

MENU

BIBLE REFERENCES

1

God creates and loves all people

God creates male and female
Genesis 1:26–31

God creates all things
Genesis 1,2; Acts 17:25,26

People are precious to God
Isaiah 43:4

Faith in Jesus makes all people equal
Galatians 3:28

Jesus shows people they are precious to God

Jesus feeds 5000 men
Matthew 14:13–21

Jesus and children
Mark 10:13–16

Blind Bartimaeus
Mark 10:46b–52

Ten men with leprosy
Luke 17:11–19

Zacchaeus
Luke 19:1–10

The thief on the cross
Luke 23:32–43

God loved the world...
John 3:16

The wedding at Cana
John 2:1–12

The great catch of fish
John 21:1–13

Jesus and women

Jesus heals a Canaanite woman's daughter
Matthew 15:21–28

A woman anoints Jesus
Luke 7:36–50

Women who helped Jesus
Luke 8:1–3

Martha and Mary
Luke 10:38–42

Jesus heals a woman on the Sabbath
Luke 13:10–13

A sick woman
Mark 5:25–34

A widow's offering
Mark 12:41–44

Jesus and a Samaritan woman
John 4:3–42

Jesus appears to Mary Magdalene
John 20:1,2, 11–18

God loves and values all people

Psalms 8:3–8
Psalm 103:11

Psalms 121:7
Psalm 139:13–18

Isaiah 43:1
Isaiah 49:15b,16

Jeremiah 1:5,8
Jeremiah 31:3,4a

Malachi 3:17
Matthew 5:45

Matthew 6:26
Matthew 10:29–31

John 3:16
Acts 10:34

Romans 5:8
1 John 4:10

2

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

People with a variety of talents serve God

Joseph
Genesis 37,39,40

Pharaoh's daughter
Exodus 1 – 2:10

Moses
Exodus 2 – 4

Aaron
Exodus 4:10–16

David
1 Samuel 16
2 Samuel 5:1–5
1 Samuel 17:12–54
Psalm 78:70–72

A widow who helped Elijah
1 Kings 17:1–16

Mary the mother of Jesus
Luke 1:26–38
Luke 2:5–7
Luke 2:21–24,39,40
John 2:1–12
John 19:25–27
Acts 1:14

Peter, a fisherman
Matthew 4:18–20
Acts 2:14–41
Acts 5:12–16
Matthew 10:5–8
Acts 3:1–10

Dorcas
Acts 9:36–43

God is the giver of talents and works through people as they use them

Bezalel and Oholiab
Exodus 35:30–35

Solomon's wisdom
1 Kings 3:5–15, 4:29–34

People are unique to God
Psalm 139:13–18

Potter and clay
Isaiah 64:8

One body, many parts
Romans 12:6–8
1 Corinthians 12:27–30

1 Corinthians 12:5,6
Philippians 1:3–8; 4:1
1 Peter 4:10,11

3

God creates all people to live in relationship with him

People spoil the perfect friendship with God
Genesis 3

God initiates a relationship

Abraham
Genesis 12:1–9

Moses
Exodus 3:1–17

Relationship with God

Psalms 40:2–4
Psalm 100
Psalm 146
Psalm 51:1–4
Psalm 139
Acts 17:24–28

God demonstrates friendship

Noah	Genesis 7–9
Gideon	Judges 6:11 – 7:25
David	2 Samuel 7:8–16; Psalm 16
Solomon	1 Kings 3:1–15
Elijah	1 Kings 17:1–16
Three men in Babylon	Daniel 3
Daniel	Daniel 6
Jonah and the people of Nineveh	Jonah 1:1 – 4:11

People’s response to God

Noah	Genesis 6:22, 8:20
Gideon	Judges 6:24
David	Psalm 16:7–9
Solomon	1 Kings 3:15
Elijah	1 King 17:5
Three men in Babylon	Daniel 3:16–18
Daniel	Daniel 6:10
Jonah	Jonah 4

