

# MENU

# BIBLE REFERENCES

1

God reveals himself to people  
through his word

## The Bible

Truth	2 Samuel 22:31
Better than gold	Psalms 119:72
Better than honey	Psalms 119:103
Lamp	Psalms 119:105
Jesus is called the living word of God	
	John 1:1–5, 14; John 6:29–35; John 8:12; John 11:25, 26
The Scriptures create faith, instruct and encourage	John 20:30, 31; Romans 15:4
The gospel has power	Romans 1:16
The word of God	1 Thessalonians 2:13
Double-edged sword	Hebrews 4:12, 13
Good news	1 Peter 1:23–25

## Images of God

Exodus 13:21, 22	Exodus 19:9
Psalms 18:1–3	Psalms 23:1–4

## God revealed in Jesus

Mark 10:46–52	Luke 8:40–56
Matthew 27:32–56	Colossians 1:15–23

## God's law

Exodus 19:1–6	Exodus 20:1–17
Jesus' teaching about the law	Matthew 5; Matthew 22:34–40; Matthew 23:23–26
Pharisees view of the law	Matthew 15:1–20

## Christian beliefs about the Bible

John 20:31	Romans 1:16
Romans 15:4	2 Timothy 3:15–17
Hebrews 4:12	1 John 5:13

## The message of the Bible

Deuteronomy 4:32–40	Job 38:1–24
Psalms 139:1–18	Ecclesiastes 12:9–14
Isaiah 43:1–4	Matthew 5:43–48
Matthew 13:1–9; 18–23	Matthew 22:34–40
Luke 12:22–31	Luke 15:1–10
John 3:16	John 5:39
Romans 3:21–26	Romans 8:31–39
1 Corinthians 13	Ephesians 3:14–21
Colossians 3:12–16	Hebrews 13:1–8
1 John 4:7–21	

2

The Bible is God's word written  
by people whom God inspired

Luke 1:1–4	Acts 28:25
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## Who inspired Paul to write?

1 Corinthians 2:12, 13	1 Thessalonians 2:13
Hebrews 1:1, 2	

## Paul's comments on the Scriptures

2 Timothy 3:15–17	1 Peter 1:10–12
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## People who wrote the Bible

2 Peter 1:20, 21	2 Peter 3:15
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## Bible stories with archaeological findings

King Hezekiah and Sennacherib	2 Kings 18:13–36
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3

The Bible tells the story of God's  
plan for the salvation of all  
people through Jesus

## KEY OLD TESTAMENT STORIES

### Creation

Genesis 1:1 – 2:4	Genesis 3:1–24
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### Cain and Abel

Genesis 4:1–16	
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### Abraham

God's call	Genesis 12
God's covenant	Genesis 15
Hagar and Ishmael	Genesis 16
Circumcision	Genesis 17
A son is promised	Genesis 18:1–15
Birth of Isaac, Hagar and Ishmael are sent away	Genesis 21:1–21
God tests Abraham	Genesis 22:1–19

### Jacob

Birth of Esau and Jacob	Genesis 25:19–34
Isaac blesses Jacob	Genesis 27:1–29
Esau begs for Isaac's blessing	Genesis 27:30–45
Jacob's dream	Genesis 27:46 – 28:22
Jacob, Rachel and Leah	Genesis 29:1–30
Jacob wrestles with God	Genesis 32:22–30
God blesses Jacob	Genesis 35:1–15

**Joseph**

Joseph and his brothers      Genesis 37:1–11  
 Joseph is sold into slavery    Genesis 37:12–36  
 Joseph comes to power in Egypt    Genesis 41  
 Joseph's brothers go to Egypt      Genesis 42  
 Joseph's brothers return with Benjamin      Genesis 43  
 Israel moves to Egypt      Genesis 44;  
    Genesis 45:1–15; 46:1–7

**Moses**

The birth of Moses              Exodus 1:1 – 2:10  
 God calls Moses                Exodus 3:1–20  
 Moses and Aaron before the Pharaoh      Exodus 5:1 – 6:13  
 The plagues                      Exodus 6:28 – 10:29  
 The first Passover              Exodus 11:1 – 12: 42  
 The Israelites leave Egypt      Exodus 13:17 – 14:31  
 The Israelites complain        Exodus 17:1–7  
 The Ten Commandments      Exodus 20:1–17  
 God's warnings and promises      Deuteronomy 6:1–25; Deuteronomy 8

