

MENU

BIBLE REFERENCES

1 God's love inspires and equips Christians to love and serve others

OLD TESTAMENT

Naaman is healed of leprosy (A servant girl cares) 2 Kings 5:1–19

The story of Ruth The book of Ruth

NEW TESTAMENT

Jesus heals a blind man Matthew 20:29–34

Ways people serve Jesus Matthew 25:31–40

Jesus heals a paralysed man (A sick man's friends cared) Mark 2:1–12

Jesus heals a sick girl Mark 5:21–24, 35–43

Jesus heals a deaf man (A deaf man's friends cared) Mark 7:31–37

The most important commandment Mark 12:29–31

People who helped Jesus Luke 8:1–3

The Good Samaritan Luke 10:30–37

Who is the greatest Luke 22:24–27

Jesus heals a lame man who has no-one to help him John 5:1–8

Jesus feeds five thousand people (A boy who cared) John 6:1–13; Mark 6:30–44

Jesus washes his disciples' feet John 13:1–17

Dorcas (a lady who cared) Acts 9:36–42

VERSES CALLING PEOPLE TO LOVE

Love your enemies Luke 6:35

Love one another John 13:34,35

Serve one another in love Galatians 5:13

We love because God loved us first
1 John 4:19 CEV

Offer a helping hand Galatians 6:2

2 God calls all people to work for peace and justice

JUSTICE

A parable from the prophet Nathan
2 Samuel 12:1–6

The story of Jonah the Book of Jonah

Jesus eats with tax collectors and sinners
Matthew 9:10–13

Do unto others. . . Matthew 7:12

FAIR/UNFAIR

Abram is fair to Lot Genesis 13:1–13

Paul and Silas put in prison Acts 16:16–40

Peter put into prison Acts 12:1–4

Three men in the fiery furnace Daniel 3:

Daniel in the lions' den Daniel 6

The Caananite woman's faith Matthew 15:21–28

Jesus' arrest and death Matthew 26:47 –25:55

3 God calls Christians to share the Good News by words and actions

Jesus sends the disciples out to help others
Matthew 9:35–38; 10:1–15,26–30.

Jesus commissions the disciples
Matthew 28:16–20; Mark 16:14–18

Peter heals a lame man and preaches to the people; Peter's arrest and speech to the council Acts 3:1 – 4:22

The early Christians share their possessions
Acts 4:32–35

The disciples choose leaders for the church
Acts 6:1–7

Phillip and the Ethiopian Acts 8:26–40

Dorcas is raised to life Acts 9:36–42

STORIES FROM THE LIFE OF PAUL

The conversion of Paul Acts 9:1–19a

Paul escapes from Damascus Acts 9:19b–30

Paul heals a crippled man in Lystra
Acts 14:8–20

The conversion of Lydia Acts 16:11–15

The healing of the slave girl and being in prison
in Phillippi Acts 16:16–40

Paul restores Eutychus to life Acts 20:7–12

Paul's voyage to Rome Acts 27 – 28

TEACHINGS OF PAUL

God's love Romans 8:31–39

Paul writes about love 1 Corinthians 13:4–8

The church: One body, many parts
1 Corinthians 12:12–27

Helping others Galatians 6:9,10

KEY BIBLE VERSES TO HEAR AND REMEMBER

We love because God loved us first.

1 John 4:19 (CEV)

Jesus says: You must love each other, just as I have loved you.

John 13:34 (CEV)

Treat others just as you want them to treat you.

Matthew 7:12 (CEV)

God treats all people alike.

