

MENU

BIBLE REFERENCES

1

God creates people to live
in loving relationship
with each other

God creates people to live in a relationship

The creation of people Genesis 2:4–24

Stories of friends and family

Abraham and Lot Genesis 13:1–13

Jacob and Esau

Jacob and Esau are born Genesis 25:19–34

Jacob tricks Esau Genesis 27:1–45

Jacob leaves home Genesis 28:10–22

Jacob and Esau reunited Genesis 32:1 – 33:17

Moses

Caring for the baby Moses Exodus 2:1–10

Joseph

Joseph and his brothers Genesis 37:1–11

Joseph is sold and taken to Egypt
Genesis 37:12–36

Joseph interprets the king's dreams and is
made governor Genesis 40:1 – 41:57

Joseph's brothers come to buy grain
Genesis 42:1–24

Joseph's brothers return with Benjamin; the
missing cup Genesis 43, 44

Joseph tells his brothers who he is
Genesis 45:1–15

Joseph is united with his father
Genesis 46:28 – 47:12

Joseph forgives his brothers Genesis 50:15–21

Samuel

Samuel's birth and childhood 1 Samuel 1

Samuel at the temple with Eli 1 Samuel 3:1–18

David and Jonathan

David and Jonathan become friends
1 Samuel 18:1–4

Jonathan pleads for David 1 Samuel 19:1–7

Jonathan helps David escape 1 Samuel 20

David mourns the death of Jonathan
2 Samuel 1:4–27

David cares for Mephibosheth
2 Samuel 9:1–13

Jesus' family

Jesus is born Matthew 1:18–25

Jesus is taken to the temple Luke 2:22–24

Jesus' family flees to Egypt Matthew 2:13–15

Jesus in the temple Luke 2:39–52

Jesus' friends

Mary and Martha Luke 10:38–42

Timothy

Timothy's family Acts 16:1; 2 Timothy 1:5

Paul

Paul's friends help him escape Acts 9:22–25

Relationships

Two people are better than one
Ecclesiastes 4:9–12

I am with you always Matthew 28:20

God's church as a body
1 Corinthians 12:14–21, 15–27

Forgiveness

Prayers for forgiveness Psalm 51:1–4
Psalm 130:1–4

Forgiving others Luke 6:37

The forgiving father Luke 15:11–24

Jesus' prayer on the cross Luke 23:34

Peter asks about forgiveness
Matthew 18:21, 22

2

God provides social structures
for the welfare of all people

God's church as a body
1 Corinthians 12:14–21, 25–27

God chooses people to take care of others

Joseph is chosen to be governor of Egypt
Genesis 41:1–43

God chooses Moses to rescue the Israelites
Exodus 3:1–12

God chooses Gideon to save Israel
Judges 6:11 – 7:25

David is chosen as king 1 Samuel 16:1–13

Ruth and Naomi care for one another Ruth

God uses Esther to save the Jews Esther

Saying thank you

One healed man says thank you

Luke 17:11–19

Peter and John heal a lame man

Acts 3:1–10

3

God wants people to love and respect all peoples of the world

Instructions for children and parents

Ephesians 6:1–4

Qualities of friendship

Colossians 3:11–14

Qualities of love

1 Corinthians 13:4–7

Respect

1 Peter 2:17

The story of Ruth

Ruth

Jesus' love and respect for people

Jesus and a Samaritan woman John 4:3–26

Jesus heals a crippled woman Luke 13:10–13

Jesus heals a man at a pool John 5:2–13

Jesus heals a man born blind John 9:1–7

Phillip and the Ethiopian Acts 8:26–40

The story of Pentecost Acts 2

KEY BIBLE VERSES TO HEAR AND REMEMBER

Love is kind and patient.

1 Corinthians 13:4 (CEV)

Forgive anyone who does you wrong.

Colossians 3:13 (CEV)

Obey your father and your mother.