**Joshua**

The fall of Jericho              Joshua 6:1–27

**David**

David and Saul                1 Samuel 16:1–13, 19–23  
 David defeats Goliath        1 Samuel 17:1–51  
 Saul's jealousy              1 Samuel 18:5–16; 19:1–11  
 David spares Saul's life        1 Samuel 26  
 David becomes king            2 Samuel 1:1–4  
    2 Samuel 5:1–5; 7:1–29  
 God blesses David    2 Samuel 8:1–14; 22:1–51

**Solomon**

Solomon's wisdom              1 Kings 4:29–34

**Isaiah**

God calls Isaiah                Isaiah 6:1–10  
 The future king                Isaiah 9:1–7  
 Comfort for God's people      Isaiah 40  
 The suffering servant          Isaiah 53  
 God warns and promises      Isaiah 59  
 The good news of deliverance    Isaiah 61

**Jeremiah**

God calls Jeremiah              Jeremiah 1:1–19  
 Jeremiah is arrested            Jeremiah 26:1–24  
 God's promise to Israel        Jeremiah 31:23–34  
 Jeremiah thrown in prison    Jeremiah 37:1–21  
 Jeremiah in a well              Jeremiah 38:1–13  
 The fall of Jerusalem          Jeremiah 52:1–16

**Elijah**

Elijah and the prophets of Baal      1 Kings 18:1–39

**Daniel**

Daniel and the king of Babylon      Daniel 1  
 Nebuchadnezzar's dream              Daniel 2  
 Daniel interprets the king's dream      Daniel 2:24–49  
 Three men survive a furnace      Daniel 3:1–30  
 Daniel in the lions' den              Daniel 6:1–28  
 Daniel prays for God's people      Daniel 9:1–19

**Other stories**

Jonah                              Jonah 1:1 – 4:11  
 Esther                             Esther 1:1–10:3

**KEY NEW TESTAMENT STORIES**

Ancestry of Jesus                Matthew 1: 1–17  
 The birth of Jesus                Matthew 1:18 – 2:12;  
    Luke 2:1–21

**Jesus' life**

Jesus presented at the temple    Luke 2:22–35  
 Jesus' baptism                  Matthew 3:13–17  
 The Lord's Prayer                Matthew 6:7–13  
 The Sermon on the Mount        Matthew 5:1–12  
 Jesus feeds five thousand      Matthew 14:13–21;  
    Mark 6:32–44; Luke 9:10–17; John 6:1–15  
 Parable of the sower              Matthew 13:1–23;  
    Mark 4:3–8, 14–20  
 Jesus walks on water              Matthew 14:22–33  
 Jesus heals blind men            Matthew 20:29–34  
 Jesus heals a paralysed man      Mark 2:1–12;  
    Luke 5:17–26  
 Jesus heals Jairus' daughter and a woman      Mark 5:21–43; Luke 8:40–56  
 Jesus heals blind Bartimaeus    Mark 10:46–52  
 Jesus heals a Roman officer's servant      Luke 7:1–10

Jesus and the widow's son      Luke 7:11–17  
 Jesus and Simon the Pharisee    Luke 7:36–50  
 Jesus heals a man with demons    Luke 8:26–39  
 Parable of the good Samaritan    Luke 10:25–37  
 Parable of the lost sheep        Luke 15:1–7  
 Parable of the lost son          Luke 15:11–32  
 The rich man and Lazarus        Luke 16:19–31  
 Jesus heals ten men              Luke 17:11–19  
 Jesus and Zacchaeus              Luke 19:1–10  
 Jesus and Nicodemus              John 3:1–21  
 Jesus and a Samaritan woman    John 4:4–42  
 Jesus the bread of life            John 6:25–59  
 Jesus heals a man born blind    John 9:1–41  
 Jesus the good shepherd          John 10:7–21

Jesus raises Lazarus John 11:1–44  
 The last supper Luke 22:14–23; John 13:1–38  
 Jesus' death Matthew 27:32–56;  
 Mark 15:21–41; Luke 23:26–49;  
 John 19:16–37  
 Jesus' resurrection Matthew 28:1–20;  
 Luke 24:1–49; John 20:1 – 21:25  
 Jesus' ascension Acts 1:6–11

### **The church**

Pentecost Acts 2:1–13  
 A lame man is healed Acts 3:1–10  
 The believers share their possessions  
 Acts 4:32–37  
 Stephen Acts 6:8–15; 7:54–60  
 Philip and the Ethiopian Acts 8:26–40  
 The conversion of Saul Acts 9:1–19  
 Peter performs miracles Acts 9:32–43  
 Peter is set free from prison Acts 12:1–19