God is a friend even when people turn away from God

The golden calf	Exodus 32 – 33:17
The prophets of Baal	1 Kings 18
The golden statue	Daniel 3

Jesus brings people back into a relationship with God

John 15:13	Romans 5:6–11
2 Corinthians 5:19–21	1 Timothy 2:4–6
1 John 2:1,2	

KEY BIBLE VERSES FOR TO HEAR AND REMEMBER

You are precious to me . . . I love you and give you honour.
Isaiah 43:4b (TEV)

We were God’s enemies, but he made us his friends through the death of his Son.
Romans 5:10a (TEV)

*Each of you has been blessed with one of God’s many wonderful gifts
to be used in the service of others.*
1 Peter 4:10a (CEV)

MENU

INTRODUCTORY ACTIVITIES

1

God creates and loves all people

PETS AND PEOPLE Students share photographs or drawings of their pets or other animals they have observed. Consider organising a 'pet day' when students can show their pets to the class. Share with students books such as *Arthur*, which describe animals' activities.

Students discuss and make a list of the special things their pets can do, eg lift paw to 'shake hands', return a ball. Compare this list with the things the students can do. Identify the similarities and differences. Students make a picture book which highlights the unique nature of human beings, eg *My dog can fetch the paper, but he can't read the paper.* (1a)

MALE AND FEMALE Students discuss the roles and responsibilities of men and women in society. Examine newspaper articles or advertisements identifying the roles of men and women. What impressions do they give about the importance of men and the importance of women? Do you think that these are accurate? Give reasons.

This can be used as an introduction to the exploration of the Bible teaching that male and female are equally valuable. (1b)

FEELING VALUED To introduce the Christian belief that God loves and values all people, students brainstorm ways they can help people to feel important or valued, eg think about the things you can say or do. Role-play these suggestions. Discuss how being valued makes you feel. (1c)

MESSAGE OF LOVE FROM GOD Give each student a message written on a card/paper with the Bible verse: 'You are precious in my eyes and special, and I love you' (Isaiah 43:4b TEV). Students write a personal response, expressing their feelings about receiving this message. Students include answers to questions such as: *Who do you think would feel this way about you? Why would someone say something like this to you?* Students share their responses with the class. At the end of the session reveal the sender of the message. (1a,1c)

CREATING SOMETHING SPECIAL

Ask an artist or craftsperson to share with the students feelings about the things they have made. Students bring to school something special they have made and discuss their feelings about what they have made.

Read to the students a story which focuses on the feelings the maker has for what he has created, such as *You Are Special* (M Lucado). Use this as an introduction to the Bible's message of God's love and value of the people God has created. (1a,1c)

MY LIFE BEGINS Students share photographs and information about their birth, eg place of birth, time of birth, weight, length. Use this as an introduction to exploring the Christian belief regarding God's way of 'creating' humans today. (1a)

2

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

SELF-PROFILE As an introduction to the Christian belief that each person's talents and abilities are God-given, students make a presentation about themselves focusing on their talents and abilities (a fold-out book, life album, database, documentary, cartoon strip, or time-line). They give a brief oral presentation to share information about themselves to the class. (2a)

UNIQUE Each student records their fingerprint. Students compare fingerprints and discuss what they notice about each fingerprint. As a class discuss and define the meaning of the word 'unique'. (2a,1a)

UNIQUE INVENTIONS Students invent, design or make a unique 'creation' using junk materials. Students explain what is unique about their invention. (2a)

MY TALENTS Students write a list of words to describe their personal characteristics, eg honest, helpful, fun. Students write a poem about themselves including these characteristics. (2a)

JOB APPLICATION Students look at the job vacancies in the newspaper. They decide on a job that they would like to do and write a letter as though they were applying for the position. They state their particular talents and abilities which would make them suitable for the position. Alternatively, students apply for positions/responsibilities within the class or the school. The teacher or other class members could respond to the letters. (2a,2b)

3

God creates all people to live in relationship with him

WHAT IS A FRIEND? Read to the students literature about friendships. Students make a class list of qualities of a good friend. Role-play the kinds of things friends do together.

