perimeter of the circle. (1c)

2

God creates each person as a unique individual with characteristics and abilities

**BIBLE CHARACTERS** Select and tell stories from the Bible References Menu which illustrate people with various characteristics and abilities, eg Samson (known for his strength), David (known for his talents as a musician and writer), Dorcas (known for her care), Solomon (known for his wisdom), Zacchaeus (known for his small stature). Each of these people was special to God and loved by him.

Younger students in this band level could depict the characters through their own drawings. Alternatively, begin a display with pictures of these characters. Follow with *Display* from the Response Activities Menu.

Older students in this band level could use a children's Bible and work in groups to research the characters and report their findings to the class. Older students may also enjoy illustrating the characters in cartoon form which highlights their unique characteristics. (2a,1c)

**PUPPET PRESENTATIONS** Tell stories of Bible people who had special characteristics and abilities by using puppets who take on the part of the character, eg *I'm Samson. Look at my muscles. I am the strongest man around here. Why, last week I . . .* Students make their own collection of puppets and use these to retell the stories in their own words. (2a)

**BIBLE VERSES** Together with the students, devise simple action rhymes for Bible verses which acknowledge God as the creator of each person, eg Psalm 100:3. (2a)

**I AM SPECIAL** Students identify features and characteristics which make them special, eg physical appearance, likes and dislikes, things I am good at. Students make class or individual books, mobiles, posters, file cards, or cubes about themselves.

Use these to help students identify that there are characteristics which all people share, but, at the same time, each person is different.

Link this with faith statement 1, *God creates and loves all people*. (2a,1c)

**PERSONAL FEATURES BOX** Students each decorate a box, using designs based on their own name. They take the box home to collect things that tell about themselves, eg a baby photo, a favourite book, a favourite toy, something they have made.

Use the boxes as a variation for Show and Tell sessions, or play games using the contents, eg guess whose box this came from; look at what is in the boxes and find people who like the same things. (2a)

**PHOTOGRAPHS** Make a video or photographic display which highlights the special features and the abilities of students in your class. (2a)

**PRINTING** Help students recognise the unique detail of their bodies through finger-, hand- or foot-printing. Or make a plaster mould of each student's hands. (2a)

**NEW SKILLS** If possible, invite a guest to teach a new skill, eg dance, art, craft, through which students can express their individuality and explore their creativity. (2a,2b)

**FEELINGS** Through discussion, mime and fiction stories, help students identify feelings that are common to all people. Use the Bible References Menu to select stories or psalms which illustrate feelings expressed by God's people in the Bible.

Either in their books or as a display, students draw faces to illustrate different ways that people feel. Remind students that the Bible says God loves people all of the time, no matter how they are feeling. (2a,1c)

**BOYS AND GIRLS** (Part 2) Students work with a partner of the opposite sex to make a list of *Things children like*. Use students' suggestions to help develop the understanding that there are things that all people like – both males and females. (1b)

**USING THE MIND** In order to help students appreciate people's ability to think and imagine, provide opportunity for students to participate in activities such as:

- open-ended problem-solving activities
- using simple props as a stimulus for imaginative activities
- posing questions. (2b)

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God creates all people to live in a relationship with him

#### PARENTING IMAGES (ANIMALS)

Show students videos or non-fiction material which illustrates how animals care for their offspring.

Use the Bible References Menu to explore animal images which illustrate God's care. (3a)

#### PARENTING IMAGES (PEOPLE)

Use fiction material to explore the roles and responsibilities of a parent.

Select stories and verses from the Bible References Menu which refer to God loving his people as a parent loves a child.

When using parenting images of God, always stress that God is like the best parent one could ever have — in fact, God is even better than the best human parent. (3a)

**LEARNING THROUGH SONG** Teach and discuss the words of songs which refer to the attributes of God, eg *Wide, wide as the ocean (Sing to Jesus, 17)* *Mighty God (Altogether OK, 366)*.