## **OTHER NEW TESTAMENT**

### **MATERIAL**

#### **Letters in the New Testament**

Romans 1:1–17 1 Corinthians 13  
 Philippians 2:1–11 Colossians 3:12–17  
 Hebrews 1:1–3 1 John 4:7–21

#### **The last book of the Bible**

Revelation 1:1–8 Revelation 21:1–4,9–21  
 Revelation 22:18–21

### **Peter**

Called by Jesus Matthew 4:18,19  
 Peter walks on water Matthew 14:28–33  
 Peter's declaration Matthew 16:13–23  
 Transfiguration Matthew 17:1–9  
 Jesus predicts Peter's denial John 13:36–38  
 Peter denies Jesus John 18:15–18,25–27  
 The empty tomb John 20:1–10  
 The risen Jesus John 21  
 Peter preaches at Pentecost Acts 2:1–41  
 Peter heals lame man and preaches in temple  
 Acts 3:1–26  
 Peter set free from prison Acts 12:1–19  
 Peter's writings I and 2 Peter

### **New Testament teachings**

Ascension and following Acts 1:1–26  
 Paul and Silas in prison Acts 16:16–34  
 Jesus: God and man Romans 1:1–7  
 God puts people right with him  
 Romans 3:21–26  
 Lasting hope and present security  
 Romans 8:31–39  
 Care for others Romans 16  
 Love is. . . 1 Corinthians 13  
 Called to love and serve Colossians 3:12–17  
 Gospel for slave and free Philemon  
 Truth and love 2 John

## **KEY BIBLE VERSES TO HEAR AND REMEMBER**

*For God loved the world so much that he gave his only Son,  
 so that everyone who believes in him may not die but have eternal life.*  
 John 3:16 GNB

*I am writing this to you so that you may know that you have eternal life —  
 you that believe in the Son of God.*  
 I John 5:13 GNB

*Everything written in the Scriptures was written to teach us,  
 in order that we might have hope through the patience and encouragement the Scriptures gives us.*  
 Romans 15:4 GNB

# MENU

# INTRODUCTORY ACTIVITIES

## 1

God reveals himself to people through his word

**QUIZ** Students respond to: What is the world's best-selling book? What book has had more copies printed than any other? What book has been translated into over 2000 different languages? Discuss the students' responses and tell them the book is the Bible. Students list questions they have about the Bible. (1a,1b,1c)

### WAYS OF COMMUNICATING

Students work with a partner and have the task of communicating simple messages. With each message they have a different restriction, eg with this message you are not to speak, with this message you are not to write or speak. Discuss what students think are the best ways of communicating with others. Go on to explore the way in which God communicates with people through the written word (Bible) and living Word (Jesus). (1a)

**WHAT IS IT ABOUT?** Write the following statement on the board and ask students to respond to it individually: What is the Bible about? Ask volunteers to share their responses, and discuss what students believe is the message of the Bible.

Ask students if they know of any warnings or promises in the Bible. Use the activity to lead into exploration of the warnings and promises of the Bible. (1b)

### WHEN ALL ELSE FAILS READ THE INSTRUCTIONS

Ask students to bring along sets of instructions/owners' manuals for different electrical items. As a class, discuss what information is included in instructions, eg how to use the item, guarantees, ways the item works best.

Discuss:

- Do **people** come with instructions?
- How do people know what to do and how to live?

Discuss how the Bible can be described by Christians as 'The Maker's Manual' on how to live. (1c)

**WHAT I KNOW** Students work in groups to list everything they know about the Bible. As a class compile the list and develop also a list of questions students have about the Bible. Go on to provide resources for students to investigate their questions. (1a,1b,1c)

**SONG STUDY** Listen to Amy Grant's version of 'Thy Word'. What message does the song have about 'the word'? What do Christians believe is 'the word'? Skim through Christian songbooks to find songs about 'the word'. Compile information on a class chart. (1c)

## 2

The Bible is God's word written by people whom God inspired

**MY INSPIRATION** Define the term 'inspiration'. Discuss times the students have felt inspired to do something:

- Who inspired them?
- What did they feel inspired to do?
- What do they think it means to 'be inspired'?

Go on to explore the Christian belief that the Bible was inspired by the Holy Spirit. (2a)

**EYEWITNESS ACCOUNT** Set up an event either in or outside the classroom, eg two students bump into each other and argue about who caused the collision. After the event ask all students to record individually what they witnessed. Students discuss in groups the similarities and differences in what they recorded. Why were there some differences?

