

MENU

BIBLE REFERENCES

1

God creates people to live
in loving relationship
with each other

God creates people to live in relationships
Genesis 2:18–24

God sets the lonely in families Psalm 68:6a

The first sin Genesis 3

Cain and Abel Genesis 4:1–16

What is love?

1 Corinthians 13:4–8a

1 John 3:16–18 1 John 4:9–11

Jesus shows love for his mother
John 19:16–27

Who is my neighbour?

Treat others as you want them to treat you
Matthew 7:12

The good Samaritan Luke 10:25–37

Dealing with conflict

Proverbs 15:1 Galatians 5:22–24

Philippians 2:3,4 Philippians 4:8,9

Love of enemies Matthew 5:43–48,
Luke 6:27–35

Forgiveness Matthew 18:21,22;
Colossians 3:13

Jesus asked to settle a dispute
Luke 12:13–21,33

Jesus, a friend to all people

Jesus calls disciples Matthew 4:18–22;
Matthew 9:9–13; Luke 5:1–11

Jesus and children Mark 10:13–16

Jesus heals a blind man Mark 10:46b–52

Sinful woman anoints Jesus Luke 7:36–50

Jesus heals a crippled woman Luke 13:10–17

Zacchaeus Luke 19:1–10

Jesus and Peter Luke 22:54–62;
John 21:1–17

2

God provides social structures
for the welfare of all people

Families in the Bible

Abraham and Lot Genesis 13:1–12, 14–18

Abraham and Sarah Genesis 17:1–21

Jacob and Esau Genesis 25:19–34;
Genesis 27:1–45; 28:10 – 29:14;
Genesis 32:3–21; 33:1–17

Joseph and his family Genesis 37:1–36;
Genesis 39:1 – 47:31;
Genesis 49:29 – 50:26

Elisha and the widow 2 Kings 4:1–7

Ruth and Naomi Ruth 1:1–18

The forgiving father Luke 15:11–32

The wedding at Cana John 2:1–11

Mary, Martha and Lazarus John 11:1–44

Purpose of families

Genesis 2:18–24 Deuteronomy 4:9

Psalms 68:6a Proverbs 22:6

Directions for families

Ephesians 5:33; 6:1–4;
Colossians 3:12–14,18–21;
1 Peter 3:8,9

Jesus teaches about marriage Matthew 19:4–6

3

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

Jesus' attitude to people from various cultures

Roman officer's servant	Matthew 8:5–13
A Canaanite woman	Matthew 15:21–28
A demon-possessed man	Mark 5:1–21
The good Samaritan	Luke 10:25–37
Ten men with leprosy	Luke 17:11–19
A Samaritan woman	John 4:3–42

No difference in God's sight

Acts 10:34	Acts 17:26
Romans 1:16b	Romans 3:22–24
Romans 12:3–5	Galatians 3:28
Revelation 5:9	

Showing love to all people

Matthew 25:31–40	Acts 4:32–35
Galatians 6:10	

KEY BIBLE VERSES TO HEAR AND REMEMBER

Dear friends, since God loved us this much, we must love each other.

1 John 4:11 (CEV)

Finally, all of you should agree and have concern and love for each other.

You should be kind and humble.

1 Peter 3:8 (CEV)

Children, you show love for others by truly helping them, and not merely by talking about it.

1 John 3:18 (CEV)

MENU

INTRODUCTORY ACTIVITIES

1

God creates people to live in loving relationship with each other

A GOOD FRIEND Working in groups, students identify the five most important characteristics of being a good friend. Each student in the group chooses a characteristic and illustrates what the characteristic would look like. Students discuss:

- What does a 'good friend' do to make you feel special?
- How do you show that you value this person and their friendship?