Acts 10:34 (CEV)

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INTRODUCTORY ACTIVITIES

1 God's love inspires Christians to love and serve others

STORY PROPS Use simple props, eg bandages, medicine, crutches, an empty lunch box, to introduce stories of people whom Jesus helped. Lead students to talk about times when they may have been sick, hungry or lonely and to identify how they felt and who helped them. (1a,1b)

POSTERS OR PICTURES Use posters, photographs or magazine pictures of people who help. Students

- identify the different places where help can be given, eg help given in the home, school and community;
- identify people who give this help (parents, family, teachers, medical helpers, bus drivers, etc);
- talk about the feelings of people who give and receive help;
- distinguish between people who help as part of their work and people who help just because they love and care (older students). (1b,1c)

COLLECTIONS Choose from either of these collection ideas:

- Fill a box with 'helping objects', eg hammer, tea-towel, garden fork. Show objects from the box and ask students to identify who might use each object and how it could be used to help somebody else.
- Make a collection of small but important things that people use to help them, eg a button, a pin, a nail. Talk about the importance of small things in order to introduce the concept that people can do small but important things to help others. (1b,1c)

WORDS TO USE Work with students to develop a list of words that can be used to define the meaning of 'helping', eg caring, showing love. (1b, 1c)

BOOKS Read stories that have a helping theme. Fables such as *The Lion and the Mouse* could be used. (1b,1c)

SERVING Explore the concept of serving in any of the following ways:

- Talk about students' experiences of being served, eg in a restaurant or shop. Provide opportunity for students to play or mime these situations.
- Use fiction or non-fiction books to help older students explore the role of household servants in the past.
- Substitute the word serve for 'help' as you talk with your students, eg May I serve you by tying up your shoe laces?
- Identify places where people in need are 'served', eg hospitals, homes for the elderly or homeless. (1b,1c)

GROUP GAMES Play games in which everyone's help is needed for the game to be a success, eg relay races, Chinese whispers. (1c)

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LEFT OUT Play a game in which someone gets 'out'. At the end of the game discuss how students' feel when they are left out of situations. (2a)

IT'S NOT FAIR Students share experiences of situations in their own life that they felt were 'not fair'. Students could write about or make paintings of these situations. (2a)

BOARD GAMES Students play board games to provide a context for talking about being fair.

Older students in this band could compare the games: do some provide more opportunity for fairness than others? (2a)

STORIES Read fiction stories to help students identify situations that are unfair, eg *The Ugly Duckling*; *John Brown*, *Rose and the Midnight Cat*.

Some books provide opportunity for the teacher to read to a certain point in the story and then stop and let students discuss the situation and suggest an ending that they think is fair. (2a,2b,2c)

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God calls Christians to share the Good News by words and actions

HELPERS The teacher asks students to help with specific jobs in the classroom. Talk about how students feel when they are asked to help.

Introduce the concept that Jesus needed helpers to continue his work of sharing God's love. (3a)

GOOD NEWS The teacher begins a 'Good News' message board and records daily 'good news' from the students. After using this routine for some time, the teacher begins to record Christian 'good news' messages, eg *Good news from the Bible: God loves you, Jesus is your friend.*

Use the same routine to introduce Bible stories, eg 'Good news for a sick man'. (3b)

PASS THE PARCEL Play the game 'Pass the parcel' in preparation for considering how people can pass on God's love. Go on to 'Pass the Love' from the Development Activities Menu. (3b)

CHINESE WHISPERS: Use the game of Chinese whispers to pass good news messages around the class. (3c)

SHARE GOOD NEWS The teacher shares some good news with the students. Do this in an excited manner and encourage excitement among the children.

Talk about the kinds of good news that people like to share and the way in which people do this, eg a phone call, card, birth notice in the newspaper. (3c)

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DEVELOPMENT ACTIVITIES

1

God's love inspires and equips Christians to love and serve others

JESUS' LOVE Use the Bible References Menu to select stories which tell of Jesus' love and care for people. These stories could be used to illustrate the following aspects of Jesus' love and care:

- Jesus showed his love in small ways, eg he stopped for people, he touched them, he listened.
- Jesus helped men, women and children of all ages.
- Jesus helped people who were rejected by others in the community (a concept for older students in this Band). (1a)

THE GREATEST LOVE Show a series of pictures which illustrate acts of love, eg a parent hugging a child, giving a gift, helping someone in need. Then show a picture of Jesus on the cross. Ask students if they think this picture could also be a way of showing love.

