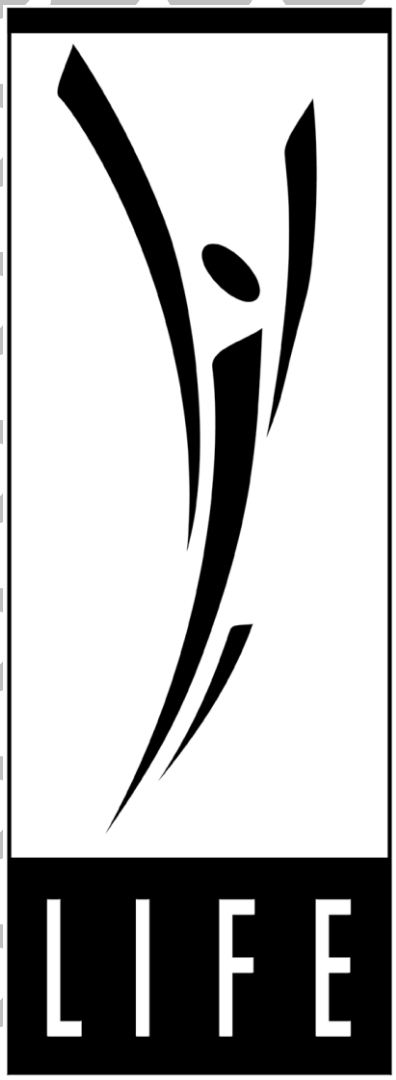
INTRODUCTION TO LIFE CURRICULUM



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LIFE is a Christian Studies curriculum developed for Lutheran schools.

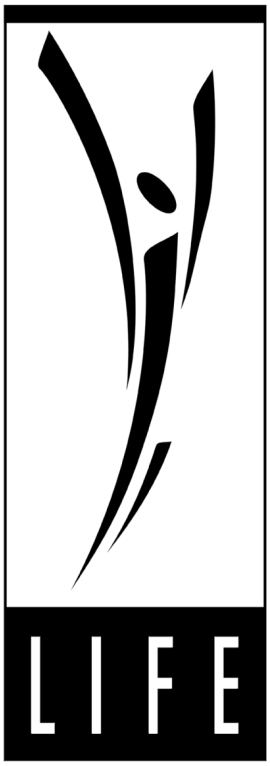
LIFE is a joint project of the Board for Lutheran Schools of the Lutheran Church of Australia and Openbook Publishers.

The *Introduction to LIFE* section has been prepared by the LIFE curriculum Management Committee:
Paul Fielke, Mark Greenthaner, Andrew Jaensch, Adrienne Jericho, Sue Kloeden, Jane Light, Margaret Linke, Anna Watson, Mignon Weckert, Mary Jo Zwar

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Jesus said: I have come in order that you might have life — life in all its fullness.
John 10:10 (TEV)

LIFE is a curriculum for Christian Studies developed for Lutheran schools, which is

- gospel-centred
- informed by the Lutheran confessions
- educationally sound
- Australian in content
- flexible in structure
- relevant to students
- stimulating and challenging
- responsive to the diverse needs of students and teachers.

DEVELOPMENT OF LIFE CURRICULUM

LIFE has been made possible through the collaborative efforts of the Lutheran schools of Australia. A willingness to support the project through significant school levies for five years is a tribute to their commitment. The overwhelming and unanimous support of principals and governing councils has been a feature of the LIFE project. This has been supplemented by the enthusiastic cooperation of teachers who have participated in trialling.

Thus LIFE is the vision, first and foremost, of schools who have seen a need and asked that it be met. It is a celebration of Lutheran schools and what they regard as important. When I look at the LIFE materials, I am filled with joy at what has been achieved by Lutheran schools working together.

The Board for Lutheran Schools decided in 1993 to engage Marlene Cooper of Luther Seminary to write a framework for curriculum development. This framework is reflected in the theological foundations that undergird LIFE.

A curriculum management committee has guided the project, enabling wide consultation with districts and input from the various stake-holders in the project. The effort of committee members, beyond the call of duty, has enabled key decisions to be confidently made. In particular, I wish to acknowledge the work of Margaret Linke and Jane Light who have worked closely with me as a steering committee. The SA District Schools office and Immanuel Primary School are to be thanked for allowing these two people to give so much of their time to the project. Sue Kloeden of the Queensland Lutheran Schools Department played a key role in providing feedback from Queensland, where half the Lutheran enrolments are located.

The expertise of, and the infrastructure provided by, Openbook Publishers have been fundamental to the achievement of this project. Whilst some consideration was given to bringing together a group of writers and placing them in the schools' office as a curriculum branch, this can now be regarded merely as fantasy. Openbook has enabled schools to achieve their vision. I thank Chris Pfeiffer as manager of the project for his oversight and organisational expertise and I also want to acknowledge the support of the Openbook General Manager, Warren Schirmer.

The coordinating, editorial and theological input of Mary Jo Zwar and David Strelan is most evident in the materials. Their experience and expertise in publishing curriculum materials for religious education have been appreciated. I have valued their wisdom and enthusiasm.

Anne Maczkowiack, Mignon Weckert, Anne Dohnt and Dominique Jaaniste were seconded from Australian Lutheran schools for this project. A strength of the project was the fact that the writers had taught Christian Studies and would return to classrooms to teach it again. They were familiar with contemporary Australian education issues, knew what sort of students were in Lutheran schools at the turn of the millennium and what were the genuine needs of their colleagues. They were products of Lutheran schools in Australia and they were writing for these schools.

> LIFE brings into dialogue the life that God offers with the life of the student.

Theirs was a daunting task. They were given broad curriculum outlines, with unanswered questions, and from this less than steady platform they have been able to develop materials that have found favour in the trialling process. They have been willing to write, receive feedback and build on it. Their time lines were severe and have been met. We are proud of these writers and thank God for them.

And it is God above all that we wish to thank at this time. His hand has been very evident throughout this project. He has used our fumbling efforts and turned them to good. Satan would not want these materials in our schools, and so this was a project that we always committed to God's care, protection and guidance. He has taught us humility and shown us how naive we have been. We thought that we had the answers. However, we have had to listen carefully to others and to tap into the rich and robust debates occurring in other denominations. With God's help we have been able to move forward. To him is the glory!

LIFE provides curriculum materials for the study of the Christian faith in the school setting. As such it encourages serious academic study by students. It is called LIFE because it has as its ultimate goal and hope that students experience the fullness of the life that is ours in

Christ. However, it aims firstly to engage the students where they are in their personal life journey. It does not assume that students have faith. It rather gives space for the Holy Spirit to do his work. LIFE brings into dialogue the life that God offers with the life of the student.

