

MENU

BIBLE REFERENCES

1

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

The birth of Jesus is foretold	Luke 1:26–35
The birth of Jesus	Luke 2:1–7
The shepherds and the angels	Luke 2:8–20
Visitors from the East	Matthew 2:1–12
The baptism of Jesus	Matthew 3:13–17
Jesus is presented in the temple	Luke 2:22–38
The boy Jesus in the temple	Luke 2:41–52
The temptation of Jesus	Luke 4:1–13
Jesus calls his first disciples	Luke 5:1–11
Jesus is taken up to heaven	Acts 1:6–11

2

Jesus brought God's loving rule into the world

WHAT JESUS TAUGHT

Jesus taught about himself

Messiah, the Son of God	Mark 14:61,62
His death and resurrection	Luke 18:31–33
Seeking and saving the lost	Luke 19:10
Messiah	John 4:25,26
God's Son	John 5:17,18
one with the Father	John 10:30

I am . . .

the bread of life	John 6:35
the light of the world	John 8:12, John 9:5
the gate	John 10:9
the good shepherd	John 10:11,14
the resurrection and the life	John 11:25–27
the way, the truth and the life	John 14:6
the vine	John 15:1,5

Jesus taught about God

The king and the banquet	Luke 14:15–24
The kind shepherd	Luke 15:3–7
The forgiving father	Luke 15:11–32
God loved the world	John 3:16,17

Jesus taught about people

Forgiveness	Matthew 18:21,22
Love for enemies	Luke 6:27–36
The good Samaritan	Luke 10:25–37
Humility and hospitality	Luke 14:7–14

Other teachings

Sermon on the Mount	Matthew 5 – 7
Parables of the kingdom	Matthew 13:1–52

WHO JESUS TAUGHT AND WHERE JESUS TAUGHT

Disciples on a mountainside	Matthew 5:1,2
Jewish men and women in Jewish meeting places (synagogues)	Luke 4:14,15
People/fishermen by the lake	Luke 5:1–3
Pharisees in fields	Luke 6:1–8
Pharisee and a sinful woman in the house of a Pharisee	Luke 7:36–50, 14:1
A large crowd of people	Luke 8:1–8
Crowds of people at Bethsaida	Luke 9:10, 11
Tax collectors, sinners and law teachers	Luke 15:1,2
People, chief priests, teachers and elders in the temple courts	Luke 20:1
People from Syria, Galilee, the Decapolis, Jerusalem, Judea in synagogues	Matthew 4:23–25
Samaritans at Sychar	John 4:3–5,40,41

JESUS DEMONSTRATES LOVE FOR PEOPLE

Jesus' death and resurrection	Matthew 27:11 – 28:10
Jesus blesses the children	Luke 18:15–17
Jesus asks God to forgive the people who crucified him	Luke 23:33,34
Jesus washes his disciples' feet	John 13:1–17

Jesus' miracles

Jesus heals many people	Luke 4:38–41
Jesus raises a widow's son	Luke 7:11–16
Jesus stills the storm	Luke 8:22–25
Jesus heals a man with demons	Luke 8:26–39
Jesus feeds five thousand men	Luke 9:10–17
Jesus heals ten men	Luke 17:11–19
Jesus heals a blind beggar	Luke 18:35–43

3

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

JESUS' DEATH AND RESURRECTION

Jesus is brought before Pilate	Luke 23:1–5
Jesus is sentenced to death	Luke 23:13–25
Jesus is crucified	Luke 23:26–43
The death of Jesus	Luke 23:44–49
The burial of Jesus	Luke 23:50–56
The resurrection of Jesus	Matthew 28:1–10
Walk to Emmaus	Luke 24:13–35
Jesus appears to his disciples	Luke 24:36–46
Jesus appears to Mary Magdalene	John 20:11–18
Jesus and Thomas	John 20:24–29
Jesus appears to seven disciples	John 21:1–14