Ephesians 6:2 (CEV)

MENU

INTRODUCTORY ACTIVITIES

1

God creates people to live
in loving relationship
with each other

BOOKS As an introduction to an investigation of relationships in Bible stories, read fiction books which depict relationships between friends or family members, eg the way they support one another, disagreements that may arise. Discuss similar experiences in the students' lives, both good and bad. Continue by telling students of God's plan for people to live in relationships.

Books can also be used to begin discussion on issues such as divorce, blended families, and adoption. Go on to investigate the Christian belief that God created people to live in relationships.

Be aware that there will be students in your class for whom these are sensitive issues. Provide opportunity for students to share their experiences or feelings (but do not force this). (1a,1b,2a)

FAMILY TREE Help students to identify the people in their extended family by giving them an outline of a simple family tree. Ask parents to help their children complete this. Use it as a basis for discussion about people in their family and extended family. (1a,1b)

VIDEOS Watch videos which depict life within a family. Use these as discussion starters to identify problems in relationships, the way people feel, and how problems are resolved. Continue by watching and discussing a video of a Bible story which deals with relationships. (1a,1b)

PHOTOS Show students a photo of your own family. Share details and relate incidents about the people in your family.

Invite students to bring photos of their family. Use these as the basis for a display, for writing or art work.

These photographs may provide opportunities to discuss the family structures within your class. (1a,2a)

TOYS OR PETS Read a fiction book in which a stuffed toy or a pet plays an important role in the life of a child. Discuss the difference between a 'friend' like this and having a person as a friend. (1b)

PAINTINGS Invite students to paint a picture of themselves with their friends or family. Use these as a starting point to identify the features of relationships, eg doing things together, talking together, being loyal to one another. (1b)

2

God provides social structures
for the welfare of all people

ANIMAL FAMILIES Use non-fiction material to investigate animal families or communities. Observe the way the young are cared for and the roles of parents and others in the community. (2a,1b)

WHO DOES THIS? Make a list of tasks that happen within a family, eg feed the pets, clean the car, cook meals, read a story. Students identify who does these things in their family and compare their answers with other students.

Students mime or role-play the tasks of different family members. This could be done through free play in the home corner, or in structured activities where students mime and the others guess what they are doing.

Use magazine pictures or television advertisements to identify and discuss stereotypes in roles. Through discussion lead students to consider the varying roles that both males and females have within a family. (2a,1b)

PARENTS AND GRANDPARENTS

Invite parents to talk to the students about their role within the family and what they see as the rewards of being a parent.

Grandparents could also be asked to talk about their role within the family. (2a,1b)

GAMES Play games in which students must work together as a team. Discuss how everyone has a part to play in the team.

Lead students to consider how the family/class/school can operate as a team and what their role within the team might be. (2a)

PEOPLE WHO HELP Use any of the following activities to identify people in the community who help others in some way. (Note that all occupations are part of God's plan for people to work for the good of others in the community.)

- Use non-fiction material from other curriculum areas, eg books, posters, videos.
- Identify occupations of parents/caregivers within the class. (Be sensitive to students whose parents/caregivers may be unemployed.)
- Show objects which represent people who work in the community, eg a model ambulance or police car, a rubbish bin, a bottle of medicine. Students identify who uses the object and what their role is in the community.
- Show pictures of people in uniform or work clothing. Identify their occupation and its importance in the community. (2a)

WHO HAS HELPED ME? Students recall as many people as they can who have helped them today/this week. List or illustrate these and use them as a basis for sorting and classifying structures in the community, eg family, health workers, school, church. Non-fiction material can then be used to investigate these further. (2a)

3

God wants people to love and respect all peoples of the world

MANNERS Discuss manners that students are familiar with and the reasons why these are considered to be important.