LIFE offers teachers a menu for preparing units of work so that their lessons relate to the real world of the students. LIFE is not a top-down curriculum but something to empower teachers to engage their students in a study of the Christian faith. Students will be challenged to explore and respond to concepts.

The curriculum management committee has had to struggle to understand some important religious education issues in a short time. It became clear to us that we had a limited understanding of some significant issues and had to read and study carefully to move forward. We must look for ways to see that Lutheran schools are constantly engaging the key questions and issues relating to religious education. Conferences and writing in this area will be necessary for us to progress and continue to build on our knowledge base.

I am delighted that the day for finally releasing these materials has arrived. A dream of so many for so long is being realised. In thanking God for his obvious blessings, let us commit ourselves to go forward and build on what has been achieved. We can be proud and grateful for what has been achieved, but we know that a journey has just begun.

May God bless us now as we use the gift of LIFE so that others may have life in all its fullness.

Adrienne Jericho
National Director for Lutheran Schools,
Lutheran Church of Australia

CONTRIBUTORS

Production of LIFE curriculum has been very much a team effort, with many people using their God-given time and talents in bringing it to life. Among these contributors are:

Adrienne Jericho whose vision and leadership brought the project from dream to print.

Marlene Cooper whose foundational surveys of schools and curriculum outlines were the starting point for LIFE.

The Curriculum Project Management Committee who met several times a year over three years to wrestle with the big issues of Christian Studies. Membership has changed from time to time, and has included:

from Queensland

Ray Eisenmenger
Andrew Jaensch
Sue Kloeden

from South Australia

Paul Fielke
Jane Light
Margaret Linke
Nevin Nitschke
Mignon Weckert

from the Southeast Region

Mark Greenthaner
Anna Watson

from Luther Seminary

Marlene Cooper
Noel Weiss

The LIFE writing team:
Anne Maczkowiack
Mignon Weckert
Anne Dohnt
Dominique Jaaniste

The LIFE curriculum Steering Committee who gave on-site, ongoing advice and support to the writing team during the writing process:

Paul Fielke
Adrienne Jericho
Jane Light
Margaret Linke

Teachers, librarians and especially trialling coordinators in **primary trialling schools,** who read, used and commented on early drafts of the materials:

in Queensland

Bethany, Raceview
Concordia, Toowoomba
Good News, Middle Park
Grace, Redcliffe
Immanuel, Maroochydore
Prince of Peace, Everton Hills
Trinity, Ashmore

in South Australia

Calvary, Morphett Vale
Crossways, Ceduna
Immanuel, Novar Gardens
Redeemer, Nuriootpa
Waikerie Lutheran

in the Southeast Region

Good Shepherd, Croydon
Holy Trinity, Mildura
Victory, Wodonga

in Western Australia

Living Waters, Perth

Teachers, especially Christian Studies coordinators, in **secondary trialling schools,** who read, used and commented on early drafts of Band D materials and wrote model units:

in Queensland

Concordia, Toowoomba
Grace, Clontarf
Immanuel, Maroochydore
Peace, Cairns
Redeemer, Mt Gravatt
St Peters, Indooroopilly

in South Australia

Concordia, Highgate
Cornerstone, Mount Barker
Faith, Tanunda
Immanuel, Novar Gardens
Tatachilla, McLaren Vale

in the Southeast Region

Luther, Croydon

Staff at Löhe Memorial Library, Luther Seminary, the Adelaide Diocesan Resource Centre, and at The Open Book, Adelaide, who helped writers locate resources and were patient about their return.

Teachers and librarians in schools who provided special support: Bronwyn Holliday (Good Shepherd, Para Vista) and Ruth Oster (Golden Grove Lutheran) who gave suggestions for the Recommended Resources lists; Lisa Bennett, Helen Dorling and Pam Oster who gave suggestions for the Music Appendix.

Karen Winderlich, who provided original artwork for Band A Teacher Resource Sheets.

Staff of Openbook Publishers, particularly
Ingrid Ingram, supervisor of photocopying and distribution
Adam Paschke, designer (logo and covers)
Chris Pfeiffer, project manager
David Strelan, theological adviser and editor
Gayle Summerton, administrative assistance
Mary Jo Zwar, editorial adviser.

The Professional Development team for the implementation of LIFE:

Neville Doecke
Sue Kloeden
Margaret Linke
Anna Watson
Ruth Zimmermann

. . . and many others who prayed for and encouraged people working on the project

LIFE RATIONALE

UNDERSTANDING OF CHRISTIAN STUDIES

The understanding of Christian Studies which undergirds LIFE curriculum is set out in the statement *Christian Studies in Lutheran Schools.*

VISION FOR LIFE

LIFE is a response to the desire of Lutheran schools in Australia for a curriculum that is

- gospel-centred
- informed by the Lutheran Confessions
- educationally sound
- Australian in content
- flexible in structure
- relevant to students
- stimulating and challenging
- responsive to the diverse needs of students and teachers.

LIFE reflects and responds to the changing nature of Lutheran schools. Whereas formerly the student population was predominantly Lutheran, now students come from a range of religious and cultural backgrounds. Therefore the language and activities in a Christian Studies curriculum must be inclusive of all students, irrespective of their religious and cultural background.

LIFE takes into account the fact that, while knowledge and understanding can be assessed, no judgment can be made concerning the faith and spiritual growth of students.

THE AIMS OF LIFE

In keeping with the understanding and vision set out above, LIFE aims to

- assist students to grow in knowing and appreciating aspects of Christian teaching that are appropriate to their stage of development;
- inform students of Christian teaching without assuming that students have Christian faith prior or subsequent to their study;
- provide a framework for schools to develop their own sequence of content and learning, each school tailoring the curriculum to its own needs;
- provide a resource that enables and encourages Christian teachers to testify to and model their own Christian commitment, without manipulating or coercing a similar commitment from students;
- to provide an avenue through which the Holy Spirit can work by giving students the opportunity to 'hear, explore and reflect on the word of God'.

HEAR As they work with the Bible and the creeds of the Christian church in general and of the Lutheran church in particular, students hear what Christians believe. At the centre of what students hear in the curriculum is the gospel of life, the good news that God loves all people and through the life, death and resurrection of his Son Jesus Christ, has made it possible for all people to live in loving relationship with him.