Encourage students to share photos of their friends. Students can pray for these people or write them a letter telling them how much they appreciate their friendship. Use this as an introduction to the Bible stories of the friendship God initiates with people. (3a,3b)

THE PERFECT FRIENDSHIP Students identify problems which can sometimes occur in friendships, eg a friend doesn't want to 'be friends' any more, conflicts. As a class, make two lists, one which describes the problems which can occur in friendships and the other which records the characteristics of a perfect friendship. (3a 3b)

MY RELATIONSHIPS The teacher shares with the students the various positive relationships they have with important people in their life, eg parent, partner, child, aunt, uncle, grandparent, colleague. The teacher chooses one of these people and describes the ways he/she demonstrates that the person is important to them, eg spends time with them, rings, listens to their advice, gives gift.

Students identify a person in their life they have a positive relationship with. They work with a partner and use role-play to demonstrate:

- the relationship they have with the person
- the way they demonstrate that this person is important to them.

Use this as an introduction to ways people express their relationship with God. (3b)

BELIEFS AND PRACTICES OF

RELIGIONS (Part 1) As an introduction to the ways people of various religions express their relationship with God, brainstorm and list the names of various religions known to the students. If students offer names of different denominations, list these suggestions all under the heading of Christianity.

Invite students or parents who belong to different religious traditions to share information about their religion with the class. (3b)

MENU

DEVELOPMENT ACTIVITIES

1

God creates and loves all people

GOD CREATES PEOPLE Students read the biblical accounts of creation in Genesis 1 and 2. List and illustrate the ways people were unique from the rest of creation, eg ability to make decisions, ability to have a relationship with God, given roles and responsibilities. (1a)

PEOPLE WHO HAVE HELPED ME

TO GROW Students describe and illustrate how they see themselves

- physically, eg tall and lean
- intellectually, eg good problem-solver
- emotionally, eg I get angry very easily
- spiritually, eg I'm interested in learning more about God. (1a)

GOD CREATES MALE AND FEMALE

Students read Genesis 1:26–31. They identify

- who God made **both** male and female to be like (verse 27)
- the important responsibilities God gave to **both** male and female (verse 28)
- what God provided for **both** male and female (verse 29)
- God's reaction to the people God had made (verse 31).

Record the important things God says about both males and females. (1a,1b)

ROLES AND RESPONSIBILITIES OF PARENTS

Invite parents to the class to share with the students the roles and responsibilities they have (in the home, in the business world, in community organisations, etc). Try to ensure a range of occupations and gender balance. Students illustrate some of the important roles and responsibilities both men and women have today. (1b)

FEMALE AND MALE OF EQUAL

IMPORTANCE Students identify ways people can use comments about gender to make others feel inferior.

In Jesus' time women were not always treated as having equal importance with men. Students explore Bible stories which demonstrate that Jesus treated women as being of equal importance with men. See Bible References Menu. See also Galatians 3:28.

Students prepare a poster or class book of profiles of females and males from the New Testament. Record or illustrate how Jesus demonstrated that they were important to God. (1b)

JESUS SHOWS GOD'S LOVE

Investigate Bible stories in which Jesus provided for people's needs or healed people. See Bible References Menu. Consider people who were included in these stories. Read Matthew 5:45b for further insights.

Students make a mural of the people Jesus provided for and healed. Or students organise 'interviews' with someone from each of the stories. The characters can describe Jesus' actions towards them and the impact this had on them and others. (1c)

CATECHISM Students investigate Luther's explanation of the first part of the Apostles' Creed. Students identify what this says about

- what God gives people as their Creator (body, senses, soul)
- what God gives people to take care of them (food, protection).