**IMAGES IN CONTEXT** Select images such as rock, fortress, shepherd, king and develop students' understanding of the meaning of these images, eg look at pictures of a fortress and discuss how a fortress kept people safe from enemies.

Introduce students to the use of these images in the Bible (see Bible References Menu) to help them see that this is what God want to be for people. (3a)

**WEB** Begin a web with the word 'God' in the centre. As students learn more about the way God is described in the Bible, add these descriptions to the web. (3a)

#### JESUS TEACHES WHAT GOD IS LIKE

**LIKE** Use the Bible References Menu to select stories Jesus told which show what God is like. Share these stories with your students. Tell the story with a simple refrain, eg *Jesus said that God loves his people just like . . .* (3a)

**THE ARTS** Christians have expressed their relationship with God through the arts. Listen to songs, observe paintings or dance which illustrate how people express the relationship they have with God.

Invite a Christian artist, craftsperson or musician to share with the students how their particular form of art helps them express their relationship with God. (3b)

**BOOKS** Read books in which children reflect on God in their lives. See the Recommended Resources Menu for suggested titles. (3b)

**BIBLE CHARACTERS** Select examples from the Bible References Menu which illustrate how characters from the Bible expressed their relationship with God. Depending on the examples chosen, students participate in a similar activity, eg in dance or song. (3b)

**PRAYERS** Read prayers written by or for children in which they 'talk' with God as a person talks with a friend. (3b)

**REMINDERS** (Part 2) Make a collection of ways that Christians remember God, eg paintings, plaques with Bible verses, jewellery, CDs of Christian songs, candles, prayer books, a Bible. (3b)

#### ART FROM MANY CULTURES

Explore the way Christians from a variety of cultures have expressed their thoughts about God through art, eg Indigenous Australian art, carvings from Papua New Guinea. (3b)

**REFLECTION** Continue to provide opportunities for students to be still. Consider taking students outdoors to a place where they can sit quietly, listen and observe. This environment may encourage reflection.

The teacher may begin to share his/her thoughts during the reflection time and encourage (but not force) students to do the same. (3b)

## ***GENERAL ACTIVITIES***

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

**SONGS** Students learn songs related to the faith statements (see Resources for Music and Devotions in the Appendix).

**BIBLE CHARACTER** (a recommended activity for Level 3). Students learn about a specific Bible character. TRS A3/extra contains a story and activities about Adam and Eve.

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# RESPONSE ACTIVITIES

1

God creates and loves all people

**DRAMA** Students work in groups to present the story of God creating the first people. Provide children's Bibles or Bible story books to enable older students to read part of the text. Encourage students to consider the use of dance or music in their presentation. (1a)

**LABELS** (Part 3) Students make a label for themselves. This could include information about who made them, where they were born, age, size, etc. (1a,1c)

**BOYS AND GIRLS** (Part 3) For a given time, (at least a week), each student works with a partner of the opposite sex at every opportunity. At the end of the week students write a letter to their partner, telling them what they enjoyed about working with them. Students could also include a prayer written especially for their partner. (1b)

**COLLAGE** Use newspapers and magazines (including those such as *National Geographic*) to make a collage with a heading like *The Bible says: God created and loves all people*. (1a,1c)

**POSTERS** Show students posters with messages about God's love for people and discuss what these messages are saying. Students design their own poster. Display these in the classroom or school. (1c)

**WRITE A RAP** As a class, write a rap or rhythmic chant in which you can add the names of class members or people that the students know, eg

*God loves . . .*

*Yes he does, yes he does.*

Conclude with words like

*God loves me.*

*Yes he does, yes he does,*

*and GOD LOVES YOU. (1c)*

**GOD LOVES, LOVES YOU** Play the game 'duck, duck, goose' but substitute the words God loves, loves YOU. (1c)

**MURAL** Make a mural which illustrates the words of the song *If you're black or if you're white* (*All Together OK*, 341). (1c)

2

God creates each person as a unique individual with characteristics and abilities

