

# MENU

# BIBLE REFERENCES

## 1 Sin and evil ruin God's creation

The fall of human beings Genesis 3

### Selections from the Psalms

I have sinned against you Psalm 41:4

Wipe away my sins Psalm 51:1–5, 9–12

### Relationships spoiled through sin

The fall of human beings Genesis 3

Cain and Abel Genesis 4:1–16

Jacob and Esau Genesis 25:19–34; 27:1–45

Joseph is sold by his brothers Genesis 37

## 2 God rescues people from sin and its consequences

### Stories of rescue

The flood Genesis 6:9 – 9:17

The story of Jonah Jonah 1–4

God rescues Daniel Daniel 6

Peter is set free from prison Acts 12:1–17

Zacchaeus Luke 19:1–10

### God's plan of rescue

The birth of Isaac Genesis 17:1–8, 15–19;  
Genesis 18:1–15; 21:1–7

Isaac marries Rebekah Genesis 24; 25:19–26

Moses: his birth and rescue Exodus 2:1–10

Moses called to deliver Israel Exodus 3:1–12

God sends plagues to Egypt Exodus 5–12

God leads Israel through the Red Sea  
Exodus 14:1–31

Samuel is born 1 Samuel 1:1–20

God speaks to Samuel 1 Samuel 3:1–21

The birth and work of John Luke 1:5–25, 57–80

John's message of repentance Luke 3:3–18

### Rescue through Jesus

The annunciation Luke 1:26–38

The birth of Jesus Luke 2:1–20

Jesus' death and resurrection John 19–20

### Parables

The lost sheep Matthew 18:10–14;  
Luke 15:3–7

The lost coin Luke 15:8–10

The forgiving father Luke 15:11–32

### God provides rescue through other people

The good Samaritan Luke 10:30–37

Jesus heals a paralysed man Mark 2:1–12

### Selection from the Psalms

I confessed my sins . . . Psalm 32:5

How far has the Lord taken our sins from us . . .  
Psalm 103:12

When I am afraid . . . Psalm 56:3

## 3 God offers eternal life to all people

No conflict in heaven Isaiah 11:6–8

Bodies will be healed and different in heaven  
Isaiah 35:5,6; Philippians 3:21

Heaven will be a place of rest Hebrews 4:4–11

Heaven is God's home John 14:2

Images of a wedding feast Matthew 22:2–14;  
Revelation 19:5–9

A picture of heaven Revelation 21:1 – 22:5

## KEY BIBLE VERSES TO HEAR AND REMEMBER

*God . . . sent his only Son into the world to give us life.*  
1 John 4:9 (CEV)

*Christ died for our sins.*  
1 Corinthians 15:3 (CEV)

*We will be with the Lord forever.*  
1 Thessalonians 4:17 (NIV)

# MENU

# INTRODUCTORY ACTIVITIES

## 1 Sin and evil ruin God's creation

**A BROKEN TOY** As an introduction to the story of sin spoiling the world, show a broken toy. Talk about how the toy was good to play with when it was new, but how it is spoilt now. (1a)

**VIDEO** Show the video *Humpty* (see Recommended Resources) which tells a story of temptation and forgiveness in parable form. Recommended for year 1 or 2. (1b)

**WHAT IS SIN?** Students discuss this question. Record their ideas. Accept all suggestions, even if some may be incorrect. Use students' ideas to help you understand what students of this band level think sin is, and to plan further teaching. (1b)

**VISUAL IMAGES** Show students contrasting images, eg fresh flowers, dead flowers, fresh food, spoilt food. Talk about the way we like things to be and the way they sometimes are. (1b)

**NOW IT'S SPOILT!** Students discuss situations when something they make is ruined, eg if someone tears up a painting or breaks something they have made. Talk about how this makes them feel.