Students make a mobile which illustrates things God gives people because they are precious to him. The mobile could be used as a prayer aid during worship sessions.

Consider using sessions in Health to investigate the human body, focusing on the amazing design of human beings. (1c)

GOD LOVES WHEN IT'S HARD TO

LOVE Students think of times when people would find it difficult to love them, eg when I am angry, stubborn, selfish. Discuss: Does God love people when they act in 'unloving' ways?

Identify Bible verses or stories about God's love for **all** people (sinful people), eg

John 3:16 Romans 5:8 1 John 4:10

The thief on the cross Luke 23:32–43

Zacchaeus Luke 19:1–10.

Students could respond in the following ways:

- Make a plaque with a Bible verse(s) which reminds them that God always loves them.
- Make a collage of newspaper photographs showing people hurting others, with a verse such as Romans 5:8 printed in bold colours across the photographs.
- Write a prayer or journal entry which gives a personal response to the Bible passages and stories.

- Choose songs which express God's unconditional love for people, eg *If you're black or if you're white*, to be used in worship sessions (1c)

PSALMS Students read Psalm 8:3–8 and Psalm 139:13–18. Discuss and record what the psalm writer is saying about the way God values people. Students rewrite the message of these psalms using a different genre, eg letter, poem, poster. (1c)

HOW LIFE BEGINS Students investigate human reproduction. The way they do this will be determined by

- your school's sex education policy
- resources available from your library or from the Family Life Movement in your state.

Remember to

- inform parents as to what you intend to discuss and investigate with the students
- remind students that Christians believe human reproduction is part of God's creative work. (1a)

2

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

TALENTS OF THE FIRST PEOPLE

Students read Genesis 2 and identify the talents and abilities God gave the first people. Make a mural or diorama which illustrates ways they may have used these talents and abilities, eg caring for animals, planting trees and growing food. (2a)

LETTERS OF ENCOURAGEMENT

Students read Philippians 1:3–8, 4:1 to hear how Paul wrote letters to his friends in different churches to encourage and affirm them. Each student writes a letter of encouragement to someone, eg friend, family member, neighbour, teacher, telling them how much they appreciate their talents and how they help people. The teacher can write encouraging letters to staff members or students. (2b)

POTTER AND THE CLAY Show students a variety of pottery. Discuss the various purposes of the pieces, eg decorative, functional.

Read the Bible passage Isaiah 64:8. Students discuss why they think Isaiah used the 'picture' of God as a potter. What might be the message in this verse about how God considers the life of each person? Students make something from clay which indicates what is unique about themselves. (2a,2b)

USING TALENTS TO SERVE GOD

Students investigate Bible stories of people who used their talents and abilities to serve God (see Bible References Menu). Give a brief description of each person, the talents of this person and the way God was able to use the talents of this person.

Students present their information as an interview with the person, a profile, a magazine about 'talented' people in the Bible, or a poster. Or students could write job applications for each of the tasks God wanted these people to do. Include the talents and abilities required, as well as the assistance God provided. (2a,2b)

USING TALENTS AND ABILITIES

Students read Romans 12:6–8 to identify what the Bible says about where people's gifts or talents come from and what people are to do with them. Identify people in the community today who are using their gifts and talents to serve God. Choose any of the following activities:

- Ask a pastor to share information with students about the ways people in a local congregation are serving God and others.
- Share with students articles from newspapers or Christian magazines and publications, such as *The Lutheran, On Being Alive, Together* which describe Christians using their talents in the community.
- Show a video such as *Hand in Hand* which describes some of the work of the Lutheran Church of Australia. Identify the talents and abilities of people in the church and how they are being used.
- Explore non-fiction resources which tell of people globally or through history who have used their talents to serve God and others. (2a,2b)

3

God creates all people to live in relationship with him

GOD INITIATES THE PERFECT

FRIENDSHIP Read Genesis 2. Students imagine what life might have been like in the garden of Eden when Adam and Eve had the perfect friendship with God.