Older students in this band could explore the place of manners in the 'olden days' and ways in which children were taught to 'respect' their elders. (3a)

I FEEL GOOD WHEN . . . Help students identify the things that make them feel good about themselves, eg I feel good when my dad takes me with him. I feel good when the teacher says 'well done'. I feel good when people ask me to play with them. Continue with discussion or activities to raise students' awareness of actions that make other people feel good about themselves. (3a, 3b)

ANOTHER CULTURE In order to identify what students already know about cultures other than their own, show an object from the culture you plan to study. Ask students what they already know about this culture. This will allow you to identify attitudes (both positive and negative) that your students already hold, and to consider how to develop the Christian attitude of love for all people of the world. (3a,3b)

MENU

DEVELOPMENT ACTIVITIES

1

God creates people to live
in loving relationship
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ALONE OR TOGETHER Students identify things they enjoy doing alone and things they enjoy doing together with others. Tell students of God's plan for people to be together, using the Bible's account of God creating Eve to be a friend and partner for Adam (see Bible References Menu).

God created people to be in relationships with one another. Share Ecclesiastes 4:9 with the students: *Two people are better than one. They get more done by working together.* Students illustrate times when two people can work together and help one another.

Make a list of activities that students can do together in their free time. Provide time for students to participate in these activities. (1a,1b)

FAMILIES

Christians believe that God created people to live in relationships with one another. The family is one structure where this happens. Many stories of families in the Bible depict the reality of family relationships: jealousy, distrust, anger etc. As you talk about families, keep in mind God's plan for relationships and his forgiveness when relationships are spoilt.

Just as there are diverse family structures in society today, the Bible too gives a diverse picture of family structures. God's plan is for people to take care of people; the way in which this happens will vary from one situation to another.

FAMILIES IN THE BIBLE Select stories about families from the Bible References Menu. Depending on the age of the students, you could

- tell stories of different families and record the information in a class book or individual books entitled *Families in the Bible*;
- if students are familiar with the structure of a family tree, use this as a model to introduce or revise the characters in Bible stories;
- lead students to imagine they are entering the home of — or looking through the

window at — the characters in the story. This is what they would see.

- focus on one story and tell sections of the story over a period of time. This will enable you to investigate the characters and the interaction between members of the family. The events of this story could be recorded as a storyboard, family photograph album or chapter book, or displayed as a wall story. (1a)

A BIBLE FAMILY / MY FAMILY

After telling a Bible story, lead students to identify similarities between the relationships of people in the Bible story and relationships in their own lives, eg

- Jacob and Esau quarrelled; arguments happen in my family.
- Joseph's brothers were jealous; sometimes I feel jealous.
- Joseph forgave his brothers; how does forgiveness happen in my family?
- Timothy spent time with his grandma; I like to spend time with my grandma. (1a)

FAMILY LIFE IN THE BIBLE Use non-fiction material to investigate family life in the Bible, eg the roles of family members, common occupations, the life of children.

As you do this, make comparisons between family life in Bible times and family structures and family life today. (1a,1b,2a)

WEDDING PHOTOS Show pictures of a wedding (or invite students to bring pictures from home). Discuss the photos, eg why the people may be wearing special clothes, why they are looking happy. Show students a service order from a Christian wedding that includes prayers and songs of praise to God. Introduce the concept that a wedding is part of God's plan for people to be together and a special time for people to celebrate.

(Be sensitive to students of single parents, those whose parents are not married or who have been divorced.) (1b)

FAMILY STRUCTURES As you tell stories from the Bible, draw students' attention to the different family structures and relationships that are depicted, eg

- Abraham and his nephew Lot
- Abraham and Sarah as elderly parents
- Moses living in the palace but being visited by his mother

- Samuel living at the temple with Eli
- Timothy's grandma playing an important role in his life.

Use this information to focus on the Christian belief that although the structure of relationships vary, God's plan is that people care for each other. The way in which this happens may differ.