Continue to tell the story of the time when God felt upset because people sinned and everything he had made was spoiled. (1a,1c)

**POSTERS** Select pictures of people in different unhappy situations, eg people arguing, a child crying. Use these in any of the following ways:

- Help students identify how people feel at these times and relate times when they have felt the same way.
- Students suggest what might have happened to cause the situation where someone is upset and what needs to happen to solve it. This could be

developed into work sheets on which students draw the scene before and the scene after.

- Make into a display with headings like: *Sometimes people feel happy, Sometimes people feel upset, etc.*
- Teach songs or rhymes based on the feelings expressed in the posters. *Fingers Tell the Story* contains some appropriate rhymes. (1c)

**FRIENDS** Explore the concept of friendship by identifying things that friends do together, how friends help each other and how people feel when a friendship goes wrong. Allow time for students to enjoy being with their friends. Tell students about the relationship that Adam and Eve had before it was spoilt by sin. (1a,1b,1c)

## 2 God rescues people from sin and its consequences

**RESCUE** Choose from the following suggestions to investigate the concept of rescue:

- Talk about community rescue services, eg lifesavers, state rescue and emergency services. These people help those who are in trouble and cannot help themselves.
- Invite a speaker from a rescue service to talk to students about their work.
- Develop a display of symbols used to represent rescue services, eg life-saving ring, red cross.
- Show students newspaper articles with stories about a rescue.
- Students share their own experiences of a time when they were in trouble and received help. (2a)

### RULES AND CONSEQUENCES

Identify rules that are in place at school. Talk about the reasons for these and the consequences of not obeying rules. (2a)

**3**

**God offers eternal life to all people**

**BOOKS** As a starting point for discussion, select and share with students books which explore the concepts of life, death and heaven. (3a 3b)

**GIFTS** Show something that you have been given as a gift and talk about why it is special to you. Allow time for students to show or talk about gifts that they have been given.

Develop these concepts:

- People give gifts for different reasons.
- People give gifts out of love.
- A gift needs to be accepted. (3a)

**WHAT YOU ENJOY** Give students time simply to do things they enjoy. Talk about and illustrate the good times that people have, and help students recognise that these are gifts from God. (3a,3b)

# MENU

# DEVELOPMENT ACTIVITIES

## 1 Sin and evil ruin God's creation

**TELLING THE STORY** The story of the first sin can be told with different emphases. Choose from the following suggestions, depending on the message that you wish to develop:

- God demonstrated his love when he searched for Adam and Eve as his lost children.
- Broken relationships were a result of the first sin.
- People experienced different feelings before and after the first sin. (1a,1b,1c)

### HOW PEOPLE FEEL (part one)

Develop students' vocabulary and help them to discuss their feelings more accurately by recording a list of words that relate to sin and the way it makes people feel, eg sorry, sad, anxious, guilty. Add illustrations or posters if you wish. Model the use of these words as you talk about characters in Bible stories and encourage students to use them as well. (1c)

### SITUATIONS AND FEELINGS

Students identify a range of common situations they experience and the feelings that accompany these situations, eg happy, angry, upset, jealous. This could be recorded in a class book, eg 'Sometimes I . . . and then I feel . . .' Conclude with a page that reminds students that God forgives and loves us no matter how we feel. (1c)

**PUPPETS** The teacher or students use puppets to make up and present plays about actions that cause hurt and misunderstanding. As a class, discuss the scenarios that the puppets were involved in. (By using puppets you remove the students a step away from situations that could be threatening to them.) Make these puppets available for students to use in their own free time. (1b,1c)

**DOUBLE-SIDED CARDS** Students use a small piece of card and draw a happy face on one side and a sad face on the other. Older students could write *Life is great* on one side and *Life is spoilt* on the other. As you tell a story (either a Bible story or a story of your own), students turn the card to the appropriate side. (1c)

**SPOILT FRIENDSHIPS** Students make up a play about friends who have a disagreement. Identify what happens to spoil friendships. (1b,1c)

## 2 God rescues people from sin and its consequences

**PARABLES** Choose parables which tell of God's love and acceptance of sinners, eg the lost coin, the lost sheep, the forgiving father.