- What might they have done together?
- What might they have talked about?
- How might they have shown that they were friends?

Illustrate what you imagine this perfect friendship might have been like. (3a, 3b)

LOOKING FOR GOD Students choose Old Testament Bible stories which describe situations where people were 'looking for God' in all the wrong places, eg

The golden calf Exodus 32:–33:17
The prophets of Baal 1 Kings 18
The golden statue Daniel 3:1–30.

Make a storyboard or comic strip format which illustrates the way people were searching for God, and how God continued to show that he loved them and wanted a relationship with them. (3a,3b)

GOD WANTS TO BE FRIENDS

Students work with a partner or in small groups. Choose a Bible story which describes God initiating friendship and being a friend to people. See Bible References Menu. Students summarise and illustrate the story, including God's initiation of the friendship and listing the qualities of friendship God showed. Identify the way the people in the story responded to God's friendship. This information can be made into a class book. (3a,3b)

PSALMS Students examine psalms, such as Psalm 8 Psalm 10
Psalm 40:2–4 Psalm 51:1–4
Psalm 139 Psalm 146.

Students identify what the psalms tell people about the relationship the writers had with God. List the things the writers talked to God about. Choose one psalm and the key ideas in it. Rewrite the psalm as a letter to God. (3a,3b)

THE ULTIMATE ACT OF

FRIENDSHIP Students work in small groups and make up a play about friendships which includes the words 'You must think I'm very special to do something like that for me!'

Students discuss what they would find very difficult to do for another person. Identify some of the difficult things Jesus did for people. Read John 15:13 to discover the most difficult thing he had to do. Discuss Jesus' motivation for doing this (see Luther's explanation to the second part of the creed).

Write a journal entry, prayer or poem in response to Jesus' actions. (3a, 3b)

RESPONDING TO GOD Students read Luther's explanation of the first part of the Apostles' Creed. They identify what Luther says should be the response of Christians to what God has done. Students create posters or skits which describe why and how Christians 'thank, praise serve and obey' God. (3b)

CHRISTIAN FESTIVALS Students use non-fiction resources (see Recommended Resources Menu) to investigate the various ways Christians from all over the world respond to their relationship with God.

Students work in groups and choose a particular Christian festival, making a display of the ways Christians in different countries celebrate the festival. Alternatively, students could choose a particular country and research the ways Christians of that country worship God. (3b)

BELIEFS AND PRACTICES OF

RELIGIONS (Part 2) Provide students with a variety of resources to read and view which give information about the beliefs and practices of religions other than Christianity. Consider focusing on another monotheistic religion such as Judaism. When presenting information about various religions to the class, it is important to avoid presenting simplistic stereotypes.

Students work in groups to summarise the important teachings and rituals of the religion they are researching. Assist students to identify the ways the people of the particular religion express their relationship with God. Make a visual display of this information. (3b)

GENERAL ACTIVITIES

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

SONGS Students learn and sing songs related to the concept (see Resources for Music and Devotions in the Appendix).

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RESPONSE ACTIVITIES

1

God creates and loves all people

LIFE IS A GIFT Students carefully examine the words of the song *What a gift (All Together Everyone 222)*. Students work in groups and each group illustrates a verse of the song. Students summarise the meaning of the verse in their own words and display their summary with the illustration. (1a)

GOD LOVES ALL Students recall the people Jesus spent time with and helped (see Development Activity *Jesus shows God's love*). Jesus often worked with people who were seen as outcasts in the community. Identify those people Jesus would be spending time with in our community, eg people with AIDS, unemployed and homeless people. Illustrate or write stories which tell about the kind of things Jesus might say to, and do with, these people. Use Bible stories as a model.