Depending on the maturity of your students, give a simple explanation of Jesus' death as the greatest way he showed his love for all people, eg *The Bible tells that when Jesus died it was his way of saying 'I love you', or Jesus died on the cross instead of all the people who have sinned. This was his way of showing love and making people friends with God again.* (1a)

MURAL Make a mural of people whom Jesus helped. Paint a backdrop which includes a town, a road and a lake and add collage pictures of people Jesus helped. Display captions about the people alongside the pictures. (1a)

FRIENDS WHO HELPED Use stories from the Bible References Menu, focusing students' attention on the helping character/s in the story, eg people who helped by bringing their friends to Jesus.

Students illustrate one of these stories, showing the people who helped. (1b)

PEOPLE WHO HELPED JESUS Using Luke 8:1–3 as the biblical basis, investigate how Jesus went about his work, eg walking from one town to another, staying at people's homes, talking with people. Students suggest ways in which people might have helped Jesus, eg keeping him company, preparing meals. (1b)

WAYS TO LOVE AND SERVE Work with students to make a list of ways in which they can show care. Students' ideas could be used as starting points for any of the following activities:

- Make the suggestions into a class book.
- Students use ideas from the list to make their own book about caring.
- Use the ideas as a starting points for a display of paintings or collage pictures on the theme of caring. (1c)

CARRYING BURDENS Show students the illustration for Galatians 6:2 in a *Good News Bible* with Annie Vallotton's illustrations. Talk about what is happening in the picture and lead students to consider how people could help each other in the classroom.

Make a mural depicting ways in which members of the class could help one another. (1c)

THE GOOD SAMARITAN The story of the good Samaritan (Luke 10:30–37) illustrates love in action. Choose from the following suggestions for telling or developing this story:

- Tell the story from the perspective of the man who was robbed and beaten. Students identify and illustrate how they feel when somebody helps them.
- Tell the story up to the point where the Samaritan comes along the road. Students draw the way they think the story will end.
- When students are familiar with the biblical account, help them to translate it into an everyday situation, eg *Sally was riding her bike, when she fell off and lay on the footpath. Along came . . .* Students make up plays or write and illustrate their own stories, following this pattern. (1b,1c)

A CARING CORNER Turn the 'home corner' of your classroom into a caring corner. Include old ragged dolls and toys, clothes, a tea-set, empty food packets, a medical set etc. (1c)

LIFE-SIZE POSTER Trace around one (or more) students to make a life-size poster. Paint or collage the picture and label the posters with ways in which people can show love and care for others, eg hands can help somebody who has fallen over; arms can hug someone who is feeling sad; mouths can say 'I'll help you'. (1c)

2

God calls all people to work for peace and justice

PUPPETS Use puppets to explore situations in which people are being left out or treated unfairly.

You could make up true-to-life stories to share with the students. Be sure not to make any student feel uncomfortable as you do so. Students use the puppets to make up their own stories and solutions. (2a,2c)

MIME OR DRAMA Students use mime to express feelings they experience in unfair situations.

Alternatively, students make up plays which demonstrate unfair situations and present them to the class. The audience suggests a fair ending to the story. (2a,2c)

TELEVISION PROGRAMS Use selected programs from educational or entertainment television as a starting point for discussing situations that are discriminatory or unfair. Help students identify the problem and talk about how the characters were feeling, and if and how the problem was resolved. (2a, 2c)

EXPLORE ATTITUDES Use fiction or non-fiction books that deal sensitively with issues such as gender, race, disabilities. Provide opportunity for your students to talk about their own experiences.

Older students in this band can be challenged to consider how people might feel when they are subject to discrimination. (2a,2c)

BIBLE STORIES Select stories from the Bible References Menu which fit the theme 'It's not fair'. Lead students to consider who is being treated unfairly and the problems that arise. Challenge them to consider solutions to the problem.