Tell the parables to the students. At this band level the focus will be on telling the story, rather than on students understanding its deeper meaning. (2a)

**GOD'S RESCUE STORIES** Choose stories with the theme of rescue from the Bible References Menu. After telling each story, write a summary and add illustrations. Use these to make individual books for each student or a class book. (2a)

### THE CROSS: A SYMBOL OF RESCUE

Add a cross to a display of rescue symbols (see Introduction: Rescue). Invite students to suggest why this is appropriate. Discuss the cross as Jesus' way of rescuing people and making them friends with God again.

Students may make their own cross, using an art medium. (2b)

**HEROES** Talk about heroes that students are familiar with from television, eg Superman. Identify how these heroes look and what they typically do.

God needed someone to rescue people from the world that was spoilt by sin. He chose an unusual hero, the baby Jesus.

Tell the stories of the birth of Jesus, examples of the way he helped people, his death, and finally his resurrection.

Students design a poster for the 'hero' Jesus. (2a)

**TELL A STORY** Use storytelling to introduce the concept of Jesus dying in our place. The tract 'Speckles' (from the LLL Tract Mission) tells the story of a mother hen dying in a fire to protect her chicks and is appropriate to use with students of this age.

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 younger students by over-dramatisation). (2b)

**RESTORED FRIENDSHIPS** Tell students a story or make up a play in which someone intervenes to restore a broken friendship.

Explore Jesus' death on the cross as God's way of making people friends with God and with each other. (2b)

**HOW PEOPLE FEEL (part two)** If you have made a list of words that describe negative feelings, make a new list that describes how people can feel when they know that Jesus loves and forgives them, eg joyful, relieved, happy, cheerful. Add appropriate illustrations if you wish. Model the use of these words and encourage students to use them as well. (2b)

**EXPRESS FEELINGS** Students use an art medium to express how they feel when they have done something wrong and also how they feel when they say 'sorry' and receive forgiveness. Use different-colored paints or paper, finger painting, clay etc.

If you have been talking about appropriate words to describe feelings, encourage students to add their own text or scribe a caption for them. (2b)

**SOMEONE NEEDS LOVE** Introduce to the class a puppet who says or does the wrong things, eg disobeys, gets grumpy or argues. The teacher models love and acceptance to the puppet regardless of its actions and encourages students to do the same. (1b, 2b)

**THE CLASS ENVIRONMENT** Use the following suggestions to help make a classroom environment that models God's love and forgiveness:

- Encourage students to talk about how they feel when there is disorder in the room.
- Talk about the consequences of misbehaviour with the class.
- Use everyday classroom situations to show students who misbehave that you continue to love and care about them. It is the actions that are inappropriate, not the child.

- Remind students that God loves them at all times. His love is greater than human love.
- Use prayer as appropriate to focus on people's need for help and forgiveness, and to give thanks for problems resolved. (2b)

**GOD'S PLAN** After telling the story of Adam and Eve ask students what they would have done if they were God.

Share God's plan of rescue with the students. Depending on the age of the class this could include some rescue stories from the Old Testament, or simply tell the story of Jesus as the one who made things right again. (2a,2b)

**TRACT** The tract 'Jesus, our friend' (LLL Tract Mission) helps students identify times when they feel unloved and reassures them that Jesus is their friend always. It is written in simple language which older students will be able to read for themselves.