Lead the students to understand that while the story can be essentially the same, minor details can vary. This is influenced by the purpose of the witnesses' accounts and the experience and knowledge of the witness who is writing the account. Ask the students to predict the differences they might expect to find in the four gospel writer's accounts of Jesus' life. (2a)

### WHAT IS THE GENRE? WHO IS THE AUTHOR?

Provide groups of students with a stack of books, fiction and non-fiction, including the Bible. Each group is to sort the books into genres and write the name of the author of each book on a self-stick label on the front of the book. Discuss the sorting process and who they listed as the author of the Bible.

Go on to explore the genres and authors of individual books of the Bible. (2a,2b)

**COLLECTION** Students bring Bibles from home, the school or local library, eg children's Bibles, Bibles written in other languages, different translations of Bibles, Bibles that are a part of family history. Also show students a Bible on CD ROM.

Divide the Bibles among groups of students. Students study the Bibles to make a list of 'common features of all Bibles', eg contents page, Old and New Testament, and 'different features of specific Bibles', eg maps, concordances. Discuss:

- Why do you think there are so many different types of Bibles?

Go on to explore the development of Bibles into their present forms. (2a,2b,2c)

**WHAT SKILLS DO I NEED?** Provide groups of students with different tasks, eg writing a book, driving a car, playing tennis. Each group must list the skills they need to be able to complete the task well, eg for playing tennis: hit the ball, serve, score.

Provide students with books such as street directories, recipe books and engineering books. Discuss with students the skills needed to use these books. Introduce the Bible and tell students that there are skills people need in order to be able to read and use the Bible effectively. (2c)

### 3

The Bible tells the story of God's plan for the salvation of all people through Jesus

**THE BIBLE TELLS ME SO** Study the lyrics of *Jesus loves me*, especially the phrase, 'the Bible tells me so'. Students individually or with a partner reflect on the question: What do you think the Bible tells people? Go on to explore the message of the Bible. (3a,3b,1a)

**REMEMBERING** Discuss the kinds of things people do to help them remember the past: they take photos, retell the story to others, have special commemoration services (eg Anzac Day), have special commemoration sites (eg war memorials, statues in tribute to a person). Discuss:

- What are things you remember about your past?
- What are important memories for you?
- What do you do to remember the past?

Tell students that the Christians believe that the Bible is God's way of helping people remember the most important thing he has done. (3a,3b)

**PROMISES, PROMISES** Discuss: What is a promise? What types of promises do you make? Which promises are hard to keep? What is the most important promise you have ever made to yourself? To someone else? How do people seal promises? What promises has God made to people? (3a,3b,1a)

**GREAT LEADERS** Students brainstorm a list of great leaders in the Bible. Discuss what makes them great and whether they would be considered great today. (3a,3b)

**COVENANTS** Show students a copy of a contract or agreement. Discuss:

- How do people today indicate that an agreement has been made?
- What types of documents seal promises or intentions?
- What happens if these are not followed?

Tell students that another word for agreement is covenant. Discuss:

- What agreements/ covenants has God made with people?
- How did God seal his promises?

This can lead to a study of the Bible as a book of covenants between God and people (Old and New Covenants/Testaments). (3a,3b)

# MENU

# DEVELOPMENT ACTIVITIES

1

God reveals himself to people through his word

**IMAGES OF GOD** Explore images of God presented in Bible stories from the Old Testament, eg Exodus 13:21,22 and Exodus 19:9, also see Bible References Menu. What do these passages reveal about God? How do they relate to your understanding and image of God? Students paint or draw the image of God created through these stories.

The Bible calls Jesus 'the image of the invisible God' (Colossians 1:15). Read Mark 10:46–52; Luke 8:40–56; and Matthew 27:32–56. What image of God do these stories create in your mind? Students draw or paint the image of God created through these stories. Compare the paintings and drawings. Students discuss and record responses to: What does the Bible teach about God? (1a)

**MEDITATION** Conduct a guided meditation of a Bible story from the gospels, eg Bartimaeus (Mark 10:46–52). Play some relaxing music, have the students lie on the floor, close their eyes and imagine the story. Encourage students to imagine Jesus and what he is doing and saying. Ask them to reflect on what he is teaching people about God through his words and actions. Students write a personal reflection on what the story was saying to them. Discuss the students' reflections. (1a,3b)

**THE WORD SEARCH** Explore the following readings to consider what the Bible says about God's word.

- Psalm 119:105 (lamp)
- Psalm 119:103 (better than honey)
- Psalm 119:72 (better than gold)
- Hebrews 4:12 (double-edged sword)
- 2 Samuel 22:31 (truth)
- John 1:1–3,14 (Jesus, the living Word)

Students could also use a concordance to investigate other Bible readings about God's word. In groups students create a game based on their research with questions about the Bible as God's word. (1a,1b)

**PROMISES AND WARNINGS** Students investigate stories from the Old Testament, eg Moses and the Israelites in Deuteronomy 8 (see Bible References Menu for further suggestions) to explore the warnings and promises God made to his people in the Old Testament.