Use this as an introduction to exploring the Christian belief that human relationships are part of God's plan. (1a,1b,1c)

NEIGHBOURS To assist students to explore the concept of neighbours, choose from the following activities:

- Students draw a map which illustrates their home and the homes in their street or surrounding streets. They include the names and pictures of neighbours they know. Students write a short paragraph attached to their picture which describes the relationship they have (or do not have!) with their neighbours.
- Invite a speaker from a special neighbourhood program such as *Neighbourhood Watch*, *Safety Houses* to talk about the importance of their program and ways people can be helpful neighbours.
- Invite a grandparent to talk to the students about the importance of neighbours when they were children. Students compare the relationships people had with neighbours in the past to relationships with neighbours in the present. Discuss reasons for the change.
- Explore and illustrate the diversity of neighbourhoods, eg in high-rise buildings, suburbs, rural communities, caravan parks.

Go on to explore the meaning of 'neighbour' in the New Testament. (1a,1b,1c)

CONFLICT IN RELATIONSHIPS

Choose from the following activities to explore conflicts which can arise in relationships and the effects of these conflicts:

- Working in groups, students examine pictures from newspapers or picture sets which show people in conflict situations. Use the pictures as a stimulus to create a story. Include information about who the people are, what the conflict is about, what started the conflict, what the result is, how it might affect others.
- Make a list of the causes of arguments in families or between friends. How are these conflicts usually resolved?
- Students list difficult situations friends experience, eg a friend spreads gossip. Students work in groups to identify strategies for solving the problems.

Go on to explore Bible stories which describe conflict in relationships and the results of the conflict. Also explore Bible references which deal with resolving conflict. (1c)

2

God provides social structures for the welfare of all people

MY FAMILY Students discuss

- the things they like most about their family;
- the things they would like to change in their family;
- ways their family shows love to each other.

Use this as an introduction to looking at the benefits Christians believe God intends for people by placing them in families. (2a)

FAMILY TREE Show students an example of a family tree. Students construct their own simple family tree. Consider using family histories as a resource. It is important to be sensitive to those students who may be living in a foster care situation or who may not be able to find information about their family history. Go on to explore the importance the Bible places on family trees and investigate stories of families in the Bible. (2a,1a)

TELEVISION FAMILIES Examine families portrayed in television sitcoms/cartoons, such as *The Simpsons*, *The Brady Bunch*, *Home Improvements* (the Taylors), *Roseanne* (the Connors). Identify the nature of one or each of these families, what they do well, what they do poorly. Students compare these families with their own families. (2a)

ROLES AND RESPONSIBILITIES IN FAMILIES

List responsibilities of family members. Discuss who is responsible for the various tasks or roles. Invite people from a variety of family structures (eg sole-parent families, large families where there are many siblings, extended families) to describe their family to the students, including who is responsible for various tasks.

Students discuss what happens when family responsibilities are not met. List scenarios. Who is affected when the responsibility is neglected? Why? What can be done to rectify the situation? Go on to examine Bible teaching about roles and responsibilities in families. (2a,2b)

FAMILY STORIES Read stories about families and difficulties which can arise within family relationships, such as *The Pain and the Great One* by J Blume. Use this to stimulate discussion about difficulties which can occur in family relationships.

Working in pairs, students record or role-play problems which can occur within family relationships, eg *Big brother is allowed to go to the movies with friends but younger sister is not*. To protect students from disclosing sensitive information to the class, encourage them to identify situations which could occur in a family rather than in **their** family.

Go on to explore Bible stories of difficulties which occur in families and Bible teachings about ways to resolve conflict. (2a,2b,1c)

WEDDINGS Share with students a wedding video or ask students to bring photographs of a friend's or family member's wedding. Students share with the class stories of weddings they have attended. Record what takes place, where it takes place, people who take part in the wedding, people who attend, the mood and feelings of the people. Ask students to give reasons why weddings are times of celebration and happiness. Go on to explore the Christian belief about marriage. (2a,2b)