EXPLORE Students explore and investigate Christian beliefs and practices. LIFE facilitates open inquiry, encouraging students to express and not suppress their questions. In the exploration of Christian teaching, the curriculum also encourages students to be aware of contrasts with other belief systems, values and understandings of life.

REFLECT ON Students have opportunities to consider and reflect on Christian beliefs and understandings and are encouraged to think about their relevance to their own faith and life.

SOME BASIC ASSUMPTIONS

The following basic assumptions have been significant in the preparation of the LIFE curriculum:

- Christian Studies is a timetabled curriculum area in Lutheran schools. Adequate time will therefore be provided for Christian Studies, eg a minimum of 100 minutes per week for junior primary and 135 minutes per week for other primary and secondary classes.
- Christian Studies has different aims and involves different activities from worship. It is assumed that resources for school and class worship are available apart from the curriculum. However, LIFE does offer some opportunities to integrate worship with the intentional study of the Christian faith.
- Christian Studies is one aspect of the total Christian education program of a school. As the intentional study of the Christian faith, it is correlated with and contributes to all other aspects of the program of Christian education.
- Christian Studies can and should be integrated with other curriculum areas
- Teachers of LIFE have a good understanding of the context in which Christian Studies is taught, a sound and constantly developing knowledge and understanding of and commitment to the Christian faith. They will also be ready and able to support their teaching with personal testimony and example where it is appropriate, without attempting to manipulate students or put pressure on them.
- Best practice in education and best practice in Christian ministry will operate side by side in the teaching of LIFE.
- Assessment and reporting are integral parts of Christian Studies. The same strategies as are used in other curriculum areas will be employed in LIFE. However, while students' knowledge, understanding and attitudes are assessed, their faith development is not assessed.
- The way in which Christian Studies is reported conveys the importance of the subject to the school community.
- Families share in the education of the students. LIFE therefore provides information and suggestions for involving families in Christian Studies.

OVERVIEW OF LIFE

AIM

The ultimate aim of LIFE curriculum is that

- students will come to know God as Father, Son and Holy Spirit
- students will have faith in God as their Father, Saviour, and Helper.

We understand that faith is entirely a gift of the Holy Spirit.

We teach in obedience to Jesus' command to go and teach.

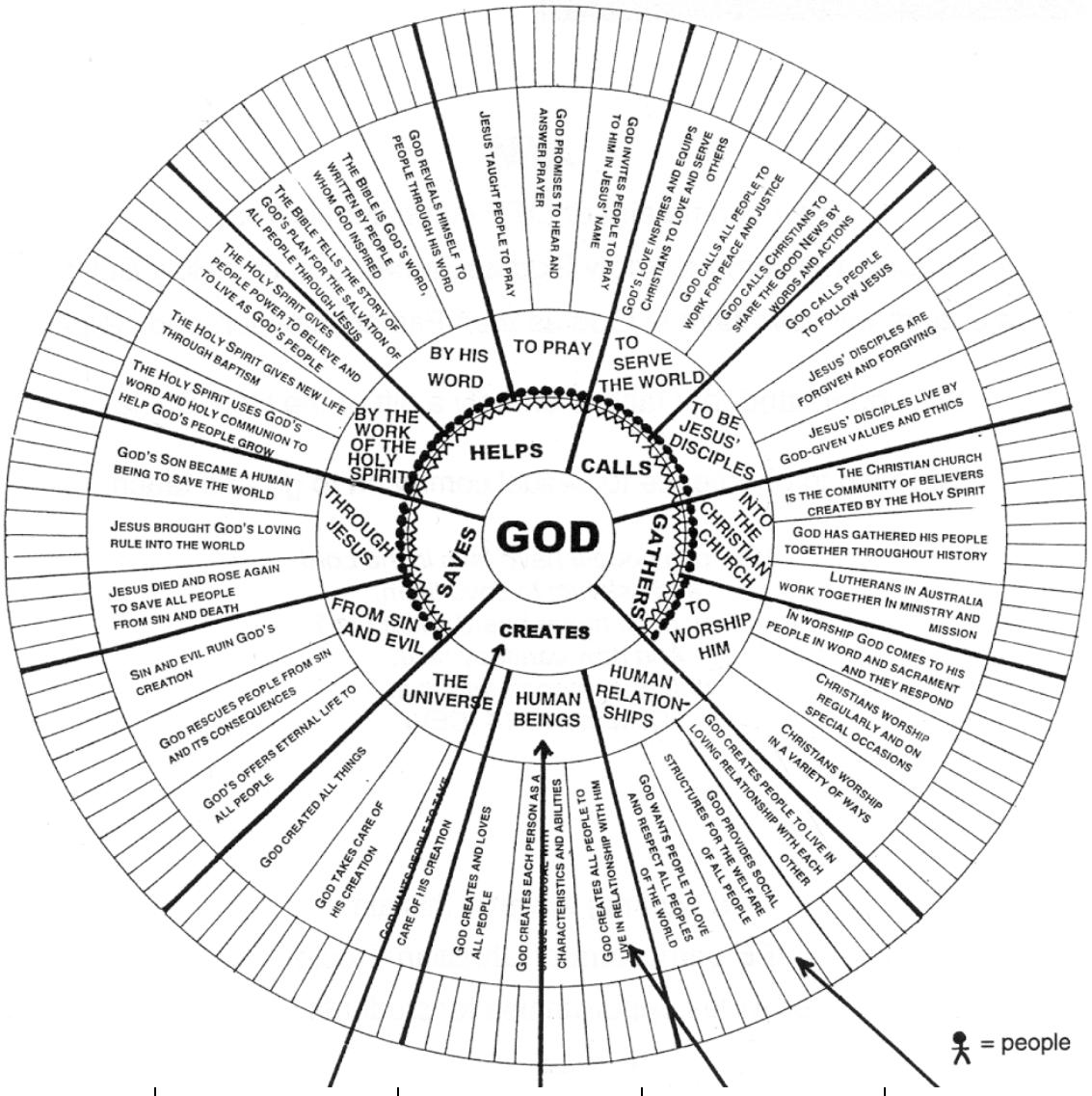
How can people have faith in the Lord
and ask him to save them,
if they have never heard about him?
And how can they hear,
unless someone tells them?
Romans 10:14 (CEV)

In working towards this aim
LIFE curriculum of Christian Studies
provides opportunities for students to

- hear
- explore, and
- reflect on

a series of key Faith Statements of the Christian church.