- What warnings did God give?
- What kinds of promises did God make?
- What do the promises and warnings teach about God and the relationship he wants to have with people?

Students use Bible handbooks and encyclopedias to explore the themes of warnings (law) and promises (gospel) in the Bible. The information could be presented on a comparative chart. (1b)

**THE LAW** Students read the laws governing the people of Israel in Exodus 19:1–6; 20:1–17. In groups, students skim through some of the laws in Leviticus and identify laws which they find interesting to share in with the class.

Discuss with students:

- Why do you think God gave his people all these laws?
- What was the law designed to do?

Use Bible handbooks and encyclopedias to explore key words such as law, Pharisees. Students read and record how people such as the Pharisees viewed the laws of God in the time of the New Testament and what Jesus taught about the law, eg Matthew 5; Matthew 15:1–20; 22:34–40; 23:23–26.

Use a concordance to explore references to the law in the Epistles.

- How did Jesus change people's understanding of the law?

Students write a 'before' and 'after' view of the law in their books. (1b)

**THE BIBLE DISCOVERY** Students work individually or in groups to investigate questions they have about the Bible, eg Who wrote the Bible? What is the Bible about? Who put the Bible together? (Include any questions the students themselves have about the Bible.)

Make a list of resources (printed, electronic, human) that are available for the students. Provide sharing time for students to discuss which resources are most useful and any interesting findings. (1a,1c,2a,2b,2c,3a,3b)

**SURVEY** Survey members of local Christian congregations after a Sunday service to gather information on the importance of the Bible for Christians. Collate the results and investigate any issues which arise. (1c)

**GUEST SPEAKER** Invite a guest speaker from the Bible Society, Gideons, Wycliffe or Lutheran Bible Translators to speak to the students about the Bible and the impact it has had on people's lives. Students prepare questions for the guest speaker. Students could be involved in a fundraising activity to support the work of the organisation. (1a,1c)

**INTERVIEW** Arrange to interview some members of local congregations to find out why (and how) they read the Bible. Keep a class list of responses. Discuss what the students believe the Bible is about and what is its message. Invite a local pastor to suggest 'top-ten must-read' stories and verses from the Bible. (1a,1c)

**BAD NEWS / GOOD NEWS** Investigate the warning (law) and good news (gospel) in a range of Old and New Testament stories. See Bible References Menu. Develop questions to guide the investigation, such as:

- What types of warnings did God give people?
- How did God react when people ignored his warnings?
- What good news does God have for people?

Students create bad news / good news newspaper articles. (1b)

**PASTOR'S INSPIRATION** Invite a local pastor(s) to share how pastors prepare sermons each week. How does a pastor reflect on God's word and explore the topic in preparation for preaching? (1c)

**THE BIBLE AND REAL LIFE** Students choose a number of topics of interest to students their age, eg relationships, love forgiveness, happiness, peace, justice, fear. Students explore stories from the Old and New Testaments which deal with these issues. Use a concordance to explore the issues further in the Bible. Note: Some Bibles prepared especially for teens provide indexes for these topics. (1c)

## 2

The Bible is God's word written by people whom God inspired

### THE HISTORY OF THE BIBLE

Use Bible encyclopedias to explore and record information about who wrote the books of the Bible, and also read 2 Timothy 3:15–17; 2 Peter 1:21. Discuss:

- In what ways is the Bible similar to and different from other books?

Students use Bible encyclopedias and handbooks and videos such as *Messages from the Memorybanks* to investigate how the Bible came to be in its present form. They also gather information about the work of Wycliffe, Tyndale and Luther in translating the Bible.