OUR SCHOOL (Part 1) Students work in pairs to list the most important roles of people at school, eg class teacher, other teachers, students in the class, principal, parents, canteen/tuckshop supervisor, pastor, teacher assistant. Make a list of responsibilities to the school community people have in these roles. Students invite people who contribute to school life on a paid or unpaid basis to talk to the students about their roles and responsibilities at the school. Go on to explore the Christian belief that God provides social structures for the welfare of people. (2b)

OCCUPATIONS (Part 1) Make a class list of occupations (paid and unpaid) of students' parents/caregivers. Students write invitations to parents inviting them to talk to the students about their work or provide this information in some other way. Go on to explore the Christian belief that God provides roles for people in the community which are a part of the way God cares for people. (2b)

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

LIFE IN OTHER COUNTRIES

Individually or in pairs, students research a country of their choice. Use resources which give easy-to-read information about cultural aspects, such as food, clothes, housing, interests, school, family. (*Cambodia — A Studies of Asia Resource Kit for Primary Schools* provides excellent materials if researching life in Asia.) Students present the information orally from the perspective of a person who lives in that country.

If the class has a high multicultural component, research the cultural background of the students. Indicate on a world map the country where each student's family originates. Use this as an introduction to exploring the Christian belief that God wants people to love and respect all peoples of the world. (3a,3b)

LIVING IN A NEW COUNTRY Read stories which deal with the difficulties people experience moving to a new country (see Recommended Resources Menu). List difficulties, possible reasons for these difficulties and ways people can help new neighbours feel accepted and respected. Go on to explore ways Jesus' teachings and actions illustrate love and respect for all people. (3a,3b,1b)

FEELING ALONE Students recall a time when they experienced a new situation and did not feel part of the group or understand what was happening, eg moving house, moving to a new school, joining a new sporting or interest group. Go on to explore ways of showing love to people who do not feel accepted. (3b)

GUEST SPEAKER Invite a person who has moved from their home to live in a new country to share with the students some of the difficulties they have experienced. Go on to identify attitudes and actions which show love and respect for all peoples of the world. (3a,3b)

MENU

DEVELOPMENT ACTIVITIES

1

God creates people to live in loving relationship with each other

GOD CREATES PEOPLE TO LIVE IN RELATIONSHIPS

Students read Genesis 2:18–24 to identify what the Bible says about the way God wants people to live and the reasons he created man and woman. Students make a poster which illustrates the many benefits of being with friends and family. (1a,2a)

RELATIONSHIPS ARE SPOILED

Tell the story of the first sin (Genesis 3) in your own words or use an illustrated Bible story book. Ask students to discuss what this event meant for the perfect human relationships God had created.

Explore the story of Cain and Abel (Genesis 4:1–16) which describes the effects of sin on relationships. Identify the feelings of Cain in this story, eg jealousy, hate, anger, and his actions, eg trickery, lies, murder. Identify God's response to Cain and the way God continued to show love to him in spite of what he did. (1c)

JESUS IS A GOOD FRIEND Students read Bible stories which illustrate Jesus' friendship with people (see Bible References Menu). Identify characteristics of friendship which Jesus displayed.

Students role-play interviews with people from the Bible stories describing how Jesus showed friendship to them, eg choosing disciples, healing sick people, blessing children.

Discuss other things Jesus might have done in his friendships with others.

Tell students the Bible says that in all situations Jesus was the perfect friend that God intended every human being to be. Christians believe that God sent Jesus to be the perfect friend for all people and to make up for all sins that are committed in human relationships. (1a)

A CAUSE OF DISPUTES Explore the story of Jesus being asked to settle a dispute between two brothers (Luke 12:13–21). Discuss what Jesus suggested can be a cause of conflict. List and illustrate scenarios where wanting more of something causes problems in relationships. Read Jesus' advice to his followers in Luke 12:33. Identify ways the problem of greed can be overcome. (1a,1c)