CONTENT



CORE	***THEOLOGICAL FOUNDATIONS***	***LIFE CONCEPTS***	***FAITH STATEMENTS***	***GOALS***
The centre of LIFE is God — the relationship God has established with people, and what God has revealed to people about himself.	What Christians believe about God and his relationship with people is summarised in five Theological Foundations: • God creates • God saves • God helps • God calls and • God gathers.	Within each of the Theological Foundations, two or three key concepts are identified, eg God helps people pray. Twelve such LIFE Concepts will be explored by students at all band levels.	From each LIFE Concept, three Faith Statements are derived. These spell out specific aspects of the Concepts which all students can hear, explore, and reflect upon.	From each Faith Statement, a number of band-specific goals are derived. These are developmentally appropriate for each band level and spiral from one band to another.

STRUCTURE

BANDS

The band organisation of LIFE

- recognises that the sequence and timing of learning varies from one student to another and rarely fits within standard year-level increments;
- acknowledges that the abilities of students within an average class vary significantly and usually cover a range of two to three 'year levels';
- gives teachers the flexibility to design units of work appropriate to the needs of their particular class;
- encourages teachers to match student needs with course content and methodology.

LIFE materials are published in four educational bands:

Band A is intended for use in the first two or three years of primary school.

Band B is intended for use in the middle two or three years of primary school.

Band C is intended for the two or three years when students make the transition from primary to secondary school.

Band D is intended for use in two middle years of secondary school, the final two years of compulsory school in Australia.

UNITS

LIFE is designed to be delivered in classrooms through teaching/learning units.

A LIFE unit is a series of related learning experiences in which students participate over a period of several weeks. A LIFE unit addresses one or more of the Faith Statements.

Generally, LIFE units consist of three types of experiences:

- **Introductory activities** which can be used to stimulate the students' interest at the start of units, and may also be used by the teacher to assess students' prior understanding
- **Development activities** which build on the introductory activities and allow students to hear and explore particular themes of the Christian faith
- **Response activities** which allow students to reflect on the implications of the Faith Statements for their own lives.

The amount of time spent on a particular unit will depend on

- the students' needs, interests, and abilities
- the material contained in the unit, and
- the scheduling requirements of the school.

GOALS
• are band-appropriate
• are statements of curriculum intent derived from Faith Statements
• are written by the curriculum writers
• are not necessarily observable or assessable
• do not require a faith response

OUTCOMES
• are unit-specific
• are statements of program intent derived from goals
• may be written by classroom teachers
• are observable and assessable and are intended to be achieved by all students
• do not require a faith response

THEOLOGICAL FOUNDATIONS

The Five Theological Foundations provide the basis for the content of LIFE. The content at each level is based on the same Theological Foundations.

1 GOD CREATES

God created the universe

God is the Creator of all things, those we can see and those we cannot see. The Bible tells that God created by his word and announced that what he created was very good. All that God created was wonderfully designed and intricately connected in a way which would bring glory and honour to its maker.

God creates human beings

God's special creation was humanity. Human beings were formed in God's own image so that they might live in a perfect relationship with their Creator and in harmony with all other created things.

God in his grace continues to work as Creator by preserving and caring for the world which he made, providing rich resources and sustaining the wonderful natural orders and design by which creation is held together. The world in which we live and all of life are gracious gifts of God the Creator, who has entrusted to human beings their care and protection. God continues to hold all things together and to provide for the needs of every living thing.

God creates human relationships

God created humans as social beings to live in harmonious and mutually beneficial relationships. For the preservation and wellbeing of human beings, God has established social structures, such as marriage and family, civic and national communities. To the same end he also entrusts certain people with authority and responsibility as his agents at various levels of society.

2 God saves

God saves people from sin and evil

The perfect harmony and happiness between God and creation which existed when the world began did not last. The Bible tells how the fall of the first human beings into sin separated them from God and marred their relationship with one another and with the environment in which they lived.

From that time on, the image of God in human beings was fatally flawed. The infection of sin and its evil consequences was passed on from one generation to the next. God's judgment on sin was death.

But God's love is beyond imagining. God prepared a way of rescue for the sinful human race. God called a people to be his own, showed them his love, and set them free from slavery so that they could live for him and with him in a land of promise and become a blessing to all the nations of the world.

This blessing which would come through the chosen people was God's plan to send a Saviour, who would restore the relationship between God and people.

God saves people through Jesus

The Saviour was born into human history in Bethlehem. The child's name was Jesus, which means 'the Lord saves'. Jesus grew up to fulfil perfectly all the demands of God's law. He lived the life of a loving servant — reaching out, helping and healing the outcasts, the lame, the blind and the poor. He called people to come and see the kingdom of God, to turn away from sin and to receive new life and forgiveness in his name.

Jesus won forgiveness and new life for all people when he carried the world's sin to death on the cross. He took upon himself the judgment which God had pronounced on sin.

By raising Jesus from death to life, God affirmed that all who trust Jesus as Saviour receive the free gifts of forgiveness and eternal life. Jesus opened the way to God which had been blocked by sin. That way is now open for all people through him. Jesus is the Saviour who shows us the loving heart of God.

Jesus promised to return to earth on the last day of history. When he comes, everyone will recognise him as the victorious Saviour and King, who will take all those who trust in him into eternal life with God.

This message is good news for sinners. It is the heart of the gospel which we proclaim.

3 GOD HELPS

God helps people by the work of the Holy Spirit

Left to themselves, people cannot — no matter how hard they try — find their own way to God or come to know God as he really is. But God does not leave matters like that. He has sent a Helper to call us back to God through the good news that Jesus is the Saviour from sin and death. The Helper is the Holy Spirit.

The Holy Spirit was powerfully active at the creation of the world and in the earliest history of God's chosen people. It was the Holy Spirit who spoke through their leaders, guiding, instructing, leading and calling the people back to their relationship with God.

Jesus talked to his disciples about the Holy Spirit. Jesus called the Holy Spirit the Counsellor, one who would be sent by God when Jesus had returned to heaven. The Counsellor would bring glory to Jesus and guide his followers into all that is true. The Holy Spirit helps the followers of Jesus to remember what Jesus taught so that they may experience God's peace in their lives and trust Jesus their Saviour and his promise to be with them always.

God helps people by his word

The Holy Spirit gave the word of God to people to speak and to write, so that today we have God's revelation of himself in the Bible.

The Holy Spirit works through the 'means of grace' — the word of God and the sacraments of baptism and the Lord's supper — to give people new life in fellowship with God. They become related to God as children are related to a loving father, and they receive God's forgiveness and assurance as free gifts of his love.