Students present the information in their own computer multimedia presentation about the history of the Bible. (2a,2b)

**BIBLICAL ARCHAEOLOGY** Use the *Lion Handbook to the Bible* and other non-fiction texts to explore what archaeologists have discovered about the Bible. Students could compare Sennacherib's Prism (p 280 of *The Lion Handbook*) with 2 Kings 18:13–36. Students explore the questions:

- What have archaeologists found out about the Bible?
- How does archaeological evidence influence what people think about the Bible? (2b)

**DEAD SEA SCROLLS** Investigate the stories of the discovery of different copies of the Bible, eg The Codex Sinaiticus, the Dead Sea Scrolls. How were they discovered? How accurate were these copies? What do they reveal about the reliability of the Bible? View the video *Messages from the Memorybanks* available from the Bible Society. (2b)

### THE WRITING OF THE BIBLE

Examine a list of the kinds of writing in the Bible, eg narrative, poetry, letters, laws, proverbs.

Students work in groups to investigate and gather information about the different kinds of literature. Students create a poster showing selections of the writing, their purpose and message. Provide time for students to share their posters with each other. As a class discuss what common message is revealed through the different kinds of writing. (2b,2c,1a)

**THE CANON OF THE BIBLE** Students investigate the formation of the canon of the Old and New Testaments. See TRS C3/Extra a,b. *The Lion Encyclopedia of the Bible, How our Bible Came to Us* by M Doney and *A Very Special Book—All about the Bible (Bible World)* by J Drane are excellent resources. Students work in groups to report on 'How the Bible came to be a book'. (2b)

**BOOK STUDY** As a class develop a list of questions to use when researching and preparing a report on any book, eg author, genre, theme, setting, key characters, author's message, intended audience.

Each student chooses a book of the Bible, which has at least four chapters, to investigate, using their questions as a guide. Each student is to read at least the first and last chapters of their book and two other chapters.

Use Bible encyclopedias and handbooks to provide summaries of the themes and messages of the books. Students prepare either a written or an oral report on their book. (2b)

**STRUCTURE OF THE BIBLE** Students work in groups to list what is contained in a Bible, eg the contents page, subject index, maps, cross references. They identify the Bible text and what has been added by publishers to help readers.

Conduct a series of lessons on how to use many of the Bible helps, eg footnotes, cross-references, maps and glossaries.

Students prepare an instruction manual to be used by younger students who have just received their first Bibles. They may interview younger students to consider their needs. (2c)

**BIBLE TIMES** Students use Bible encyclopedias and handbooks to investigate the various lifestyles and cultures portrayed in the Bible, eg desert nomadic life, Egyptian culture, life in a Babylonian or Palestinian village. Consider: How was their life similar to and different from life today?

Read a story from the Bible about people they have investigated, eg if students have investigated nomadic life, they may read about Abraham. Discuss:

- How does knowledge of the context of the story affect your interpretation of the story?

Students photocopy a story from the Bible or a children's Bible and paste it on an A3 sheet. They then surround the story with information about the life and culture of the people in the story. Bind the pages into a big book for the class or school library. (1a,2b)

## 3

The Bible tells the story of God's plan for the salvation of all people through Jesus

**CHOOSE A STORY** Provide students with a range of children's Bibles. Each student chooses a Bible story to research and discover its background and meaning. They give an oral report explaining:

- Why does this story teach about God?
- How does the story fit into God's overall plan to save people?

Students could present their reports following the chronological order of the Bible. (3a,3b)

### JESUS, THE CENTRE OF THE BIBLE

To explore the salvation plan of the Bible choose from the following options:

- Conduct a study of one of the synopses of the story of God and his people, eg Psalm 78; Acts 7; Acts 2:22–39. Students create a time line of the key events.
- Students work in groups to investigate stories of key people in the Old Testament, eg Abraham, Moses, David, Isaiah. Choose stories in which God reveals his plans to save people and makes promises to his people. See Bible References Menu for Bible readings. Students record God's promises.
- Read a selection of stories about Jesus' life and readings from the New Testament in which writers describe the way in which Jesus fulfilled God's promises, eg Paul's teachings about Jesus in the book of Romans.

Discuss as a class:

- Why do you think Christians call Jesus the centre of the Bible? (3a,3b)

**MOVIES** A number of films have been made about stories from the Bible, eg Cecil B de Mille's *The Ten Commandments*, *The Greatest Story Ever Told*, *David and Bathsheba*. View one of these films. Read and compare the film version of the story with the Bible story. Where did the scriptwriter make changes? Can you explain why the changes were made? (3a,3b)

**WHO'S WHO IN THE BIBLE** Each student chooses one male and one female person from the Bible to investigate. Students find out about their characters' personality, what they did, when they lived, and what relevance their story has for people today. Students present their research in interesting and creative ways, eg a scroll, a wanted poster, a passport. (3a,3b)



**GOD REVEALED IN JESUS** Study stories of Jesus in the New Testament in which he explains or shows what God is like, eg the parables of the lost sheep, son and coin, Jesus healing the sick, Jesus' death on the cross. Use questions such as:

- What did Jesus teach about God?
- If Jesus was the Son of God, what do Jesus' actions say God is like?
- What does the story about Jesus' death teach people about God?