Continue to investigate the structures of families within your class. If you have students who are adopted, or from single-parent or extended families, consider inviting people from their family to speak to the class. Have the students prepare questions beforehand. (Before doing this you would need to speak with both the parents and the students to ensure they feel comfortable sharing information about their family.) (1b,2a)

MARY AND MARTHA God created all people with their own unique characteristics. The challenge of living in a family (or being in a friendship) is to recognise and live with people of different characteristics. Explore the story of Mary and Martha (or Jacob and Esau) and consider the unique characteristics of each one. Help students identify what is unique about themselves, their friends or family members. Older students could discuss and role-play strategies for developing positive family relationships. (1a,1b)

JESUS' FAMILY Jesus experienced a truly human childhood that students can identify with in many respects.

Investigate the early life of Jesus from the perspective of family events recorded in the Bible. Students consider

- how Mary and Joseph would have felt to have their first baby;
- the custom of presenting children at the temple;
- the family's escape to Egypt;
- the visit to the temple at Jerusalem when Jesus was twelve.

Tell students that the Bible indicates that Jesus had other brothers and sisters. Students could speculate on Jesus' life within his family. Lead students to consider that in all his relationships Jesus never did anything wrong.

Students could

- illustrate Jesus' family;
- write a story about the family of Jesus, either from their imagination or based on biblical accounts.

(The concept that Jesus lived a perfect life for us is an abstract one and will be developed in a higher band. Leave students with a picture of Jesus as a real child, but one who lived a

perfect human life in his family. Avoid using stories of Jesus as a child to moralise.) (1a,1b)

FORGIVENESS Select stories from the Bible References Menu which illustrate broken relationships and how these are restored through forgiveness.

Provide opportunity for students to role-play situations from the perspective of both characters, eg how Joseph felt when he was teased by his brothers, how the brothers felt when they saw that Joseph was treated better than they were. (1c)

THE FORGIVING FATHER Explore relationships in a family through the story of the forgiving father (see Bible References Menu). Before telling the story, ask students to imagine or illustrate a time when they have done something wrong and needed to go their family and say 'sorry'. Discuss the feelings that arise from this situation and the feeling when relationships are restored. (1c)

FRIENDS

Friendships are important to everyone, including students of this age. Many of the following activities relate directly to other curriculum areas, eg Society and Environment, Health. As you teach these, keep in mind the Christian perspective that friendships are part of God's plan for people. Because of sin, there will be times when friendships are broken and God offers forgiveness when this happens.

DAVID AND JONATHAN Tell the story of the friendship of David and Jonathan (see the Bible References Menu). This will provide an opportunity to investigate the Christian belief that God created people to be in relationships, as well as concepts such as the way friendships begin, things friends do together, ways friends help one another, staying loyal to a friend. (1a,1b)

JESUS' FRIENDS Investigate the role of friends in Jesus' life. Select examples from the Bible References Menu to illustrate the following:

- Jesus calling his friends to follow him. Students could suggest things they think Jesus and his friends did together.
- Jesus' friendship with people on the fringe of society, eg tax collectors, sinners.
- Jesus' relationship with people in need.

You will find more suggestions in the concept *God calls people to be Jesus' disciples*. (1a)

BEING A FRIEND Christians believe that friendships are part of God's plan for people. A friendship requires understanding of another person's needs and a willingness to serve the other person. Students in this band can learn strategies for developing and maintaining friendships.

As a class identify and list strategies that students can use to make friends with others and to develop friendships. Include things like: saying hello, asking questions about the other person, listening to what they are saying, asking them what they would like to do.

Provide opportunity for students to role-play scenarios and to practise using the appropriate language. (1b,3b)

A FRIEND Identify aspects of friendship that are important to the students, eg someone to eat lunch with, to play with at recess, to sit next to, to go to their house after school. Students complete their own sentences about friendship, eg *A friend is someone who . . .* Illustrate the sentences and display these under a heading like *The Bible tells that God gives friends*. Alternatively, students could write a prayer of thanks for a friend. (1b)

WHAT WILL HAPPEN NEXT? Use pictures or stories which depict a situation where friends are in conflict. Students discuss, write or illustrate what they think could be done to solve the problem. Provide opportunity for students to role-play solutions to conflict situations and encourage students to use these strategies in their own friendships.