Discuss: Do you think Jesus would spend time with you? (1c)

GREETING CARDS Examine Bible verses which express the way God values all people, such as

Genesis 1:27	Psalms 8:5
Psalms 103:11	Psalms 121
Psalms 139:14	Isaiah 43:1
Isaiah 49:15b,16	Jeremiah 1:5,8
Jeremiah 31:3,4a	Malachi 3:17
Matthew 6:26	Matthew 10:29–31
Luke 15:1–10	John 3:16.

Make greeting cards which include a selection of these Bible verses and send them to peers, friends, family or neighbours. Encourage students to send a card to a person they know who may not feel very valued or important. (1c)

RESPECTING EACH OTHER Students work in mixed gender groups. They identify ways they can affirm and respect both male and female students and staff. Prepare and present a dramatisation which describes these suggestions. Students make illustrated charts which describe their strategies. (1b)

2

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

BANNERS Each student makes a banner, individual shield or a square for a class quilt/wall hanging which illustrates their talents and abilities. Alternatively, students work together to make a class mural which highlights the talents and abilities of each student. (2a,2b)

AFFIRMING TALENTS OF OTHERS

Students trace around each other and cut out life-sized figures of themselves. Students each decorate their own figure so that it illustrates their characteristics.

Students record (on the computer using different fonts, or on cardboard strips using coloured markers) a message for each person in the class. Identify the talents and abilities of each person and show appreciation for the person. As the messages are completed, they can be attached to the figures of the students. (The teacher may point out that Christians believe that God gives people their talents.) Figures can be displayed in the classroom or around the school. (2b)

PRAYER Students may write a prayer (which could be used in worship sessions) for each member of the class and/or staff member at the school, thanking God for their talents. Display these in the class or around the school. (2a, 2b)

3

God creates all people to live in relationship with him

SONGS Students examine Christian songs or hymns in which writers describe their relationship with God, such as *Where could I run from you? (All Together Everybody 224)* or *I give you my joys and sorrows (All Together Everybody 254)*. Students could

- summarise the song in their own words, describing the relationship this person has with God
- create a liturgical dance for the song
- write this song as a letter to God
- write their own words for a song or rap which expresses their relationship with God. (3a,3b)

PERSONAL PSALM Students write a psalm which reflects either

- their relationship with God (think about those things they want to tell God, to ask God, to thank God and to praise God for); or
- their response to the ways God has demonstrated friendship to people. (3b)

BELIEFS AND PRACTICES OF RELIGIONS (Part 3) Students identify and illustrate the similarities and differences between the religion they have researched and Christianity. Focus particularly on the ways people of the various religions express their relationship with God, eg prayer, worship, rituals. (3b)

MENU

RECOMMENDED RESOURCES

The introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop a unit about *God creates human beings*.

Some of these resources may be out of print.

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

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

LITERATURE — NON-FICTION

God creates all people to live in relationship with him

- Adler D *A Picture Book of Hanukkah* 1982 Holiday House
- Aggarwal M *I Am a Hindu* 1995 Watts Books
- Drane J *Christians* 1994 Lion
- Ganeri A *Buddhist — Beliefs and Cultures* 1996 Watts Books
- Ganeri A *Hindu — Beliefs and Cultures* 1996 Watts Books
- Ingpen R *Living with the Gods* 1995 Dragon's World
- Lawton C *I Am a Jew* 1995 Watts Books
- Nystrom C *Who Is God?* 1981 Anzea Publishers
- Peitsch F *Your Family and Mine* 1994 self-published
- Penney S *Judaism* 1995 Heinemann
- Prior K *Pilgrimages and Journeys* 1992 Wayland
- Rock L *A First Look at God* 1995 Lion
- Samarasekara D *I Am a Buddhist* 1995 Watts Books
- Stoppelman M *Jewish — Beliefs and Cultures* 1996 Watts Books
- Thompson J *Celebrate Christian Festivals* 1995 Heinemann Publishers
- Wood J *Our Culture — Buddhist* 1988 Franklin Watts
- Wood J *Our Culture — Jewish* 1995 Watts Books