This could be read to the students and used as a starting point for discussion. Older students could design their own tract based on this format. (2b)

### 3

## God offers eternal life to all people

**EVEN BETTER** Students think of the thing that they most enjoy doing, eg being with a friend, going swimming, having a party. Whatever students suggest, assure them that 'heaven is even more wonderful than that!' Students use these ideas to illustrate what they think heaven will be like, and add a caption, eg *Heaven will be even better than . . .* (3a)

**IMAGES OF HEAVEN** Use passages from the Bible References Menu to identify images of heaven. Use words like this to explain the imagery: *People in the Bible painted pictures with words to help us understand what heaven will be like.* After you have shared these images with the class, students use them as the basis of their own illustrations. (3a)

**REFLECTION** Help students imagine what heaven will be like. Make up your own script which helps students to identify some of the things that spoil their lives now and to imagine themselves in happy and pleasant situations. (3a)

**VOUCHERS** Show students a gift voucher. Talk about a voucher being like a promise from the shop. It is only when you go to the shop that you get a gift.

Heaven is like a gift for which Jesus has given a voucher. It is only when people go to heaven that they will know what it is like.

Students make their own vouchers, imagining what would be written on them, eg *I will give you smiles forever when you are in heaven.* (3b)

**GIFTS** Use the following examples to explore the concept that heaven is a gift from God:

- Students talk about gifts that they have received that they were not able to use straightaway, eg a bike that was too big for them, or a construction set with many small parts.  
People might not know how to use God's gift of heaven yet, but it is ready for them.
- Show students a model of a thankyou letter that could be sent after someone has received a gift.  
Students write their own thankyou letter to God, thanking him for the gift of heaven. (3b)

## GENERAL ACTIVITIES

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

**SONGS** Students learn songs related to each Faith Statement (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 Zacchaeus and his rescue by Jesus.

# MENU

# RESPONSE ACTIVITIES

## 1 Sin and evil ruin God's creation

**PRAYERS** Use the following suggestions to write prayers of confession. Incorporate these prayers into your worship sessions:

- Younger students draw pictures that express their feelings and response to wrongdoing. The teacher scribes simple prayers for them.
- Older students write their own prayers of confession, using psalms or a simple confession litany as a model.
- Use posters depicting children showing emotions, eg sorrow, anger, tears. Students write prayers which match the emotions shown.
- Students write their prayer as a letter to God.

Prayers can be recorded in a class book or on cards or be hung from a 'prayer tree'. (1b,1c)

**MODEL PRAYER** As you feel comfortable, model prayer yourself with a simple confession of your own feelings or sin. Encourage students to do the same in circle or small-group prayers, but do not force them.

There may be times when you feel that it is appropriate to pray with individuals. Conclude these times with the assurance that God does hear and forgive. (1b,1c)

## 2 God rescues people from sin and its consequences

**BODY PAINT** Use face paint to paint a small cross on each student's hand or face as a reminder that the cross is the symbol Christians use to remind them of God's rescue. (2b)

**A RESCUE PICTURE** Talk about and draw your own images or illustrations that remind you of God's rescue in Jesus, eg a bridge, a ladder, God reaching down to help. Students design their own pictures that remind them of God's rescue. (2b)

**SONGS** Teach songs about God's love and forgiveness. Where appropriate, encourage students to make up their own words for verses. (2b)

**A MUSICAL RESPONSE** Students use music, dance or mime to express their response to God's rescue through Jesus. (2b)

**TWO-SIDED MASK** Students use paper plates to make a two-sided mask. One side shows how they feel when they have done something wrong; the other shows how they feel when they know that God continues to love them.

Students show each side of the mask and talk about times when they have felt this way.

Masks can be hung and displayed with appropriate captions. (1c,2b)

## CELEBRATE GOD'S FORGIVENESS

Plan a celebration time with the students. Activities you might consider include:

- celebrating through music and dance
- baking (and eating) heart-shaped biscuits
- making a class or individual banner to remind students of God's love and forgiveness. (2b)

## 3 God offers eternal life to all people

**ART RESPONSE** Students respond to the concept of heaven through their own artwork. Bright, colourful, shiny materials will help express the excitement of heaven. (3a)

**WRITTEN RESPONSE** Students respond in writing to what they think heaven will be like. This could be done by: students adding their own endings to sentences; making a display with descriptive words; writing acrostic poems using each letter of the word *heaven*. (3a)

**DIORAMA** Students use boxes and craft materials to make a diorama of what they think heaven will be like. (3a)

**COMPUTER** Students use a drawing program on the computer to construct pictures of the way they imagine heaven will be. (3a)

**A GIFT** As a response to the gift of heaven that God gives, provide materials for students to make a gift to give to somebody else. (3b)

**REMINDER** Give each student a small gift to remind them that God gives people a gift, the gift of heaven. (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 saves people from sin and evil*.