Discuss the importance of forgiveness in relationships. Lead students to recognise what forgiveness looks like, eg when I forgive my friend, it means that we play together again. (1b)

PUPPETS Use puppets to explore aspects of friendships that students experience in their own lives, eg making friends, being rejected by a friend, restoring a friendship through forgiveness. (By using puppets you are less likely to embarrass students in your class who may be experiencing difficulty in relationships.) Provide opportunity for students to make their own puppets, and use them to make up plays about friendship. (1b)

MOVING AWAY Discuss how students may feel when a friend (or parent) moves away. Explore ways in which relationships can be maintained from a distance, eg letters, phone calls, sending photos, remembering the person in prayer, etc. (1b)

A FRIENDSHIP CHALLENGE Establish a time frame (a day) and within this time challenge students to participate in activities like the following:

- Say hello to someone from another class.
- Spend a playtime with someone whom you don't usually play with.
- Sit next to someone other than your usual friends.
- Play with someone of the opposite sex.

At the end of the day students discuss their experiences and reactions to this activity. (1b)

POSITIVE EXAMPLES Be alert for incidents in the classroom and playground which provide positive examples of friendship. Discuss these with your students. (1b)

2

God provides social structures for the welfare of all people

This faith statement provides opportunity to link work in Christian Studies with other curriculum areas, eg Society and Environment, Health. As you teach these, keep in mind the Christian belief that God places people in a community so that they can help and take care of each other.

Faith Statement 1 activities can be used to investigate the family as a structure provided by God to take care of people.

LEADERS Select stories from the Bible References Menu to investigate people that God chose to be leaders, eg Moses, Joseph, King David. Use these stories to investigate leaders God provides today, eg who are the leaders in a family, the classroom, the school, the country? What is their job?

Discuss the characteristics of a good leader and provide opportunity for students to practise leadership in the classroom. (2a)

FOLLOWERS Select stories from the Bible to investigate the people who followed the leaders that God chose, eg the Israelites, the disciples. Consider: Did these people always want to do what the leaders asked? Christians believe that God asks people to obey those who are leaders. Lead students to consider how they could do this in their relationships with parents, teachers, and other people in authority. (2a)

OUR SCHOOL Investigate the school as a community. Identify who belongs to the school community and the roles of people within it. Who are the leaders in the school community? In what ways do people in the school community help one another?

Discuss the logo or motto of your school, leading students to recognise that Jesus is central to the life of the school and the leader for Christians to follow.

Students could collate this information as a class book, a report or a display.

Students could also write letters to people in the school community, thanking them for their help, eg canteen workers, principal, grounds-person. (2a,2b)

OUR TOWN

Option 1: Students work in groups. Give each group a number of pegs which they decorate to represent people. Their task is then to look after these people so that they stay healthy and safe. As a group discuss what things students would need to do in order for this happen, eg build homes, provide services such as hospitals and police.

Provide each group with construction sets, boxes, junk materials, etc with which to build the things they need. Once the building is completed, get students to solve open-ended problems, eg a shop has been broken into and the goods have been stolen. What will need to happen? There is a fire in one of the houses. What will they need to do?

Each group then shows their community and acts out one of the problems for the class to see.

Option 2: Students investigate the services in their town, eg those that provide places for students to learn, care for people who are sick, or give protection for people in danger. Discuss why these services are important.

Lead students to consider the services and structures of the community as God's way of keeping people safe. (2a)

GIFTS FROM GOD Prepare a gift-wrapped box which contains pictures representing people who help others, eg parents, teachers, friends, community workers. Discuss the role of each person. Explain that Christians believe that the people who help others are like a gift from God. God gives people to take care of other people. Students could make their own box and pictures of people who care for them in some way. (2a)

PEOPLE IN THE COMMUNITY

Use resources from other curriculum areas, eg Society and Environment and Health to support the work you do in Christian Studies.

Christians believe that God places people in communities in order that they can help and support each other.