Read passages from the New Testament which explore the concept that Jesus carried out God's plan to save people, eg Romans 3:21–26 Ephesians 1:3–14 Colossians 1:15–22. (3b,1a)

**THE ARTIST'S IMPRESSION** Study artwork in art books that depict stories or scenes from the Bible. Make a list of the stories and people depicted. Which people or stories are depicted most frequently? Why do you think this is? Study a particular artwork to explore the artist's message. If you were to create your own artwork, which biblical story or person would you depict? Why? What message would you convey through your artwork? (3a,3b)

## GENERAL ACTIVITIES

**BIBLE VERSE** Students learn an appropriate Bible verse (see page 12).

**SONGS** Students learn songs about the Bible and songs which retell Bible stories (see Resources for Music and Devotions in the appendix).

**TIME LINE** (A recommended activity for Level 1) If the class is developing a time line for Christian Studies, include information showing when different parts of the Bible were written, and if your time line extends to modern times, add significant dates, eg invention of printing, major translations.

Alternatively, create a time line during this unit showing major biblical events.

**GOD FILE** (A recommended activity for Level 2) If the class is developing a God File, add information to the file about God communicating with people.

# MENU

# RESPONSE ACTIVITIES

## 1

God reveals himself to people through his word

**MY IMAGE OF GOD** Students write about or illustrate their image of God based on their investigation of God through the Bible. Students explore their understanding of God's relationship with people. (1a)

**WORSHIP DISPLAY** Students design a display for the worship centre, featuring the Bible and its message. (1a,1c,)

**A BIBLE GAME** Students create a question-and-answer game to teach others about the Bible. Students include 'important' questions as well as interesting Bible trivia. (1a,1b,1c)

**COLLAGE** Students create a collage using headlines and pictures from magazines and newspapers that show the world's need for the message of the Bible. Over the collage they write a Bible verse which they believe conveys the Bible's response to people's need. (1a,1b,1c)

## 2

The Bible is God's word written by people whom God inspired

**ARCHAEOLOGICAL FIND** Students consider this scenario: Archaeologists have just discovered a new letter written by Paul. Discuss: What do you think Christians will do with it? Will it be added to the New Testament? Why? (2a,2b)

**GUIDE TO THE BIBLE** Students use a book such as *Discover the Bible* by Lois Rock as a model for their own 'Guide to the Bible' or 'Bible Handbook' for the class or school library.

- What features are required to make the book appealing to the audience? (lift-up flaps, illustrations, cartoon figures that feature throughout the book with humorous comments)
- What stories and information must be included? (2a, 2b, 2c, 3a, 3b)

**THE WORD** Students work in groups to choose and present a song about God's word from contemporary Christian recordings or songbooks. The presentation includes

performing the song and sharing what the song teaches about God's word. (2a,1a)

## 3

The Bible tells the story of God's plan for the salvation of all people through Jesus

**GREAT STORIES** Students tell a Bible story to younger students. They work in pairs to prepare to tell the story. They could also prepare an activity based on the story. Discuss appropriate stories and the needs of a younger audience. Students consider the features of 'good' storytelling, eg storytelling props, use of voice. (3a,3b)

**BOOK COVER** Students design book covers for the Old and New Testaments, showing how each part of the Bible directs people to Jesus. (3a, 3b)

**PICTURE BOOKS** Each student chooses a Bible story to present as a picture book. Study Bible story picture books as models. Investigate a variety of illustration techniques. Students could work in groups to produce big books for younger students. (3a,3b)

**STUDENT LESSONS** Students work in groups to prepare a lesson about a person or event in the Bible which they have been investigating. Students prepare a lesson plan including how they will assess what the students have learnt. (3a,3b)

**WHO AM I?** Students develop a game of 'Who Am I?' or a biblical version of 'Celebrity Heads' based on their research of Old and New Testament people. (3a,3b)

**DRAMA** Students use *The Dramatised Bible* to help them develop their own dramatised version of a Bible story for use in school worship. (3a,3b)

**BIBLE EXPO** Students plan a 'Bible Expo' for the school community presenting information about the Bible, its structure and message. (1,2,3)