**PRAYERS** Students use a simple model to write a prayer of thanks for another person in the class, eg *Thank you for . . . Thank you for the way he/she . . . Help us to show that we care for . . . by . . .* Allocate names so that each person has a prayer written about them. Use these prayers in class worship. (2a)

**SONGS** Involve students in adapting songs about their physical bodies, eg *What we've got* (*All Together Again*, 198). (2a,2b)

**DISPLAY** Add to the display of Bible characters who had specific characteristics, by adding the name and a picture of each student. Help students identify something significant about themselves, eg *I am tall; I wear glasses; I came to Australia from another country*. (2a)

**USING ABILITIES** Read a story like *Mr Nick's Knitting* and help students identify something that they can do to help others, eg 'I am good at reading, I can read to others'; 'I am good at working in a group, come and work with me.'

Record and display students' suggestions under a heading like 'See the experts'. (2a,2b)

**SAYING THANK YOU** The teacher writes each student a letter thanking them for the special part they play in the class. (2a)

## SHARING CREATIVE ABILITIES

Arrange for students to share the creative work that they have been doing with an audience, eg the whole school, parents, people in a retirement home. (2b)

**CELEBRATE IN WORSHIP** Students participate in developing a worship service of thanks for their unique selves and their creative gifts and abilities. Present this at a whole school worship. (2a,2b)



## 3

God creates all people to live in a relationship with him

**WRITTEN RESPONSE** Depending on the age of your students, choose from the following suggestions for written responses:

- Students write simple sentences beginning, eg *I think God is like . . .*
- Students write their own description of God.
- Students express their thoughts about God through poetry or creative writing.
- Students write prayers or letters to God. (3a,3b)

### RESPONDING THROUGH THE

**ARTS** Students use paints, craft materials or clay to illustrate their own image of God. (3a,3b)

**MUSIC AND SONG** Students use musical instruments and work in groups to create appropriate music to use in reflection time. Students write the words and devise a tune for their own songs about God. (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 creates human beings*.  
 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  
 Bradman T *Our Baby* 1995 Collins  
 Evans D & Williams C *Let's Explore Science: Me and My Body* 1992 RD Press  
 Rock L *A First Look at God* 1994 Lion Publishing

### Bible stories

Flegal D *Wonderful things* 1996 Abingdon Press  
 Smith K *God Makes the World* 1994 Kevin Mayhew

### Feelings

Aliki *Feelings* 1984 Piccolo Books  
 Amos J *Feelings* (series) 1990 Cherrytree Books  
 Boddy M *ABC Book of Feelings* 1991 Concordia Publishing House  
 Hewitt S *Feeling . . .* (series) 1996 Franklin Watts  
 Moses M & Gordon M *I Feel . . .* (series) Wayland Publishers

### God's relationship with people

Andrews M & P *Where in the World Is God* 1997 Vital Publications  
 Heide F *God and Me* 1975 Concordia Publishing House  
 Kroll V *I Wanted to Know All about God* 1994 Eerdmans  
 Sweetland N *God's Quiet Things* 1994 Eerdmans  
 Walters J *God Is Like (Three Parables for Children)* 1974 Ave Maria Press, Indiana

### Growth and development

Horne G *You and Your Family* 1992 Family Life Series  
 Doney M & M *Who made me?* 1992 Harper Collins

### Birth

Jacobson M *How did God make me? The miracle of birth* 1996 Gold 'n' Honey books

### People are different from animals

Meadows G *Animals Are Not Like Us* (Series) 1998 Scholastic (Includes: *Cats, Dogs, Pigs*)

## LITERATURE — FICTION

### God's relationship with people

Lucado M *You Are Special* 1997 Crossway Books  
 McBratney S *Guess How Much I Love You* 1994 Walker Books