Invite a range of people from the community (or parents from the school) to speak to your students about their work, eg ambulance, police, health workers, farmers, shop owners, a secretary, a home-maker, volunteers from Christian charity organisations, the pastor. If guests are Christians, invite them to talk about their work as a way God uses them to help others.

Use the visits to raise students' awareness of the interaction of all people in a community and the way in which people in a community help one another.

Students write a letter of thanks to the speakers or the organisations they represent. (2a,2b)

TELEVISION ADVERTISEMENTS

Tape and watch advertisements which show people in the community helping others, eg home-maker, mechanic, shop assistant. Discuss the importance of the role of these people and lead students to discuss ways of showing thanks to the people who help or serve them in some way. (2a,2b)

PEOPLE WHO SAID THANK YOU

Select stories from the Bible References Menu in which people responded with thanks. After telling the stories, discuss and identify who said thank you, what they said thank you for, and how they expressed their thanks. (2b)

SAYING THANK YOU Discuss times when and reasons why people say thank you and how it feels when someone does or doesn't thank you.

Students identify people who have helped them in some way and to whom they would like to say thank you. Discuss appropriate ways of doing this, eg card, letter, phone call, gift. (2b)

3

God wants people to love and respect all peoples of the world

THE FOURTH COMMANDMENT (for older students in this band) Discuss the fourth commandment: *Respect your father and your mother.*

The Bible tells that God gave parents the job of looking after their children. Help students to identify things their parents do well, but also to recognise that sometimes children may be upset with decisions their parents make.

Discuss and role-play scenarios like the following, and things children can do in situations like this to show their love and respect for parents:

Mum and Dad said you could have a party on your birthday. But when the time comes, they tell you that there isn't enough money, and you will have to wait for another year.

(1b,2a,3a,3b)

RULES Investigate the place of rules in the lives of all people, eg what rules are there? why are there rules? who makes them? why should people obey them?

Tell students that God gave rules to help people live together. Briefly investigate the second table of the commandments.

(3a,3b,1b)

ANOTHER CULTURE A first step in showing respect for others is to understand others. Use resource material from other curriculum areas to study a culture other than that of most students in your class.

Take care not to patronise another culture, but lead students to recognise that all people are part of God's creation. Songs such as *If you're black or if you're white (All Together OK 341)* can be used to reinforce this message. (3a,3b)

WHAT WOULD IT BE LIKE?

The story in the book of Ruth allows for exploration of how people feel when they face new or difficult situations. This story also shows the trust of Naomi and Ruth that God would be with them as they faced difficult times in their lives.

Students identify times when people they know could be in a similar situation, eg leaving to go to a new home and school; coming from another country and eating food or wearing clothes that are different from everyone else.

Students discuss or role-play how people might feel in such situations and how they could help in the situation. (3a,3b)

JESUS' LOVE AND RESPECT FOR PEOPLE

Older students in this band could begin to consider how they feel when they see someone who is different from them in some way, eg physical, cultural.

Share stories of the way Jesus showed love and respect for all people, eg he healed those who were sick, helped those who were in need, accepted those who were left out or hated.

Assure students that Jesus also cares about and loves them if they are left out or hurt by others. (3a,3b)

GENERAL ACTIVITIES

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

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 relating to Ruth.

MENU

RESPONSE ACTIVITIES

1

God creates people to live
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MY FAMILY Students identify what is unique and special about their family. Present this information in any of the following ways:

- as a picture of their family (made with quality art materials). Students write (or the teacher scribes) an appropriate caption. Mount or frame these and display in the classroom or school
- as a poster or banner
- as a mural about families
- as an illustrated book about families. (1a,2a)

CLASS PRAYER As a class, write a prayer which reinforces concepts covered in this unit. Photocopy for students to illustrate and take home. (1b,2b)

WHAT CAN I DO? Students contribute ideas to a class list of things they can do to help within their family. This list could be sent home to families. Encourage parents and children to talk about this together. (1b,2a)