REACTIONS TO JESUS

Crowds of people who followed him	Matthew 7:28,29
Jesus' disciples	Matthew 8:27
People of Nazareth	Matthew 13:53–57 Luke 4:16–30
The disciples	Matthew 14:33
Peter	Matthew 16:16
The centurion at Jesus' death	Matthew 27:45–54
God	Mark 1:11
The angel Gabriel	Luke 1:26–33
The fishermen/disciples	Luke 5:1–11
The sinful woman	Luke 7:36–50
Zacchaeus	Luke 19:1–10
The disciples	Luke 24:52
John the Baptist	John 1:29
The Pharisees	John 10:33
Thomas	John 20:28

IMPLICATIONS OF JESUS' DEATH AND RESURRECTION FOR ALL PEOPLE

John 3:16	John 11:25,26
1 Corinthians 15:20	1 Peter 1:3–5

KEY BIBLE VERSES TO HEAR AND REMEMBER

This very day in King David's home town a Saviour was born for you. He is Christ the Lord.
Luke 2:11(CEV)

Jesus answered, I am the way, the truth and the life; no one goes to the Father except by me.
John 14:6 (TEV)

*John saw Jesus coming to him, and said,
'There is the Lamb of God, who takes away the sin of the world.'*
John 1:29 (TEV)

MENU

INTRODUCTORY ACTIVITIES

1

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

JEWISH CUSTOMS Students investigate the Jewish customs and lifestyle Jesus would have experienced, including traditions, feasts and festivals, food, clothing and housing. This activity helps students to think of Jesus as a real historical person rather than a mythical character. (1b)

HOLIDAYS Ask students to discuss activities which take place at Easter and at Christmas. Students give their opinions as to why we have holidays at these times. Use this as an opportunity to discover what the students know about the birth, life, death and resurrection of Jesus. (1a,1b)

LIFE IN JESUS' TIME Students imagine they are children living in the time of Jesus. They write diary entries which would tell about a week in their life. Or they make a concept map of their interests and activities.

Resources such as *The Time of Jesus (crafts to make)* by Lois Rock provide excellent simple-to-make crafts relating to life at the time of Jesus. Alternatively, students make a model of a town typical of Palestine in Jesus' time. (1b)

SHEPHERDS Students investigate the work of shepherds at the time of Jesus using a Bible encyclopedia. Go on to explore the story of the angels announcing the birth of Jesus to the shepherds or Jesus' description of himself as a good shepherd. (1a,1b)

AN IMPORTANT VISITOR Discuss the ways a school, a community and/or a city prepares for an important visitor, eg politician, author, popular sporting identity. Find newspaper articles or television news footage which shows some of the preparations, ceremonies and activities which take place to welcome the visitor. Use this to lead into exploring the way people prepared for and announced the birth of Jesus. (1a,1b)

WHO IS JESUS? Students recall and list what they know about Jesus. They survey family members, friends, neighbours to discover what others know and think about Jesus. Collate and present findings of survey. (1a,1b)

PAINTINGS OF JESUS Students view a variety of images or paintings/prints of Jesus from various countries and cultures. Discuss what these paintings communicate about Jesus.

- What qualities of Jesus do the pictures highlight?
- What sort of person does Jesus appear to be in the various pictures?
- Do all countries portray Jesus the same way? Why/why not?

Students give their reaction to the pictures which do not portray the stereotypical image of Jesus.

Discuss where people get their ideas about Jesus from. What new insights do these pictures give?

Begin a gallery of images of Jesus which can be built up throughout the unit. (1a,1b)

2

Jesus brought God's loving rule into the world

FAVOURITE SONGS Students talk about their favourite songs. Discuss what they like about each song. Ask students if they can describe the message of the song.