God helps his people through the work of the Holy Spirit to share the Good News with others and to live their lives in faith, hope and love as the people of God. The Holy Spirit strengthens God's people each day through the forgiveness of sins and the promise of life forever with God.

God the Holy Spirit keeps believers in their Christian faith as they wait for Jesus to return to earth.

God helps people pray

When the Holy Spirit leads people to faith in Jesus, he makes it possible for them to pray. Christian prayer is an expression of faith in which Christians speak to God with the confidence that he will hear them for Jesus' sake, that is, because Jesus has restored the relationship between them and God. Through faith in Jesus they have become children of God and they are confident that their heavenly Father loves them and wants only what is best for them. As Jesus taught, Christians pray for those things that are important to their heavenly Father and necessary for their own and other people's spiritual and physical wellbeing.

4 GOD CALLS

God calls people to be Jesus' disciples

When Jesus lived on earth, he called people to follow him. He wanted to show them God's way and to prepare them for a new life of service as God's forgiven people. Followers of Jesus were called 'disciples'.

God still calls people to follow Jesus. God wants the whole world to know that Jesus is the Saviour from sin who freely forgives and gives eternal life to all who trust in him. Jesus continues to teach and lead his disciples through the word of God and the sacraments of baptism and the Lord's supper.

God calls people to serve

Responding to God's call to follow Jesus as disciples changes people's lives. It makes them channels of the life and love of God. Sometimes disciples of Jesus are called to make hard decisions, to walk on a difficult path. But Jesus has promised to be with them always and to help them when the way is tough.

There are many people in the world who live without hope. Disciples of Jesus bring to them God's word of love and forgiveness and the hope of eternal life.

There are many people in the world whose lives have been wrecked by brokenness of many kinds. Disciples love them, stand beside them, bring the healing and help of Jesus into their lives and work for justice in society.

Disciples of Jesus also care for the natural environment as a precious gift from God, protect the delicate balance which God has built into his creation, and use God's gifts responsibly.

Disciples live in response to the new commandment which Jesus gave: 'Love one another as I have loved you'.

God calls people to walk with him in the way of love and service and promises that they will have his life to the full.

5 GOD GATHERS

God gathers people into the Christian church

When God rescues people from sin and calls them to be his disciples, he does not leave them alone. God draws his forgiven people into a community where they are invited to share their new life in Jesus and receive all the blessings God has for them as his children.

When the word of God is taught or proclaimed, and when God's special gifts of baptism and the Lord's supper are celebrated, the Holy Spirit is present and active to build up the family of God. This family is called the church.

God gathers Christians to worship him

In worship, God comes to his people to strengthen them, prepare them to be his servants, and encourage them to love one another and share his gifts.

In the church God's people receive free forgiveness each day. They are united with Jesus in the same way that all the members of a body are linked to the head of the body which directs and supports all the parts. While the members of the church are all different, each one is precious and helps to build up the life of the whole family with the special gifts which God gives through the Holy Spirit.

The church exists all over the world, wherever people worship God in the name of Jesus the Saviour. The church proclaims God's will to the world and advocates justice for the oppressed and exploited.

Throughout its history the church has existed in many different forms. It has continually proclaimed the Good News, worshipped the Triune God, instructed people in God's word, helped its members support one another as a community, and endeavoured to care for all people.

God has promised to preserve his church until the day of Jesus' return.

CONCEPTS AND FAITH STATEMENTS

CONCEPT	FAITH STATEMENTS	GENERAL CONTENT
God created the **UNIVERSE**	1 God created all things	• God as Creator: the goodness of creation, seen and unseen creation (including angels)
	2 God takes care of his creation	• God's protection and provision for all aspects of creation, especially human beings; food, shelter and other needs, creation sustained through laws of nature
	3 God wants people to take care of his creation	• People's role as caretakers of creation; privilege and responsibility
God creates human beings (**PEOPLE)**	1 God creates and loves all people	• God as Creator of human beings; relationship of God with people; the value of human life; image of God
	2 God creates each person as a unique individual with characteristics and abilities	• Self-esteem, who I am: physical, emotional, spiritual aspects
	3 God creates all people to live in relationship with him	• Human need for God — something beyond themselves: religions as people's ways of living in relationship with God
God creates human **RELATIONSHIPS**	1 God creates people to live in loving relationship with each other	• Human relationships as part of God's creation; nature of relationships — their structure and purpose
	2 God provides social structures for the welfare of all people	• Various levels of relationships and social organisation
	3 God wants people to love and respect all peoples of the world	• Strategies for living in relationships: respect, understanding, tolerance, reconciliation
God saves people from sin and evil (**RESCUE**)	1 Sin and evil ruin God's creation	• How sin and evil corrupt creation; how sin came into the world; what sin is; the results of sin; ways of dealing with the results of sin
	2 God rescues people from sin and its consequences	• God's rescue of people when they are in trouble
	3 God offers eternal life to all people	• Inability of anyone but God to provide the ultimate solution; death and the promise of heaven
God saved people through **JESUS**	1 God's Son became a human being to save the world	• The nature and personality of Jesus
	2 Jesus brought God's loving rule into the world	• Overview of the life, work, and teachings of Jesus
	3 Jesus died and rose again to save all people from sin and death	• Significance for people of Jesus' life, particularly his death and resurrection

God helps people by the work of the **HOLY SPIRIT**	1 The Holy Spirit gives people power to believe and to live as God's people	• What the Holy Spirit is and does; changing lives, Pentecost, how the Holy Spirit works
	2 The Holy Spirit gives new life through baptism	• Sacraments: what baptism is, the benefits of baptism
	3 The Holy Spirit uses God's word and holy communion to help God's people grow	• What holy communion is, what it gives
God helps people by his word **(BIBLE)**	1 God reveals himself to people through his word	• What the Bible is; what it says about God; what it does for people; the importance of the Bible to Christians
	2 The Bible is God's word, written by people whom God inspired	• Bible as literature; how the Bible was written and how it came to us
	3 The Bible tells the story of God's plan for the salvation of all people through Jesus	• Content of the Bible; overview of salvation history
God helps people **PRAY**	1 God invites people to pray to him in Jesus' name	• What prayer is, why people pray; prayer in Jesus' name
	2 God promises to hear and answer prayer	• How people pray; why and how God answers prayer
	3 Jesus taught people to pray	• The Lord's Prayer
God calls people to serve **(SERVICE)**	1 God's love inspires and equips Christians to love and serve others	• What service is; the servant attitude; Jesus' example of service
	2 God calls all people to work for peace and justice	• Serving the world by working for peace and justice at all levels of society
	3 God calls Christians to share the Good News by words and actions	• Serving the world as witnesses of Jesus; personal witness; history of mission; witness in word and action
God calls people to be Jesus' **DISCIPLES**	1 God calls people to follow Jesus	• What a disciple is; obeying and following Jesus; being called
	2 Jesus' disciples are forgiven and forgiving	• Living in forgiveness; forgiveness from God and to others
	3 Jesus' disciples live by God-given values and ethics	• Living by the law of love — not by the values of the world
God gathers people into the Christian **CHURCH**	1 The Christian church is the community of believers created by the Holy Spirit	• What the church is; local church community and wider church
	2 God has gathered his people together throughout history	• History of the Christian church
	3 Lutherans in Australia work together in ministry and mission	• The Lutheran Church of Australia: its mission and ministry
God gathers Christians to **WORSHIP** him	1 In worship God comes to his people in word and sacrament and they respond	• What worship is; the two-way nature of worship; why people worship
	2 Christians worship regularly and on special occasions	• Christian church year, festivals, liturgy
	3 Christians worship in a variety of ways	• Settings, styles, rituals, art, architecture