NEWS Collate work samples that students have done about the family. Either include some of these in each class newsletter that you send home, or collate into a special newsletter, or format as a newspaper or magazine about the family. Photocopy and send one to each family. (1a,1b,1c,2b)

FAMILY CELEBRATION Invite members of the students' families to a time of celebration. Students could make badges for the guests which say *I am part of . . . family*. Show work that the students have been doing, play games and share a meal together. (1a,1b,1c,2a,2b)

2

God provides social structures
for the welfare of all people

PRAYERS Use a book, eg *Prayers for Aussie Kids* as a model. Invite students to write prayers of thanks for people in the community who help them. Use these prayers in worship sessions of the class or school. (2a,2b)

COOKING Students prepare a simple dish that can be used as part of the family meal. They take this home as a way of saying thank you to the people who normally do this task. (2b)

SAYING THANK YOU Model and discuss ways of formally saying thank you to a visitor in the class. Whenever a guest speaker comes into the classroom, provide opportunity for students to thank the person concerned.

Model the use of words like 'please' and 'thank you' in your daily interaction with the students. Encourage students to do the same.

After learning about differing roles of people in the community, students devise a letter of thanks that can be sent to people. (2b)

VERTICAL-CARE GROUPS If vertical-care groups do not exist within your school, consider beginning buddy classes where older students and younger students have an opportunity to get to know each other better. If this program does exist, discuss ways in which the students of your class can show thanks to their buddies. (1b,2a,2b)

3

God wants people to love and
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CLASS GUIDELINES As a class develop guidelines which will enhance positive relationships and respect among students. Display and revisit these regularly. Use them to assist in behaviour management. (3a,3b)

CULTURAL DAY After investigating another culture, conclude with a day of celebration, eg dress in appropriate clothing, eat the food or play games from that culture. (3)

CURRENT AFFAIRS Be alert for newspaper articles which highlight the needs of people in the community or in the wider world. Briefly share this information with your students and discuss how people could show love in this situation. Remember these people in prayer in class or school worship. (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 relationships*.

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

Growing Up (series) 1997 Cherrytree Press

Titles include:

Being Kind *Being Helpful*
Making Friends *Sharing*
Taking Turns

Bible Stories

Alex M *Ruth* (from the series: *Outstanding Women of the Bible*) 1986 Marshall Pickering

Parry L *Bible Families* series 1990 Hunt and Thorpe. Titles include:

Jacob and Esau *Joseph and his Brothers*
Miriam and Moses *Martha and Mary*

Wildsmith B *Joseph* 1997 Oxford University Press

LITERATURE — FICTION

Aliki *We are Best Friends* 1983 Bodley Head

Carl E *Do You Want to Be My Friend?* 1971 Hamilton

Heine H *Friends* 1982 Simon and Schuster (paperback 1997)

Hughes S *Alfie Gives a Hand* 1983 Bodley Head

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

Loh M *Tucking Mummy In* 1987 Ashton Scholastic

Sendak M *Let's Be Enemies* 1961 Scholastic

Wells R *Timothy Goes to School* 1992 Penguin

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

Books for exploring sensitive issues

Bryant-Mole *Adoption* 1994 Wayland

Staneck M *I Won't Go without a Father* 1972 Whitman

Staneck M *My Little Foster Sister* 1981 Whitman

Osman T & Carey J *Where Has Daddy Gone?* 1989 Heinemann

Sanford D *Please Come Home* (about divorce) 1985 Multnomah Press

Moses M & Gordon M *I feel . . .* (series) Wayland

Hessell J *What's Wrong with Bottoms?* (about child abuse) 1987 Century Hutchinsons

TEACHER RESOURCES

Lang G & Berberich C *All Children Are Special* 1995 Eleanor Curtain

McGrath H *Friendly Kids, Friendly Classrooms* 1991 Longman

Prewer B *Prayers for Aussie Kids* 1993 Lutheran Publishing House

AUDIO VISUAL

The Beginning Children's Video Bible, Oxford Vision Lion (contains the stories of Jacob and Esau, Joseph, the baby Moses)

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.