### Unique and special

Callis A *You Can't Catch Me* 1993 Bodley Head  
 Cooke T *So Much* 1994 Walker Books  
 Diestel-Feddersen M *No-one Quite Like Me* 1989 Keystone/Era  
 Edwards H *The Wheelie Wonder* 1987 ABC with The Australian Children's Television Foundation  
 Fox M *Koala Lou* 1988 Ian Drakeford  
 Fox M *Wombat Divine* 1995 Omnibus  
 Jeffs S & Hicks S *Eddie the Elephant* 1993 A Tamarind Book  
 Kraus R *Leo the Late Bloomer* 1971 Windmill  
 Macdonald M *Sam's Worries* 1990 ABC  
 Morgan S *Just a Little Brown Dog* 1997 Freemantle Arts Centre Press  
 Morris L *What's That Noise? What's That Sound?* 1996 Penguin  
 Wild M *Mr Nick's Knitting* Hodder and Stoughton

### Growth and development

McKee D *Who's a Clever Baby Then?* 1988 Hutchinson  
 Powell J *Who Are You?* 1993 Wayland Publishers  
 Ross T *I Want to Be* 1993 Anderson Press

### People are different from animals

Barret J *Animals Should Definitely Not Act Like People* 1980 Kaye & Ward  
 Graham A *Arthur* 1994 Keystone  
 Graham A *Educating Arthur* 1987 Era Publications  
 Kopper L *Daisy Thinks She Is a Baby* 1993 Puffin

### Feelings

Berrett R *What I Really Think* 1989 Macmillan  
 Galloway P *Good times, Bad Times, Mummy and Me* 1980 Women's Press  
 Glen M *Ruby to the Rescue* 1992 Hutchinson  
 Graham B *Spirit of Hope* 1993 Lothian  
 Havill J *Jamaica Tag-along* 1991 Mandarin  
 Small M *Peter Moss* 1985 Harcourt Brace Jovanovich  
 Williams M *Not a Worry in the World* 1990 Walker  
 Zolotow C *The Quarrelling Book* 1963 Harper Collins

### Creativity and imagination

Baillie A *Drac and the Gremlin* 1988 Viking Kestrel  
 Ball D *Jeremy's Tail* 1990 Scholastic  
 Burningham J *Come Away from the Water, Shirley* 1992 Red Fox  
 Dugan M *Daisy Drew an Elephant* 1994 Moondrake  
 Garland S *Who Can I Be?* 1993 Reinhardt Books  
 Inkpen M *If I Had a Sheep* 1988 Macmillan  
 Inkpen M *If I Had a Pig* 1988 Macmillan  
 Moon N *Lucy's Picture* 1995 Dial Books  
 Prater J *Once Upon a Time* 1993 Candlewick Press  
 Taylor M *The Inside Seaside* 1994 Hutchinson  
 Utton P *What If* 1993 ABC Softbacks  
 Wild M *Going Home* 1993 Ashton Scholastic

### Books which address stereotypes

Hilton N *Would You?* 1992 Hodder and Stoughton  
 Hilton N *A Proper Little Lady* 1989 Harper Collins

## MUSIC

*All Together Series* Openbook Publishers  
*Sing To Jesus* Openbook Publishers  
*Gospelling to the beat* Scripture Union (Tape and piano music available)  
*God Gives – Songs for Kids* Books 1,2,3 Joint Board of Christian Education 1982

## TEACHER RESOURCES

Brice J *Life Is Mine* Longman Chesire  
*Family Life Education Curriculum Guidelines* 1994 Catholic Education Office Adelaide  
 McGrath H *Friendly Kids, Friendly Classroom* 1991 Longman Chesire  
 Prewer B *Prayers for Aussie Kids* 1993 Lutheran Publishing House  
 Procter I & Cox S *A Self -concept Curriculum for Young Children*  
 Rowland B *Esteem Builders for Children's Ministry* 1992 Group Publishing  
 Stroh D *Fingers Tell the Story* 1968 Concordia Publishing House  
 Ward E *Love in a Lunchbox* 1996 Abingdon Press

Lutherans for Life can provide up-to-date information about, and a Christian viewpoint on, current human life issues.

### Sex education

Contact your state Family Life Movement, who will recommend books or videos appropriate for your year level. They will also visit your school and speak to students and parents for a small fee.

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.