PLANNING GUIDELINES

Schools have a great deal of flexibility in planning their use of LIFE materials.

LIFE Concepts may be dealt with in any order,
and varying amounts of time can be allotted to each Concept.

The following two **guidelines** aim to provide a balanced program across all levels:

1

Students explore
material from each of the five
Theological Foundations
every year.

2

Students explore
all the **Faith Statements**
in a band.

LIFE provides more material than can be used in any school or classroom.
Schools and class teachers select what is most appropriate from the material provided.

Goals for each band provide direction and content.
Teachers cannot assume, however,
that students have achieved all the goals for preceding bands.

The *School Planning Models* in the Appendix provide additional guidance for overall planning and implementation of LIFE curriculum in schools.

Pages 19–22 of this section provide additional guidance for planning of LIFE units by teachers.

CONTENTS OF LIFE PLANNING GUIDES

There is a band-specific Planning Guide for each of twelve LIFE Concepts.

Each LIFE Planning Guide contains the following sections:

AIMS

The aims of LIFE are the same for all bands.

BACKGROUND NOTES FOR TEACHERS

These notes help teachers understand the theology of the Concept. The background notes are the same for all bands and can become the basis for staff Bible study.

THE STUDENT

These band-specific charts identify some characteristics of students that impact on the LIFE Concept and the way the Concept may be taught.

GOALS

Band-specific goals are derived from Faith Statements. The goals chart shows how the Concept may be developed across the bands.

MENUS

The LIFE menus suggest some ways of working towards the goals for the band. Each item in the menu is coded to indicate the goal for which it is suggested, eg
(1c) indicates Goal c for Faith Statement 1.

LIFE menus provide choices. Teachers may use activities which seem appropriate for their situation and adapt them to plan their own units. They will not use all the items in the menu.

- ***Bible references*** This menu suggests Bible references which relate specifically to the Concept and which may be appropriate to use with students at the band level. For Bands A, B, and C, three Bible verses are identified as key verses for students to know.

- ***Introductory activities***

Any of these activities can be used to stimulate interest at the start of units. They may also be used as diagnostic tools to evaluate the students' understanding at the start of a unit.

- ***Development activities***

Any of these activities can be used to explore the Faith Statements.

- ***Response activities*** Any of these activities can be used to conclude units.

- ***Recommended resources*** This menu suggests printed and other resource items related to the Concept and appropriate for use with the band level.

PLANNING PRO-FORMA

This is a format in which teachers can write their own unit plan for the Concept. The pro-forma can be photocopied onto an A-3 sheet and folded.

MODEL UNITS

Model units demonstrate how activities from the menus can be adapted and combined into teaching/learning units. Two or three model units are provided in each band.

Teachers may use these as models to help them in planning their own units, or they may teach directly from model units.

Teachers, in collaboration with other teachers in the band, may need to look at all the model units to find the one which best suits their situation.

- ***Teacher Resource Sheets (TRS)***
  Several photocopiable resource pages are attached to each model unit. Some provide extra information for teachers, others are to be given to students.

STUDENT AND FAMILY

Because the link between school and families is vital, some suggestions are given for relating what happens in Christian Studies to the life of students within their family.

- ***Newsletters***
  Sample letters, based on the model units, indicate one way teachers can explain LIFE units to parents and caregivers.

USING LIFE PLANNING GUIDES

There are a number of different ways teachers can use LIFE planning guides to plan units. Five approaches are developed in the step-by-step pages which follow.

A. USING A MODEL UNIT

Teachers work from the model unit for the level that best suits their students. They teach the model unit as described or make adjustments to meet the needs of their students.

B. USING THE MENUS

Teachers work from the goals list and menus. They devise and teach a unit, using suggestions found in the menus.

C. USING THE GOALS

Teachers work from the list of band-specific goals. They choose the goals that best suit their students and devise their own unit.

D. ACROSS BAND LEVELS

Teachers work from elements found in two different band level planning guides to devise a unit which suits their students.

E. COMBINING CONCEPTS

Teachers work from elements of two or three LIFE Concepts to devise their own unit which cuts across LIFE Concepts.

STARTING POINTS

Before deciding which approach to use, and before planning a unit, a teacher should

1. pray
2. consult the school's overall Christian Studies plan to find out what is expected in relation to this Concept
3. browse through the entire planning guide to see what is involved in the LIFE Concept and what help the planning guide offers
4. consider the needs of the students in relation to the LIFE Concept
5. where appropriate, plan with other teachers who are working in the same band level, or who are teaching related units.

Whatever unit-planning method you use, take a moment at the outset to review the LIFE circle diagram. Make sure you know where your unit fits into the big picture.

STEP BY STEP

PLANNING BY USING A MODEL UNIT

1. Read the *Background Notes for Teachers* for the Concept. Think about what the Concept means for you and your students.
2. Read the *Students* page. Think about the students in your class and what you could do to help them explore the Concept.
3. Select and read through the appropriate *model unit* for your class.

   If you see that you need to make alterations to the model unit, copy the planning guide (onto larger paper) and mark your modifications.
4. Determine what materials and resources you will need in order to teach each part of the unit, eg classroom displays, guest speakers/presenters, books, craft materials, photocopies of teacher resource sheets, videos. Consider how you will obtain the resources or alternatives.