SERVANTS OF LOT AND ABRAHAM

Christians believe that God wants people to live in loving and peaceful relationships. Explore the story of the conflicts between the servants of Abraham and of Lot (Genesis 13:1–12). Identify the people involved, the cause of the dispute and what actions brought about a solution. Imagine you were Abraham's or Lot's servants. How would you react to the solution? Why do you think that Abraham chose this solution? Read Genesis 13:14–18 to find out God's response to Abraham's actions. Role-play the story as it is told in the Bible or in a modern day setting. (1a,1c)

JOSEPH AND HIS FAMILY Students use a Bible story book to explore the story of Joseph and his family and how God was involved in this family and its relationships. Consider reading the story in five parts:

1. Joseph and his brothers
2. Joseph is sold and taken to Egypt
3. Joseph's life in Egypt
4. Joseph's brothers go to Egypt to buy grain
5. Joseph tells his brothers who he is.

Students describe the relationships in each part of the story, those things which contributed to broken relationships and/or those things which contributed to building relationships, and God's involvement in the relationships.

Students choose one of the following ways of presenting the information:

- Draw a concept map for each part of the story, which describes the people in Joseph's life and their relationships with Joseph, eg life in Egypt: Joseph and Potiphar (Potiphar trusted Joseph and gave him great responsibilities), Joseph and Potiphar's wife (Potiphar's wife told lies about Joseph).
- Dramatise each part of the story.
- Tell the story orally or in written form from the perspective of one of the characters, such as Jacob, Reuben or Joseph.
- Paint a picture for each part of the story which illustrates the relationships in Joseph's life.
- Write a poem which summarises each part of the story. (1c,2a,2b)

DEMONSTRATING FORGIVENESS

Students read in a Bible story book the stories of Peter denying Jesus (Luke 22:54–62) and Jesus and Peter after the resurrection (John 21:1–17). Discuss how Jesus showed Peter that he had forgiven him. Identify ways people can demonstrate forgiveness — not just say the words. Students illustrate or role-play scenarios where they can demonstrate forgiveness in a school or family setting. (1b,1c)

HOW DO I LOVE MY NEIGHBOUR?

Students use Luther's *Small Catechism* to read what Luther's explanations of the last seven commandments say about how

- people can destroy relationships;
- people can show love to 'your neighbour' and build relationships.

Working in groups, students make a computerised slide show or multimedia presentation which illustrates the meaning of each of the last seven commandments. For each of these commandments include examples of ways to demonstrate love. (1b,1c)

2**God provides social structures for the welfare of all people**

JACOB'S FAMILY Students read the story of Jacob and his family in a Bible story book or view a video of the story. Explore the changes which took place in the relationship between Jacob and his brother, eg the conflict between Esau and Jacob, Jacob's journey and the time with Laban, Jacob's preparation for meeting Esau, the meeting of the two brothers.

Students write a diary from Jacob's perspective, describing what contributed to the conflict in the relationship, his feelings about the situation, his fears about meeting Esau again, what happened when the brothers met, how the relationship was restored, his feelings about the meeting and the role of God in the relationship.

The students could also examine the relationships between

- Jacob and his parents
- Jacob and his wives
- Jacob and his uncle
- Jacob and his children.

In each case students identify the role God played in Jacob's various family relationships. Present as a diary entry from the perspective of any character in the story. (2a,1a,1c)

THE FORGIVING FATHER Explore the story Jesus told about the forgiving father (Luke 15:11–32). Identify how the relationships between the son and his father and the son and his brother were damaged. Illustrate what the son did to damage these relationships and the response from the family members to his actions, eg sadness from the father, anger from the brother. Include speech bubbles. Identify and illustrate how the relationships in this story were restored. (2a,1c)

RESPECT PARENTS Students use Luther's *Small Catechism* to explore the fourth commandment and Luther's explanation of it. Ask students to discuss why they think God gave this commandment. Brainstorm people who are in 'authority' besides their parents. Make life-sized cut-outs of these people, recording their responsibilities. Also include on the cut-outs suggestions of ways people can show respect, obedience and love to these people. Students illustrate situations which could happen if there were no people in authority, such as teachers, police officers. (2b)

OUR SCHOOL (Part 2) Having completed the Introductory activity *Our School*, students discuss their ideas about the following statement: Christians believe that teachers and other people with roles and responsibilities at school are God's gifts and a way that God shows love for people.