**STORIES ABOUT GOD** Each student chooses a story from either the Old or New Testament that they believe presents the best message about God. They work in groups and share their reasons for selecting the story and what it tells people about God. (3a,3b,1a)

# 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 helps people by his word*.  
 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 Bible

Brown A *The Christian World* 1984  
 MacDonald  
 Cole W *The Christian Bible* Owen 1993  
 Heinemann  
 Dolwey T *Scripture Union Guide to the Bible*  
 1986 Scripture Union  
 Doney M *How Our Bible Came to Us* 1985  
 Lion Publishing  
 Drane J *A Very Special Book—All about the Bible (Bible World)* 1996 Lion Publishing  
 Elliot B & Lang J *Amazing Facts from the Bible*  
 1991 Albatross Books  
 Hammond M *Young Explorers in the Land Where Jesus Lived* 1992 Chariot Books  
 Howard D *Fascinating Bible Facts* 1992  
 Publications International  
 Hunter E *The Story Atlas of the Bible* 1994  
 Reed Books  
 Newman M *Bible Questions and Answers*  
 1991 World International Publishing  
 Rock L *Discover the Bible* 1996 Lion  
 Publishing  
 Smith J *Something You Can Stand For* 1994  
 Joint Board of Christian Education  
 Tarrant C *Life in Bible Times* 1985 Scripture  
 Union  
 Ulmer L *The Bible that Wouldn't Burn (Story of William Tyndale)* 1983 Concordia  
 Walton F *Let's Explore inside the Bible* 1994  
 Scripture Union  
 Woods L *The Bible: God's Word* 1993 Collins  
 Dove  
 Wright C *User's Guide to the Bible* 1993 Lion  
 Publishing  
*Biblical Archaeology for Teens Series* 1988  
 Rainbow Publishers. Titles include:  
*Discovering Jerusalem, Discovering Daily Life in Bible Times, Discovering the New Testament*

### Bible handbooks

Blankenbaker F *What the Bible Is All About for Young Explorers* 1986 Regal Books  
 van der Maas (ed) *Adventure Bible Handbook*  
 1994 Zondervan

### People and stories of the Bible

*Masterplan* 1985 Lutheran Publishing House  
 Backhouse R *The Student Guide to Bible People* 1996 Candle Books  
 Drane J *Bible World Series* 1994 Lion  
 Publishing. Titles include:  
*Heaven and Earth*  
*The Great Plan*  
*The Fiery Furnace*  
*Settlers, Warriors and Kings*  
*The Life That Changed The World*  
*Mission Extraordinary*  
*The World's Most Wonderful Book*  
*Where the World Began*  
*Homes and Families*  
*Work and Society*  
*Amazing but True*  
 Hastings S *The Children's Illustrated Bible*  
 1994 Dorling Kindersley

### Religious Art

Rembrandt *The Life of Christ* 1995 Eagle  
 Rembrandt *The Old Testament* 1996 Eagle

### Christian Faith Reference Books

Knowles A *Finding Faith* (p 82–84) 1983 Lion  
 Publishing  
 Schwarz B *Good Question* Edited 1995  
 Openbook Publishers

### Drama

Chapman C *Noah and the Tubes* 1992 Joint  
 Board of Christian Education  
 Johnson V *Let's Make a Scene Series* 1991  
 Lutheran Publishing House

## **MUSIC**

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

## **AUDIO-VISUAL**

### **TELEVISION**

*Testament* ABC TV

### **POSTER SET**

Batchelor M *The Story of Jesus* 1992 Lion

### **VIDEOS**

*Messages from the Memorybanks* available  
from the Bible Society

*The Ten Commandments, The Greatest Story  
Ever Told, The Robe*

*David and Bathsheba*

*Jesus of Nazareth*

### **INTERNET ACCESS**

Bible society: [HTTP://www.biblesociety.org](http://www.biblesociety.org)

## **OTHER**

### **MAGAZINES**

*Beyond Words* published quarterly by Wycliffe  
Bible Translators Australia, Graham Road,  
Kangaroo Ground, VIC 3097 FAX (03) 712  
2799 PH (03) 712 2777

*The Athlete's Chronicle*

*Australian Sports Focus* published quarterly by  
Sports and Leisure Ministries (PO Box 229  
Moruya NSW 2537)

*Australasian Sports Focus* (PO Box 6044  
Highton Vic 3216)

## **TEACHER RESOURCES**

Crocetti E *A Crowd of Witnesses* 1994 St  
Paul Books

Woods L *The Bible: God's Word* 1993 Collins  
Dove

Wright T *The Original Jesus* 1996 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.