As a class, list songs which tell a story or tell about a person and their life (not necessarily songs used in worship sessions). Students listen to a song(s) which tell a story, eg *The Drover's Dream*. Ask students to retell the story of the song, orally, pictorially or in written form. Use this as an introduction to examining songs which tell the story of Jesus. (2a,2b,1a,1b,3a,3b)

MAP OF ISRAEL Make a large map of Israel in New Testament times including towns and cities (see Bible handbooks/atlas).

Investigate the physical environment and climate of this area. Identify the types of plants, birds and animals found in this area. Include information on the map. (This information could help students when they examine the stories Jesus told which include references to the environment.) (2b)

A GOOD TEACHER As a class, identify and list the characteristics of a 'good' teacher. Use this as an introduction to 'Jesus the teacher'. (2a,2b)

STORIES WITH A MESSAGE Read stories to students with a 'message', such as folktales and fables. Explore folktales from a variety of cultures. Students discuss the message of these stories.

Alternatively, students could share their favourite stories with the class, giving reasons for the choice of the story. Use this as an introduction to the stories Jesus told. (2a,2b)

JESUS FACT FILE [1] Students set up a Jesus fact file or database which they will add to throughout the unit. The information can be kept on a computer file, or in a folder or memo book. (1a,1b,2a,2b,3a,3b)

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

SAD TIMES Students discuss occasions when they experienced the loss of something very special to them, eg death of a pet, friend moved away. Alternatively, read stories to students which deal with grief and loss (see Recommended Resources Menu). List the different ways in which people can express their feelings of loss. (3a)

MY REACTION As an introduction to exploring the response of people to Jesus' death and resurrection, provide students with newspaper articles about an unusual event or about a remarkable person. Students prepare a brief oral or written report which summarises the article. They include in the report, a personal response to the events or person described. (3a)

WHAT WOULD YOU DO? Discuss with students what they would be prepared to 'give up' or sacrifice for the benefit of someone else. Would they be prepared to give up more for their best friend or for a family member? What would they give up for an enemy or someone who had hurt them? Give reasons. Use as an introduction to examining the purpose of Jesus' death and resurrection. (3a,3b)

MENU

DEVELOPMENT ACTIVITIES

1

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

ANNOUNCING JESUS' BIRTH . . .

to Mary Students read the Bible story of the angel's visit to Mary (Luke 1:26–35). They summarise the important information given to Mary about the baby she will give birth to.

Students read the account of the birth of Jesus (Luke 2:1–7). They create a birth notice Mary and Joseph might place in the 'Jerusalem Times' which announces the birth of Jesus to the world. Use information about Jesus from the two above Bible passages in the birth notice.

to shepherds Students read the story of the angels announcing the birth of Jesus to the shepherds (Luke 2:8–20). Explore reasons why God chose to announce the birth of the Saviour of the world to ordinary, poor shepherds. Students retell the story from the perspective of the shepherds as a narrative, or role-play the event. (1a,1b)

RESEARCH THE LIFE OF JESUS

Use the responses from *Who is Jesus?* (Introductory activity) and selected goals to assist students in their selection of an aspect of the life of Jesus they can research (see Bible References Menu). They collect a variety of resources to assist with research, such as Bible story books, tracts, Christian songs.

Information could be presented in a variety of ways, eg a biography, a series of interviews, a class book written from various personal perspectives, a video. Students evaluate the research of their peers and identify what each aspect of Jesus' life reveals about him. (1a,1b,2a,2b,3a)

NAMES FOR JESUS Students suggest words to describe Jesus or images of Jesus, eg friend, teacher, healer, caring person, forgiving person, servant, God's Son, Saviour. Use hymns or songs as a resource. Students choose one of these 'names' and find examples in the gospels where Jesus demonstrated his 'name'.