Students list the various ways that they can show love and respect to people with particular roles and responsibilities at their school. As a class, discuss times when it is difficult to show love and respect to people 'in charge' at school. Students discuss and identify strategies to help in difficult times. See Bible References Menu. Students role-play suggestions. (2b)

WEDDING CELEBRATIONS Students read the Bible story of the wedding at Cana (John 2:1–11). They use Bible encyclopedias, handbooks or other non-fiction resources to research wedding customs at the time of Jesus. Discuss the similarities and differences between weddings in Jesus' time and weddings now. Research also what Jesus teaches about marriage in Matthew 19:4–6.

Using information from the Bible and other resources, students paint or make a collage or drawing of what they imagine the wedding at Cana was like and how Jesus showed care for the people at the wedding.

Alternatively, they record the story as an article in the *Cana Times* which describes the wedding and the events which took place. Include a wedding photograph. (2a,1a,1b)

RESPECT MARRIAGE PARTNERS

Students examine the explanation of the sixth commandment in *Luther's Small Catechism*. They discuss the Christian belief that by joining people together in a lifelong partnership, God shows his love for people. Students discuss ways married couples they know show love and respect for each other.

Invite parents who are Christians to talk to the students about ways they show love and respect for each other in their marriage and about the place of God in their marriage. Encourage the speakers to share with the students the benefits of marriage, the difficulties they face at times in their marriage, and how they solve these difficulties. (2a,2b)

HELPFUL DIRECTIONS Students explore the following Bible passages which provide directions to families:

Ephesians 5:33 Ephesians 6:1–4
1 Peter 3:8,9; Colossians 3:12–14.

Students make a picture book entitled *Help for families*. Include in the book problems which can arise in family situations, directions from the Bible and ways of demonstrating the directions given. Illustrate scenarios of family life involving

- husbands and wives
- children and parents/caregivers
- brothers, sisters
- other extended family members. (2a,2b,1c)

OCCUPATIONS (Part 2)

Parents/caregivers of students share with the class information either orally or in written form about their occupations: their roles, their responsibilities and the purpose of their work. (Highlight the importance of unpaid and voluntary work as well as paid employment.)

Tell students that Christians believe that the roles and responsibilities of people in their work, whether paid or unpaid, is part of the way God cares for people.

Students could design a concept map, poster, computerised slideshow, or prepare a dramatisation which illustrates the contributions to the welfare of people that are made by the various occupations they have explored. (2b)

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

JESUS' LOVE FOR ALL PEOPLES

Investigate stories in the Bible which describe the way Jesus showed love and respect for people from cultures other than his own, eg *A Samaritan woman, A Roman soldier's servant* (See Bible References Menu).

Students create a cartoon or a dramatic presentation or write a story from a character's perspective which explains Jesus' actions and the effects of his actions. (3a,3b)

THE GOOD SAMARITAN Using resources such as a Bible handbook, Bible footnotes or TRS B3/1, investigate the relationship between the Samaritans and the Jews.

Read or tell the story of *The good Samaritan* (Luke 10:25–37). Discuss what this story teaches about showing love. Imagine the reactions of the people as Jesus told this story. Draw a picture of Jesus telling the story and include speech and thought bubbles of the listeners.