Some of the items may be out of print, but they are listed because they are still found in many school libraries.

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

**LITERATURE****NON-FICTION****DEATH**

Althea *When Uncle Bob Died* 1982 Dinosaur London

Edwards H *I Thought I Was the Only One* 1992 Collins Dove Melbourne

Marxhausen J *If I Should Die If I Should Live* 1995 Concordia Publishing House

Nystrom C *What Happens When We Die?* 1991 Anzea

**BIBLE STORIES****PARABLES**

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

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

Caswell H *Parable of the Lost Sheep* 1993 Abingdon

Caswell H *Parable of the Lost Coin* 1993 Abingdon

Cole O and Louder J *Stories Jesus Told* (Heinemann *Stories from World Religions*) Heinemann Educational

Fletcher J *The Lost Sheep* 1994 Kevin Mayhew Ltd

Hall H *The Lost Son* 1994 Kevin Mayhew Ltd

**PLAN OF SALVATION**

Habel N *Purple Puzzle Tree* (series) 1973 Concordia

Schilder J *God's Special Baby* 1974 Lutheran Publishing House

**LIFE AND DEATH OF JESUS**

Klug R *Jesus Comes* 1986 Concordia Publishing House

Klug R *Jesus Lives* 1982 Concordia Publishing House

**FICTION****RESCUE**

Armitage R *The Lighthouse Keeper's Rescue* 1989

Arizzzone E *Tim* 1989 Oxford University Press Oxford

Pfister M *Rainbow Fish to the Rescue* 1995

**SPECIAL POSSESSIONS** (specifically related to the Level 1 model unit)

Bourgeois P *Franklin's Blanket* Clark, B. 1995 Scholastic

Burningham J *The Blanket* 1975 Cape

Graham B *Red Woollen Blanket* 1987 Viking Kestrel

Hughes S *Dogger* 1977 Random Century

Wells R *Hazel's Amazing Mother* 1986 Collins

**FEELINGS AND RELATIONSHIPS**

Aliki *Feelings* 1984 Piccolo Picture Books

Moses B *I feel . . .* (a selection of titles) Wayland

Fox M *Koala Lou* 1988 Penguin

Pfister M *The Rainbow Fish* 1992

Stafford T *John Porter in Big Trouble* 1990 Lion

Wells R *Noisy Nora* 1976 Collins

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

Wrightson P *The Sugar-gum Tree* 1991 Penguin

**DEATH**

Croser J *Tiddy Cat* 1989 Collins

Fox M *Sophie* 1989 Drakeford Melbourne

Padoan G *Remembering Grandad* 1987 Child's Play

Wild M *Old Pig* 1995 Allen and Unwin

Wild M *Toby* 1993 Omnibus



## ***MUSIC***

### **MUSIC FOR REFLECTION**

*Rainforest Magic or Wilderness* O'Conner T  
Steve Parish Publication

*Sound Scapes, Early Morning in the Rainforest*  
Davis K

## ***AUDIO-VISUAL***

### **VIDEO**

*Humpty* Gospel Film Ministry (available for hire  
from Openbook, Adelaide)

## ***FOR TEACHERS***

Huntley T *Helping Children Grieve When  
Someone They Love Dies* 1991 Augsburg  
(a tract based on this book and titled *Children  
and Grief* is available from the LLL Tract  
Mission)

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.