Students could explore Jesus' 'I am . . . ' statements (see Bible References Menu), to identify what Jesus taught about himself. (1a,1b,2a,2b)

A DAY IN THE LIFE OF JESUS

Students use one of the gospels or a Bible story book as a resource to record 'a day in the life of Jesus'. This could be written as a timetable, as a diary entry written by Jesus or one of his disciples, or in a comic strip format. Include examples which show Jesus as truly human, eg feeling joy, exhaustion, sadness, sharing meals, and examples which show Jesus as God's Son, eg forgiving sins, performing miracles. (1a,1b,2a,2b)

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Jesus brought God's loving rule into the world

SONGS ABOUT JESUS Students choose Christian songs which tell about the life and actions of Jesus. They make a list of the things the songs say about Jesus, then sort and classify the list.

Alternatively, the students make a picture book which uses the lyrics from one of the songs to tell the story of Jesus. (1a,1b,2a,2b,3a,3b)

MAP OF JESUS' MINISTRY Record on a map of Israel in New Testament times (see Introductory activity) the various towns and places Jesus visited. Record events in the life of Jesus which took place in those towns. Students could make a 'travel brochure' about the most important places. (2a,2b)

TIME LINE Show students a video of the life of Jesus. Present it in sections, ie the birth of Jesus and his early life, his ministry and teachings, his death and resurrection. After viewing each of the sections, the students each construct their own time line of events in Jesus' life.

Alternatively, students could use information from a CD-ROM or computer program instead of a video. (2a,2b,3a,3b,1a,1b)

JESUS' STORIES Using the gospels or Bible story books, students examine stories Jesus told. Students choose their favourite story. Working in groups, they make an audio-tape presentation of the story (including sound effects) or dramatise the story. Students also give reasons why this is a favourite story. (2a)

JESUS' MIRACLES [1] Students investigate Jesus' miracles (see Bible References Menu). Retell stories from the perspective of one of the disciples. Imagine the kinds of questions the disciples would have about Jesus and what they would believe about Jesus. (2a,2b)

JESUS' MIRACLES [2] Students choose one of Jesus' miracles. Identify and list the need or concern of the person(s), Jesus' words or actions, and the reaction of the person(s). Students illustrate the miracle, including these three aspects. This can be done in a variety of forms, such as cartoon or storyboard. (2a,2b)

STORIES ABOUT NATURE Students identify things from nature that Jesus used in his teachings, eg birds, seeds, vine, lilies of the field, fig tree. Students discuss reasons Jesus used these things from nature in his stories. Students record the sorts of things they imagine Jesus would use in his stories if he was talking to people today: farmers, people involved in the fishing industry, sports people, builders, office workers or children. (2a)

PARABLES OF JESUS Students read some of the parables Jesus told (see Bible References Menu or Bible index). Students work in pairs. Each pair chooses one of the parables. They retell the story in written, oral, pictorial or dramatic form. Allow each pair to identify for themselves the message of the story. To assist students, tell them that many of Jesus' parables contain a message of 'good news' about God, or about showing love to others. (2a)

IMPORTANT WORDS OF JESUS

Students work in three groups to discover and record what Jesus taught about God, about himself and about how to love people (see Bible References Menu). Each group chooses what they think are the three most important things Jesus said about God, about himself, and about how to love people. Each group presents their information in a creative way, eg mobile, banner, rap. (2a,2b)

'LIFE OF JESUS' GAME Working in small groups, students create a board or card game which will require them to use their knowledge of Jesus' life, teachings and actions. Students use other games as models and the Bible and Bible story books as references and resources. Students play games made by their peers and evaluate them. (1a,1b,2a,2b,3a)

PEOPLE JESUS SPENT TIME WITH

Students use an illustrated Bible to identify people whom Jesus spent time with and showed love towards, eg fishermen, children, people from enemy countries, poor people, sick people, people who had done bad things. Students imagine they are one of the people Jesus spent time with. (Use Bible stories from the gospels as a resource and reference.) Students tell about their observations of things Jesus said and did, and what they believe about Jesus. Stories can be presented as interviews or written narratives.