Students work in groups to role-play the story of the good Samaritan. They discuss ways of presenting a contemporary version of the story or placing it in a school setting. Students need to consider:

- How will they set the context for the story?
- Who will be the respectable people who pass by?
- Who will be the outcast who stops to help?
- How will they get across Jesus' message that love for neighbour means love for all people? (3a,3b,1b)

SONGS Explore Christian songs or hymns which tell the message that God loves people of all cultures, eg

- *Yesu, Yesu, fill us with your love* 310 (*All Together Everybody*),
- *If you're black or if you're white* 341 *One body* 388 (*All Together OK*)
- *Everyone Matters to Jesus* and *Whether You're One* (*Gospelling to the Beat 2*).

Students choose a song, write a brief summary of the reasons they chose the song, copy a verse or verses which especially communicate the message, and illustrate. (3a,3b,1b)

GENERAL ACTIVITIES

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

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

MENU

RESPONSE ACTIVITIES

1

God creates people to live in loving relationship with each other

STRATEGIES FOR DEALING WITH CONFLICT

Students identify what the following Bible passages say about dealing with conflict:

Proverbs 15:1 Matthew 5:43–48
 Matthew 18:21,22 Galatians 5:22,23
 Philippians 2:3,4; 4:8,9 Colossians 3:13.

Discuss the important role of forgiveness in dealing with conflict.

Students make *BEFORE* and *AFTER* posters. In the *BEFORE* section they illustrate situations where there are problems in relationships at home or at school. Discuss and role-play ways of solving the problems, using the instruction from the Bible verse. Students then illustrate in the *AFTER* section of the poster the results of solving the conflict in relationships.

Consider writing the Bible verses on coloured frieze paper and surrounding the posters with them, or pasting a verse between the *BEFORE* and *AFTER* sections. (1a,1b,1c)

DEMONSTRATING LOVE Students read 1 Corinthians 13:4–8a. The teacher could also share a book which helps to explain this passage, such as *Bible Words About Love for Children* by Lois Rock or the Arch Book *The Greatest Gift is Love*.

Divide the passage into sections, such as: love is patient, love is kind, love is not rude. The students work in groups. Each group chooses a section of the Bible passage. They discuss and list ways they could demonstrate a particular quality of love to people in their school or community. Students make banners which illustrate their suggestions for each section of the Bible passage. Display banners around the school. (1a,1b,1c)

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God provides social structures for the welfare of all people

SHOWING LOVE AND RESPECT IN THE FAMILY

Students discuss ways they can show love and respect for family members in an ongoing way. They choose from one of the following activities to get started:

- Make vouchers for family members which are gifts of love and kindness, eg *I will give you my turn on the computer, I will unstack the dishwasher, I will give you a back massage.*
- Make a card or a love letter to give to family member(s) which thanks them for the love and kindness that they show.
- Plan a week where each day you identify something loving you can do for someone in the family. (2a,1b,1c)

INVITATION TO FAMILIES Students invite family members to school to share with them information they have investigated about families, particularly ways of showing love and respect, eg *Help for families* book (see Development idea *Helpful Directions*), roles and responsibilities within the family and ways of building relationships. Students can prepare and serve morning or afternoon tea for family members. (2a,2b,1c)

OUR SCHOOL (Part 3) Students identify and implement ways of thanking people in the school community for their work. they could

- write cards or letters thanking people for the work they do and the care they show;
- organise a morning or afternoon tea;
- share with them the life-sized cut-out figures the students have made and students' suggestions for showing respect and love towards them;
- invite them to attend a class devotion planned by the students which they thank God for the help these people provide;
- write poems about each person and the importance of their work and share these with the person. (2b,1b)

OCCUPATIONS (Part 3) Students write thankyou letters or cards to parents who shared information with the class about their occupations. Include in the card a prayer which thanks God for the important work they are involved in. (2b)

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

CULTURAL CELEBRATION Prepare a class celebration of cultures. Include games, songs, crafts, foods and greeting words and customs from a variety of cultures. Consider including a voluntary circle prayer thanking God for the unique features of each culture and asking God to help them love and respect people of all cultures. (3b)