Retell the basic outline of the stories as an echo pantomime, with students adding a chorus like *It's not fair*. (2b)

JESUS' DEATH Explore what was unfair about the story of Jesus' death.

Introduce this by telling a story of a person who was unfairly punished for something they didn't do.

Tell students that the Bible tells the story of a person who never ever did anything wrong but was treated unfairly. Draw student's attention to the criminal on the cross who said about Jesus: 'We are getting what we deserve, but he didn't do anything wrong'. Even when Jesus was being treated unfairly, he prayed that God would forgive the people who had hurt him.

Younger students could add a picture of Jesus' death to other pictures which illustrate unfair situations.

Older students could use the headline '*Unfair! Man put to death on a cross!*' to write a 'newspaper' report on Jesus' death. (2a,2b)

Y-CHART Students help fill in a Y-chart showing what being fair looks like, feels and sounds like. (2c)

WHAT'S IT LIKE? Use the Bible References Menu to select stories of people who were physically unable to help themselves or who experienced some form of discrimination.

Arrange activities in which students can experience what it is like to be physically handicapped, eg wearing earmuffs, being blindfolded, using a wheelchair or crutches. Provide time for students to talk about the experience or to express their feelings through drawing or writing. (2b,2c)

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God calls Christians to share the Good News by words and actions

WHAT DID JESUS DO? Investigate the ways that Jesus showed love and shared the news of God's love. This could be done through Bible stories or from the students' suggestions.

Tell the story of Jesus passing this job on to his disciples (John 13:15 or 20:21). (3a)

WHO, ME? Students consider how the disciples may have felt when Jesus gave them the commission to spread the good news. (see Bible References Menu.)

They use dramatisation to present possible reactions of the disciples. (3a)

PASS THE LOVE The teacher shows a parcel with a label which says 'God's love'. Talk about the ways people can pass on God's love.

The song *Pass my love around (All Together Now 93)* could be taught in conjunction with this activity. (3b)

PAUL Select stories from the Bible References Menu to investigate the life and work of Paul. This could be done by using a children's Bible, Bible story books or a video. Older students in this band can use a map to help locate the area where Paul travelled. (3b)

HELPERS IN THE EARLY CHURCH

Select stories from the Bible References Menu to investigate ways people in the New Testament served others by sharing God's love in words and actions.

Make a big book of these characters. Include a page of newspaper cuttings showing how people continue to share God's love today. This section of the book could be added to during the year. (3b,3c)

(Be aware of the links between this topic and *God gathers people into the Christian church.*)

LIFE IN THE TIME OF PAUL (for older students in this Band) Use Bible encyclopedias and other non-fiction material to investigate life in the time of Paul, eg how he travelled from one place to another, how his letters were written and delivered, why he was in trouble for his preaching.

Show students where the letters of Paul are found in the Bible. Select verses from these letters which summarise Paul's teaching (see Bible References Menu). Record these as posters and display them in the classroom. (3b)

SHARING THE GOSPEL TODAY

Students identify ways that the gospel is shared today, eg in schools and churches, on radio and television, when people talk with each other.

Record this information on posters or as a class display. (3c)

PRE-RECORDING The teacher pre-records a Christian advertisement or program from the radio or television. Depending on the age of your students, you could discuss the following:

- Who was it written for?
- What was it saying about God?
- Is this a good way of sharing the news about God?

Students work in groups to make up their own program or advertisement that tells others about God's love. (3c)

GENERAL ACTIVITIES

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

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

BIBLE 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 the life and work of Paul.

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RESPONSE ACTIVITIES

1 God's love inspires and equips Christians to love and serve others

WORSHIP PRESENTATION Students revise the stories from this unit as they help plan a presentation to share with an audience. Students could dress up as the characters, present short plays, sing appropriate songs and challenge the audience to consider ways that people can love and serve today. (1a,1b)

A SERVICE PROJECT Identify a practical project in which students themselves can be actively involved.

Invite a guest speaker or use information kits from service organisations to help students understand who they are helping and why.