Alternatively, students identify people they imagine Jesus would spend time with and show love towards today. Students can record this information by making a 'then' and 'now' list, poster or mural which illustrates the way all people are important to Jesus. (2a,2b)

JESUS FACT FILE [2] After investigating an aspect of the life of Jesus, students record in their fact file (see Introductory activity), a summary of what they have learnt, eg Jesus was born in a stable in Bethlehem, Jesus loved all people, including those whom other people considered too bad for God to love. (1a,1b,2a,2b,3a,3b)

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VIDEO Show students a short video about the death and resurrection of Jesus, such as the Scripture Union video *Good Friday (with Easter Sunday)* or *Jesus on Trial* and *The First Easter* from *Jesus and His Kingdom*.

Students discuss, record or illustrate their reactions to the events which took place. Record questions the students have about the content of the video and use this as a basis for further investigation. Students could write a review of the video. (3a,3b)

JESUS AND DEATH Students make a list of their feelings about death and discuss these. They read the Bible's account of Jesus' resurrection (Matthew 28:1–10). Examine other Bible passages which deal with the implications of Jesus' death and resurrection (see Bible References Menu).

Students consider how the Bible's message and Jesus' actions could impact on the way people view death. Students prepare a tract, cartoon or letter which summarises the way Christians can view death in the light of Jesus' death and resurrection. (3a,3b)

JERUSALEM TIMES Students imagine they are reporters for 'The Jerusalem Times' newspaper. Write a series of articles which tell of the events of Holy Week, from Jesus' entry into Jerusalem to his resurrection. Articles could be combined to make a class newspaper. (3a,3b)

WANTED POSTER Students imagine that they are part of the group of church leaders who wanted to kill Jesus. Design a 'wanted' poster which describes Jesus and his actions and the reasons you want to capture him. (3a)

JESUS IN THE APOSTLES' CREED Students make a sign with the word JESUS in large, open balloon-type letters. They select from the second part of the Apostles' Creed (and Luther's explanation of it) key words or phrases which tell about Jesus. They record these words inside the letters.

Students use the second part of the Apostles' Creed (and the explanation) to investigate the implications of Jesus' death and resurrection for all people. They record this information outside the word JESUS on their sign. (1a,1b,3a,3b)

CONTRAST MUSIC Students listen to or find songs and/or hymns about Jesus' suffering and death and compare them with music or songs about Jesus' resurrection. Explore the feelings and mood created by the different pieces of music or songs. Students choose the song or music which they feel best summarises the events and feelings associated with Jesus' suffering and death, and the one which best summarises the events and feelings associated with the resurrection. Share the selected music with the class or use as part of worship. (3a,3b)

DIORAMA Students use an illustrated Bible to identify the events which took place in Holy Week. Students work with a partner or in small groups. Each group creates a diorama which illustrates one of the events of Holy Week. (3a.)

REACTIONS TO JESUS Students explore the different 'eyewitness' accounts of people who saw Jesus after his resurrection, eg Mary, Peter, Thomas, the disciples in the locked room, the two disciples on the way to Emmaus. Imagine how these people felt before and after the resurrection.

Students present the accounts of these people as a television interview ('Eyewitness News'). They could also include imagined responses of the Roman government or the Pharisees. (3a,3b)

GENERAL ACTIVITIES

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

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

MENU

RESPONSE ACTIVITIES

1

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

EVIDENCE THAT JESUS IS . . .

God's Son Students imagine they have been asked to find evidence which shows that Jesus is God's Son. Students work with a partner making a list of Bible passages, events described in the Bible they have investigated and the second part of the Apostles' Creed which support the claim, eg the words of God at Jesus' baptism, Jesus' miracles, Jesus' resurrection.

truly human Students imagine they have been asked to find evidence which shows that Jesus experienced life as an ordinary human being. Use Bible stories and the second part of the Apostles' Creed as resources. Students make a list of the good things Jesus experienced, eg meals and celebrations with friends and family. Students also list difficult things Jesus experienced, eg sadness, exhaustion, pain, death.