SUPPORTING WORLD AID

ORGANISATIONS Explore the ways world aid organisations, such as Australian Lutheran World Service, Australian Baptist World Aid, Community Aid Abroad, show love and respect for peoples of the world. Students become familiar with the programs these organisations are involved in. They suggest — and become involved in — ways of supporting the program, eg organise a food stall, wash the cars of parents/teachers, publicise the program. (3b, 1b)

SHOWING LOVE AND RESPECT IN

SCHOOL SETTING As a class, list, illustrate and demonstrate ways of showing acceptance, love and respect for all students in your school. Focus particularly on ways of helping students from various cultural backgrounds feel valued, eg eliminating racist put-downs or 'jokes', affirming cultural diversity. (3b,1c)

MENU**RECOMMENDED RESOURCES**

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

Some of these resources may be out of print.

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

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

LITERATURE — NON-FICTION**Showing love and respect for all people of the world**

Dede V *The Stranger at Jacob's Well* 1983
Concordia Publishing House (Arch Book)

Grunsell A *Let's Talk about Racism* 1990
Aladdin Books, London

Kindersley B&A *Children Just Like Me* 1995
Dorling Kindersley Limited

Rock L *Bible Words About Happiness for Children* 1995 Lion Oxford

Family

Maclean R *Joseph's Journal* 1997 Christian Focus Publications

Parry L & A *Bible Families: Jacob and Esau* 1990 Hunt and Thorpe

Rice & Webber *Joseph and the Amazing Technicolour Dreamcoat* 1994 Puffin Books

Wildsmith B *Joseph* 1997 Oxford University Press

LITERATURE — FICTION**Respect for all people**

Hicks L *Jeremy and Minh* 1995 Openbook Publishers

Kidd D *Onion Tears* Angus & Robertson

Morgan S *Sally's Story* 1990 Fremantle Arts Centre Press

Wheatley N *Five Times Dizzy* Hodder & Stoughton

Family

Blume J *The Pain and the Great One* Piper Books/Heinemann

Graham B *Crusher Is Coming!* Picture Lions
Hilton N *The Hiccups* Harper Collins/Angus & Robertson

Hilton N *The Belonging of Emmaline Harris* Puffin

Hunt N *Families Are Funny* 1989 William Collins

Kidd D *The Day Grandma Came to Stay (and spoiled my life)* Angus & Robertson

Park R *Callie's Family* Angus & Robertson/Harper Collins

Wilson J *The Suitcase Kid* Yearling Books/Doubleday

VIDEO

Jesus and the Woman at the Well (Chatta box)
1996 Scripture Union: Sound and Vision Unit
The Beginning (Jacob and Esau, Joseph the dreamer, Joseph the king of Egypt) 1988
Children's Video Bible Oxford Vision (Lion)

Multicultural

A Day in the Life of a Child Volume 1 & 2
(Documentary)

George R *Captain Johnno* Touch the Sun series (Drama)

Family relationships

Chauncey N *Devil's Hill* Touch the Sun Series

Dunn R *The Gift* Touch the Sun Series

Lewis CS *The Lion, the Witch and the Wardrobe*

Nesbit E *The Railway Children*

Thiele C *Blue Fin*

Thiele C *Storm Boy*

Molly Makes Music (Kaboodle Vol 1)

TEACHER RESOURCES

Relationships

Family Life Education Curriculum Guidelines
1997 Catholic Education Office Adelaide

Fox R *Fostering Social Skills in the Primary Years (Windows on Practice)* 1995 DECS

McGrath & Francey *Friendly Kids Friendly Classrooms* 1991 Addison Wesley Longman

Respect for people of all cultures

CAMBODIA – A Studies of Asia Resource Kit for Primary Schools Association of Independent Schools of Victoria, Australian Lutheran World Service, LCA Lutheran Schools South-east Region

Gross M *The Great Kid Mission* 1996 Gospel Light (games and activities from around the world)

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.