Inform parents of the project through the class or school newsletter. Older students could write an article for this newsletter. (1c)

A CLASS BOOK Develop a class book which revises concepts learnt in this unit. Suitable titles might be

- *One hundred ways to help others*
- *Love is . . .*
- *May I help you?* (1c)

GREETING CARDS Use suggestions in craft books for making greeting cards. Keep a box of cards made by students to send to students or their families on appropriate occasions, eg when someone is sick, moving away, a new baby is born, a grandparent dies. (1c)

HELPING HANDS DISPLAY Students trace around their hands and on each finger write a way they can show care for others. Include practical ideas that can be done in the classroom, eg tidy the book corner, care for the class pet, help someone with their work etc. Allow time for students to carry out some of their ideas. (1c)

HELPING ROUTINES Provide opportunities for students to help in the classroom on a regular basis. Make this a pleasant time rather than a chore, eg introduce the helping time by singing helping songs, play music in the background, sincerely thank students for their help. (1c)

PRAYERS Use a children's prayer book, eg *The Lion Book of Children's Prayers, Prayers for Aussie Kids* and select prayers with the theme of serving others. Record these or students' own prayers on hand- or heart-shapes for use in class worship. (1c)

A THANKYOU LETTER Students write a letter of thanks to people at the school who have done something to help them. This could be people like the canteen staff, groundsperson, parent helpers, etc. (1c)

2 God calls all people to work for peace and justice

DESIGN A GAME Students make up a game which has rules that are fair. This could be an outside game for the whole class or a board game that is played in small groups. (2a)

CLASS MEETINGS Hold regular class meetings in which students are given the opportunity to raise issues of concern to them. Discuss these as a class and decide on appropriate solutions. (2a,2c)

LITANY Develop a class litany based on Bible stories which demonstrate the need of showing fairness to others, eg *Help us to be fair to people that others don't like; Help us to be fair to people who are treated unkindly.* (2b)

CLASS GUIDELINES As a class decide on guidelines for students to follow if they see or experience unfair situations. (2c)

3 God calls Christians to share the Good News by words and actions

GUEST SPEAKER Invite a speaker or use information packs to share stories of ways in which people continue to share God's love with others. The Bible Society is one organisation that has appropriate material for students of this age group (see Recommended Resources Menu).

Students could be given the opportunity to participate in a fund-raising activity to help others hear the good news about Jesus. Do not pressure students or families who are not Christian to participate in this. (3c)

GOOD NEWS Students each write a message about God's love. The teacher can scribe for younger students. Share these messages in any of the following ways:

- Decorate and display the messages under a heading: 'Did you hear the good news?'
- Use a computer and collate the messages as a 'Good News' newspaper.
- Tie each message to the string of a balloon to hang in the classroom, give to a friend, or take home.
- Use instruments and set the message to music.
- Write messages in the sandpit, on the ground using stones to outline the words, or on the play surfaces with chalk. (3c)

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 calls people to serve*.

Some of the items may be out of print, but they are listed because they (or other similar resources) 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

- Embry M *Work and Society: Everyday Life in Bible Times* 1994 Lion Publishing
 Goley E *Kindness* 1987 Rourke
 Goley E *Helpfulness* 1987 Rourke
 Goley E *Caring* 1987 Rourke
 Shook Hazen B *Why Are People Different?: A Book about Prejudice* 1985 Western Publishing Company
 Walton F *Let's Explore inside the Bible* 1994 Scripture Union
 Wilson E & Lloyd Jones S *Bible Atlas: A First Reference Book* 1993 Albatross