Students prepare a presentation, eg a flap book, poster or dramatisation, which illustrates the biblical evidence of Jesus as God's Son and truly human. (1a,1b)

NAME RESPONSE Students choose one of the names or images of Jesus (see Development activity *Names for Jesus*). They make a poster, banner, sculpture or prayer which is related to or illustrates the name or image of Jesus. (1a,1b)

ANNOUNCING THE ARRIVAL

Students imagine they were given the task of announcing to everyone the birth of Jesus. Students plan a campaign, including what they would say about Jesus and how they would communicate the message. (1a,1b,2a,2b)

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Jesus brought God's loving rule into the world

SUMMARISE THE STORY OF JESUS

Students work in groups to summarise the story of Jesus using one of the following methods:

- Construct a story map or mural in the form of a road, which illustrates events that took place in Jesus' life from his birth to his ascension.
- Present events from the life of Jesus in tableau form. Photograph each tableau and make a display for the school community.
- Write a song which could be dramatised and presented at an assembly or as part of worship.
- Make a picture book appropriate for junior primary students, which tells about Jesus' teaching, miracles or some theme or aspect of Jesus' life.
- Make a series of tracts about the life and work of Jesus suitable for primary students. (2a,2b)

JESUS TEACHES AT MY SCHOOL

Students imagine that Jesus came to their school. Students write and illustrate what he might teach about, what kinds of stories he might tell and what sorts of things he might do. Consider where he would teach and which members of the school community he would spend time with. Students make a list of questions they would like to ask Jesus. The teacher could use these questions as a basis for a discussion or a devotion. (2a,2b)

CONTEMPORARY PARABLES

Students work with a partner or in a small group to write a parable which teaches people about God or how to love other people. Use the parables Jesus told as models. Dramatise the parable. (2a,2b.)

JESUS FACT FILE [3] At the conclusion of the unit the Jesus File can be presented as an official-looking document or file, or in the students' books. Send the file home for students to share information with parents. (1a,1b,2a,2b,3a,3b)

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CONSTRUCTION Students construct a cross or create another symbol which reminds them of Jesus' actions for the world as described in the Bible. They may use clay, wood, or other construction materials. (3a,3b)

PHOTOGRAPHIC EXHIBITION

Students imagine that they are photographers travelling with Jesus during Holy Week. Prepare an exhibition of 'photographs' (drawings) taken during this week. Include reactions of people around Jesus to the various events. (3a)

RESPONSE TO JESUS' ACTIONS

Students consider the reasons Jesus suffered, died and rose again. Students write a personal prayer or journal response to Jesus' actions described in the Bible and what this means for them. (3a,3b)

WHAT DO I BELIEVE? Students consider what they believe about Jesus. Students can present their responses in a variety of ways, including a personal journal entry, a 'creed' statement, song, prayer, poem, painting, collage, symbol or logo, overhead transparency presentation, stained-glass window or a letter to a friend, teacher or family member. (3a,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 saved people through Jesus*.

Some of these resources may be out of print.

They are listed because they (or others similar to them) may be found in school libraries.

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

LITERATURE — NON-FICTION

The life of Jesus: general

- Carter S *Lord of the Dance* 1998 Lion
 Caswell H *I Know Who Jesus Is* 1989 Lutterworth Press
 Doney M *Jesus the Man Who Changed History* 1988 Lion Publishing
 Drane J *The Life That Changed the World Bible World* 1994 Lion Publishing
 Drane J *Heaven and Earth Bible World* 1996 Lion
 Graystone P & Thomas J *If I Had Lived in Jesus' Time* 1995 Abingdon Press
 Nystrom C *Who Is Jesus?* 1980 ANZEA Books
 Ousler F *A Child's Life of Jesus* 1997 Abingdon Press
 Rhymer J *The Illustrated Life of Jesus Christ* 1994 Bloomsbury
 Rock L *The Time of Jesus (crafts to make)* 1997 Lion
 Rock L *A First Look at Jesus* 1994 Lion
The Life of Jesus (adapted from NRSV) 1993 The Liturgical Press
 Wansbrough H *The Story of Jesus* 1996 Harper Collins