LIFE model units are constructed so that a school can address all the Faith Statements of a Concept in a band:

- either by teaching the LIFE Concept once in a band, using a model unit developed from all of the Faith Statements,
- or by teaching the LIFE Concept twice in a band, using any two model units.

PLANNING BY USING THE MENUS

1. Read the *Background Notes for Teachers* for the Concept. Think about what the Concept means for you and your students.
2. Read the *Students* page. Think about the students in your class and what you could do to help them explore the Concept.
3. Make a copy of the *Unit Planning Pro-forma*.

   Thinking about the needs of your students and the overall Christian Studies plan of your school, highlight on the pro-forma the goals that you will be working towards.
4. From your goals, determine outcomes you will assess and decide how you will make the assessment.

   Record these outcomes and strategies on the pro-forma.
5. Study the *Bible References* menu and the *Introductory, Development, and Response Activities* menus and select a sequence of activities that you will use to achieve your outcomes.

   Menu items are coded with a number and letter, eg (2c), which correspond to the Faith Statements and goals.

   Record these activities on the pro-forma.
6. Determine what materials and resources you will need in order to teach each part of the unit, eg classroom displays, guest speakers/presenters, books, craft materials, photocopies of teacher resource sheets, videos. List these on the pro-forma.

   Consider how you will obtain the resources or alternatives.

Whatever unit-planning method you use, keep in mind that the (key) first Faith Statement in each LIFE Concept is the overarching, defining statement. Include something from the key Faith Statement in every unit you plan.

PLANNING BY USING THE GOALS

1. Read the *Background Notes for Teachers* for the Concept. Think about what the Concept means for you and your students.
2. Read the *Students* page. Think about the students in your class and what you could do to help them explore the Concept.
3. Make a copy of the *Unit Planning Pro-forma.*

   Thinking about the needs of your students and the overall Christian Studies plan of your school, highlight on the pro-forma the goals that you will be working towards.
4. From your goals, determine outcomes you will assess and decide how you will make the assessment.

   Record these outcomes and strategies on the pro-forma.
5. Drawing on your own experience and resources, input from other teachers, and the LIFE menus and model units, plan a sequence of activities that you will use to achieve your outcomes.

   Record these activities on the pro-forma.
6. Determine what materials and resources you will need in order to teach each part of the unit, eg classroom displays, guest speakers/presenters, books, craft materials, photocopies of teacher resource sheets, videos. List these on the pro-forma.

   Consider how you will obtain the resources or alternatives.

If your students have not achieved the goals for preceding bands, you may have to make adjustments to menu items suggested in your band.

PLANNING ACROSS BAND LEVELS

1. Read the *Background Notes for Teachers* for the Concept. Think about what the Concept means for you and your students.
2. Read the *Students* page. Think about the students in your class and what you could do to help them explore the Concept.
3. Look at the list of goals. Thinking about the needs of your students and the overall Christian Studies plan of your school, select the goals that you will be working towards in your unit.
4. Make a copy of the *Unit Planning Pro-forma* (without the goals).

   Record your selection of goals from two or more bands on your pro-forma.
5. From your goals, determine outcomes you will assess and decide how you will make the assessment.

   Record these outcomes and strategies on the pro-forma.
6. Look through the menus in the LIFE planning guides for the band level in which your goals occur.

   Drawing on these menus, your own experience and resources and input from fellow teachers, plan the activities you will use to achieve your outcomes.

   Record these activities in sequence on your pro-forma.
7. Determine what materials and resources you will need in order to teach each part of the unit, eg classroom displays, guest speakers/presenters, books, craft materials, photocopies of teacher resource sheets, videos. List these resources on the pro-forma.

   Consider how you will obtain the resources or alternatives.

LIFE materials are intended to be used in a timetable that allows a minimum of 100 minutes per week for Christian Studies.

PLANNING BY COMBINING CONCEPTS

1. Decide on a theme for the unit.
2. Look at the complete list of LIFE Faith Statements (pages 11,12*).*

   Select three Faith Statements which relate to your theme.
3. Make a copy of the *Unit Planning Pro-forma* (without the goals).

   Record on the pro-forma the Faith Statements you have selected.
4. Look at the goals for each LIFE Concept from which you have selected Faith Statements (Planning Guide pages 8,9).

   Select specific goals for your unit and record them on the pro-forma.
5. From your goals, determine outcomes you will assess and decide how you will make the assessment.

   Record these outcomes and strategies on the pro-forma.
6. Look at the menus in the planning guides for each LIFE Concept from which you have selected Faith Statements.

   Using these suggestions (and ideas from other sources), plan a sequence of activities that will lead towards your goals.

   Record these activities in sequence on the pro-forma.
7. Determine what materials and resources you will need in order to teach each part of the unit, eg classroom displays, guest speakers/presenters, books, craft materials, photocopies of teacher resource sheets, videos. List these resources on the pro-forma.

   Consider how you will obtain the resources or alternatives.

This approach may suit teachers who want to develop a special theme or to focus on the Church Year, eg a Christmas unit.

AFTER TEACHING A UNIT

When you have completed a LIFE unit, you can do a number of things that will help in planning future units:

- Evaluate your unit. Record your evaluation (on the pro-forma).
- Keep any materials you have collected that will help when you teach the unit again.
- Your school should have a formal plan for mapping the progress of each group of students through LIFE. Do what you can to keep this mapping system accurate and up to date.
- Share ideas and experiences informally with teachers in your own school or in other schools.

BIBLE

The Bible is the chief text for LIFE. Christians regard the Bible as inspired by God, revealing everything that God wants people to know about God and their relationship with God. LIFE assumes the truthfulness and authority of the Bible.

LIFE does not work through the Bible text in sequence. In LIFE students hear/read, explore and reflect on sections of the Bible which relate to LIFE Faith Statements. Some parts of the Bible (particularly some narrative stories) are dealt with frequently; some parts are not touched at all.

BIBLES FOR CLASSROOM USE

BAND A

Band A students are introduced to stories and a limited range of other texts from the Bible. They access the stories primarily through illustrated Bible story books designed specifically for young children.

The Lion First Bible is strongly recommended for use in Band A as it captures the gospel messages in language easily grasped by Band A students.

BANDS B,C,D

Beginning with Band B, each student should have a personal Bible.

In Band B students begin using their Bibles, with assistance and supervision from the teacher.

In Bands C and D students read their Bibles independently, using both the scriptural text and the publisher's extra helps.

Illustrated Bible story books will still be used as resources in Bands B, C, and D, particularly when students explore longer narrative stories.