BIBLE STORIES

- Alexander P *The Lion First Bible* 1997 Lion Publishing
 Caswell H *The Parable of the Good Samaritan* 1992 Abingdon
 Caswell H *God's Love Is for Sharing* Lutterworth Press
 Cook G *Ruth: A Story of God's Love* 1997 Abingdon Press
 Frank P *Ruth's New Family* 1984 Lion Story Bible
 Frank P *The Lion Story Bible Part 2* 1992 Lion Publishing
 Hill D *The Boy Who Gave His Lunch Away* 1982 Concordia Publishing House
 Hines V *Paul and his Friends* 1996 Abingdon
 Kramer J *The Good Samaritan* 1964 Concordia Publishing House
 Rock L *Bible Words about Love for Children* 1996 Lion Publishing
 Ryan J *Jonah: A Whale of a Tale* 1992 Lion Publishing
 Scrimshire H *Postcards from Paul* 1994 Christian Focus Publications

LITERATURE — FICTION**HELPING AND SHOWING LOVE**

- Baynton M *Why Do You Love Me?* 1989 Ashton
 Croser J *Let's Go* 1987 Joint Board of Christian Education
 Dwyer N *Matthew's Lemon Fish* Lutheran Publishing House
 Fox M *With Love at Christmas* 1992 Lutheran Publishing House
 Kuratomi C *Mr Bear's Winter Sleep* 1981 Macdonald
 Loh M *Tucking Mummy In* 1987 Ashton Scholastic
 Maxwell L *The Thorn in the Lion's Paw* 1990 J M Dent, London
 Munsch R *Love You Forever* 1986 Arrow Books
 Wilhelm H *I'll Always Love You* 1985 Hodder and Stoughton
 Yeoman J *Bear's Winter House* 1987 MacMillan

JUSTICE (BEING FAIR)

- Anderson H *The Ugly Ducking* (various)
 Broome E *Fly with Me* 1996 Sandcastle Books
 Graham B *Rose Meets Mr Wintergarten* 1992 Viking
 Hocking G *It's One World* 1989 Five Mile Press
 Mattingly C *Tucker's Mob* 1992 Omnibus
 Pirotta S *Chloe on the Climbing Frame* 1992 Dent
 Wagner J *John Brown, Rose and the Midnight Cat* 1986 Kestrel
 Wild M *The Very Best of Friends* Margaret Hamilton
 Wildsmith B *Little Wood Duck* 1972

DISABILITY

Anderson R *Best Friends* Young Lions, Harper Collins
Clifton L *My Friend Jacob* 1980 Dutton
Cowen-Fletcher J *Mama Zooms* Scholastic
Gregory N *How Smudge Came* 1997 Hodder
And Alice Did the Walking Bookshelf Level 3
Ashton Scholastic

AUDIO-VISUAL

TELEVISION

ABC television: *Lift Off* deals with many aspects of relationships. A teachers guide is available from the ABC. Selected programs are also available on video and can be used as a starting point for discussion.

ABC television *For the Juniors* has a series of programs on 'friendship'.

VIDEO

Children's Heroes of the Bible *The Apostles and Paul's Ministry* Columbia Pictures (available for hire from The Open Book, Adelaide)

The Greatest Adventure Stories from the Bible *Jonah* 1992 Turner Pictures, World Wide Distribution Inc

FOR TEACHERS

POSTERS

'Friends' RN Education

MAGAZINES

Seeds Magazines published by the Bible Society, Bible House, 85 Burwood Highway Victoria 3125 or 133 Rundle Mall, Adelaide SA 5000

(These magazines give information on the current project that the Bible Society is promoting. There are activities for students, and a leaders plan is also available. A small yearly fee applies.)

RESOURCE BOOKS

Mc Grath H *Friendly Kids, Friendly Classrooms* 1991 Longman Cheshire

Prewer B *Prayers for Aussie Kids* 1993 Lutheran Publishing House (The section 'For others' contains simple prayers with a theme of service.)

Stroh D *Fingers Tell the Story* 1968 Concordia

Stohs A *Bulletin Boards for Busy Hands* 1984 Concordia Publishing House (contains easy ideas for displays)

Ward E *Love in a Lunchbox* 1996 Abingdon Press

(contains poems and parables for children's worship. Although some of these will be too difficult for very young students, this book contains excellent insights for teachers.)

The Lion Book of Children's Prayers 1977 Lion Publishing

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.