General

- Alexander P (ed) *The Lion Encyclopedia of the Bible* 1986 Lion Publishing
- Hastings S *The Children's Illustrated Bible* 1994 Dorling Kindersley
- Morgan *Children's Daily Devotional Bible CEV* 1996 Thomas Nelson
- Van der Maas M (ed) *Adventure Bible Handbook* 1994 Zondervan Publishing House

Weiss N *Follow Me* 1982 Lutheran Publishing House

LITERATURE — FICTION

People are different from animals

- Graham A *Arthur* 1994 Keystone
- Graham A *Educating Arthur* 1987 Era Publications

Acknowledge the value of people regardless of talents and abilities

- Gleeson L *Dodger* Puffin
- Gleitzman M *Puppy Fat* Piper/Pan Macmillan
- Gleitzman M *Second Childhood* Puffin
- Graham B *Crusher Is Coming* Picture Lions
- Hunt A E *The Tale of Three Trees* Lion Publishing
- Lucado M *You Are Special* 1997 Crossway Books
- Morgan S *Just a Little Brown Dog* 1997 Fremantle Arts Centre Press
- Morgan S *In Your Dreams* 1997 Sandcastle Books
- Pilling A *The Donkey's Day Out* 1990 Lion Publishing

Relationships

- Thiele C *Storm Boy* 1990 Weldon
- White E B *Charlotte's Web* 1981 Macmillan
- Wild M *The Very Best of Friends* 1985 Margaret Hamilton

Talents and abilities

- Fox M *Koala Lou* 1988 Puffin
- Hilton N *A Proper Little Lady* 1989 Harper Collins
- Lester A *Clive Eats Alligators* 1985 Oxford University Press
- Lester A *Rosie Sips Spiders* 1988 Oxford University Press
- Rodda E *Rowan of Rin* 1993 Penguin
- Rolley AM *Puffy* 1993 Random House

Feelings

Fowler T *Am I Going with You?* 1985 Scholastic
Wallington V *Butterfingers* 1986 Kangaroo Press

MUSIC

All Together Again 1983
All Together Everybody 1991
All Together OK 1996 Openbook Publishers

VIDEO

Lutheran Church of Australia

Hand in Hand — LCA Congregations' Joint Ministries Irwin Traeger, Lutheran Church of Australia

Growth and Development

The Human Body (series) 1998 ABC Television
Training Health & Education Media (series)
Crossing the adolescent bridge 1990
The Human Life Machine 1992
Countdown to Baby 1993

Dobson J *How to prepare for adolescence, peer pressure and sexuality* Word Australia (distributors)

TEACHER RESOURCES

Bretherton B *You and Me God* 1997 Social Science Press

Joiner L *God's Great Invention 18 Studies on Liking Who God Made You to Be* 1995 InterVarsity Press

Lang G & B *All Children Are Special: Creating an Inclusive Classroom* 1995 Eleanor Curtain

McGrath H & Francey S *Friendly Kids, Friendly Classrooms* 1991 Longman Cheshire

Rice G *Family Life Education Curriculum Guidelines* 1994 Catholic Education Office, Adelaide

Rowland B *Esteem Builders for Children's Ministry* 1992 Group Publishing

Szirom T *Teaching Gender? Sex Education and Sexual Stereotypes* 1988 Allen & Unwin

Wingfield D & A *Growing up now* 1992 Lion

It's OK to be you: Feeling Good about Growing Up 1988 Simon & Schuster

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

Magazines/newspapers

The Lutheran (publication of Lutheran Church of Australia)

Together (publication of the South Australian district of the Lutheran Church of Australia)

On Being Alive (subscriptions 1800 334054)

Sex Education

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

Put a plastic sleeve in this section of your LIFE binder to keep your own collection of clippings, cartoons, stories, photos, etc which you can use for these units. Add to your collection whenever you come across something that might be useful.