The life of Jesus: specific stories

- Arch Book Series* Concordia Publishing House
Birth and Early Ministry
Parables Jesus told
Lessons Jesus taught
Miracles Jesus performed
from Palm Sunday to Easter
from Easter to his Ascension
 Caswell H *Parable of the Good Samaritan* 1992 Abingdon Press
 Hastings S *The Birth of Jesus and Other Bible Stories* 1994 Dorling Kindersley
 Hastings S *The Miracles of Jesus and Other Bible Stories* 1994 Dorling Kindersley

Laird E *The Road to Bethlehem: A Nativity Story from Ethiopia* 1987 Collins

Lutheran Tract Mission: tracts
The birth of Jesus
Jesus visits the temple
Some fishermen follow Jesus
The good Samaritan
Jesus feeds a big crowd
Is it a ghost?
Jesus heals an official's son
Easter
The road to Emmaus

Jewish traditions

Hannigan L *Sam's Passover* 1985 A & C Black
 Lawton C *I Am a Jew* 1984 Franklin Watts

General

Alexander P ed. *The Lion Encyclopedia of the Bible* 1978 Lion Publishing
 Van der Maas Ed M *Adventure Bible Handbook* 1994 Zondervan Publishing
Reproducible Maps Abingdon

LITERATURE — FICTION

The life of Jesus

- Hunt A *The Tale of Three Trees* 1989 Lion Publishing
 Hunt A *The Singing Shepherd* 1992 Lion Publishing
 Spence E *Me and Jeshua* 1985 Dove Communications
 Wild M & Huxley D *Light the Lamps* 1994 Margaret Hamilton Books
Grief and loss
 Burningham J *Grandpa* 1984 Jonathan Cape
 Little J *Mama's Going to Buy You a Mockingbird* Puffin Books
 Wilhelm H *I'll Always Love You* 1985 Hodder

Folktales / fables

Aesop *Fables* Methuen

Arbuthnot M *Part Two Time for Magic: Old and New (Folktales from around the World)* Scott Foresman

Fox M *Feathers and Fools* 1989 Omnibus

Scholey A *Baboushka* 1982 Lion

Wildsmith B Oxford University Press

North Wind and the Sun

The Lion and the Rat

The Rich Man and the Shoemaker

The Hare and the Tortoise

MUSIC

ABC SING books and CD's ABC Education

All Together songbooks Openbook

Publishers, Adelaide SA

Gospelling to the Beat Book 2 1997 Scripture Union

Scripture in Song, Book 3 1988, Book 2 1983, Australian Print Group

AUDIO-VISUAL

COMPUTER

Risen: Jesus The Week That Changed History

Lion Multimedia 1995 Lion Publishing

The Jesus Story Begins Lion Multimedia 1996

Lion Publishing, Oxford

VIDEO

The First Christmas and Other Bible Stories and *Jesus and his Kingdom* The Oxford Vision Children's Video Bible 1988 Lion Publishing

Good Friday (with Easter Sunday) Scripture Union

Luke Street and Mark Time Scripture Union

Jesus The Jesus Project Here's Life Ministry

TEACHER RESOURCES

Crotty R *The Jew Called Jesus* 1993

Dwyer E J

I Believe in Jesus Christ Life Plus series 1994 JBCE

O'Toole M *Jesus: The Word of God* 1992

Collins Dove

Singer C and Hari A *Experience Jesus Today* 1993 OCP Publications

White W *Stories for Telling — A Treasury for Christian Storytellers* 1986 Augsburg Publishing House

Yancey P *The Jesus I Never Knew* 1995

Zondervan Publishing House

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.