LIFE does not depend on or recommend any particular translation or edition of the Bible. The following section gives some guidance to schools for selecting student Bibles.

LIFE does not assume that students will use only one Bible throughout Bands B, C and D. Schools may choose a different Bible version for each band.

BIBLE VERSIONS

There are many English-language versions of the Bible. Schools are encouraged to be selective when deciding what Bible to use in each band. Factors to consider when choosing Bibles for students include:

Translation

- Look at the introduction to the translation to find out the guidelines that were used.
- Check for yourself the vocabulary and sentence structure used and compare it with what students encounter in other curriculum areas. Compare the same verses or passages in the different translations you are considering.
- Check with a pastor/chaplain if you have concerns about theological bias.
- Try reading selected verses aloud.

Some translations to consider:

- ***Today's English Version*** 1976 American Bible Society
- ***Contemporary English Version*** 1995 American Bible Society
- ***New Century Version*** 1991 Word Publishing

Format

- How will the book feel to students?

  Check the size of the book and texture of the cover. Many students prefer the feel of a well-bound paperback book to a hardback.

  Check the durability of the binding.

  Check the sturdiness of the pages. If students will be marking with biro or highlighter, make sure the paper will support such marking.
- Compare the size of print with what students encounter in other texts.

- Look at how the layout of pages helps or hinders students in using the Bible.
- Check the number, quality, style and location of illustrations.
- Make sure the Bible includes the aids (eg maps) that you want students to use.

Computer formats

The above considerations regarding translations apply also to computer Bibles. Also check computer programs for ease of navigation and for the aids which are included.

In addition to students' personal Bibles, have copies of other translations/versions, both printed and electronic, for reference and comparison.

If you have students for whom English is a second language, or students who are studying languages other than English, make Bibles in the other language available.

DEVELOPING BIBLE UNDERSTANDINGS AND SKILLS

The Literacy of Christian Studies in the *Christian Studies* section of the LIFE folder outlines the literacy skills specific to this curriculum area.

The goals for the LIFE Concept *God helps people by his word* (*BIBLE*) provide a framework for developing three key Christian understandings about the Bible:

1. God reveals himself to people through his word
2. The Bible is God's word, written by people whom God inspired
3. The Bible tells the story of God's plan for the salvation of all people through Jesus.

Model units are provided in the *BIBLE* Concept which help students at all levels to understand the nature of the Bible and which deliberately develop students' understanding of the Bible as a text.

The **Band B Level 1** model unit is intended for use when students first receive their personal Bibles. It is designed to help students become familiar with the contents of the Bible and to help them locate passages and information in the Bible.

The **Band C Level 2** model unit presents a range of skills for studying Bible stories/texts; it is designed to be used either as a unit on its own or to be used in conjunction with any other units in which students study Bible stories/texts.

Students develop their understanding of the Bible and their skill in using it not just in the *BIBLE* Concept but throughout all LIFE units.

Teachers cannot assume that students at any level have all the basic skills. Any students new to LIFE Curriculum may need to begin with the most basic levels of understandings and skills.

The following are some Bible-use skills that teachers and students will work on constantly throughout *LIFE* Curriculum.

- Use illustrations in a Bible/children's Bible to clarify the meaning of the story.
- Read and interpret book, chapter and verse designations, eg John 3:16.
- Use book, chapter and verse designations to locate passages in printed and electronic Bibles.
- Be familiar with the table of contents in Bibles.
- Locate frequently used books without using the table of contents.
- Use editorial helps in printed and electronic Bibles, eg

  chapter and section headings
  footnotes
  cross-references
  maps
  indexes
  glossaries.
- Select and use appropriate Bible reference books (printed and electronic), eg

  Bible dictionary
  Bible atlas
  Bible concordance
  Bible encyclopedia
  Bible handbook.
- Interpret Bible passages in the light of what comes before and after the passage, eg who said it, when it happened.
- Place major Bible passages and stories in the context of overall Bible history, recognising the difference between Old and New Testaments.

CATECHISM

Luther's *Small Catechism* has for 400 years been a standard text for Christian teaching among Lutherans. Intended originally to help parents who did not have access to the whole Bible, it has shaped school curricula as well. Luther's *Small Catechism* undergirds the content of LIFE.

The Theological Foundations grow out of the Apostles' Creed:

- First part: God the Father ⇨ God creates
- Second part: Jesus Christ ⇨ God saves
- Third part: the Holy Spirit ⇨ God calls, God gathers, God helps

Other portions of the catechism are emphasised in specific Concepts, eg

- The Ten Commandments ⇨ Serving, Relationships
- The Lord's Prayer ⇨ Prayer
- Baptism and Holy Communion ⇨ Holy Spirit

While the Bible itself is the chief reference source for LIFE students, Luther's *Small Catechism* is frequently referred to as an additional resource.

Teachers are encouraged to review for themselves the relevant sections of Luther's small and large catechisms as they prepare a unit. This will help them to have a clear understanding of the key beliefs related to the unit and a firm basis from which to answer students' questions.

Students in Bands B, C, and D should have access to copies of Luther's *Small Catechism* (and/or to charts of the main parts of the catechism). Students in Bands C and D may refer to the *Large Catechism* as well.

LIFE does not require memorisation of catechism passages. Relevant portions of Luther's *Small Catechism* are investigated as part of the research related to each topic. In this manner, students become familiar with:

- the Apostles' Creed
- the Lord's Prayer
- the Ten Commandments
- basic teachings on Baptism and Holy Communion.

Catechism versions to consider:

- ***Luther's Small Catechism,*** Openbook Publishers, 1996
- ***The Small Catechism by Martin Luther in Contemporary English***, Augsburg et al (USA), 1960
- ***Luther's Large Catechism*** Hebart F 1983 Lutheran Publishing House

CHRISTIAN STUDIES RESOURCES

LIFE is a resource for **teachers** of Christian Studies. As a resource for teachers, LIFE suggests ways of using various printed and electronic materials — in addition to Bibles and catechisms — that are available in schools and the community.

The following list suggests the kinds of resources needed in libraries and classrooms. It is based on materials examined by LIFE writers in 1997/98. The list and the suggested Band designations are for guidance only; they are not intended to limit the choice and use of the resources.

A = Suitable for use in Band A **B** = Suitable for use in Band B **C** = Suitable for use in Band C
D = Suitable for use in Band D **T** = Suitable for use by teachers only

CHILDREN'S BIBLES

- ***The Lion First Bible*** Alexander P 1997 Lion Publishing, (regularly cited in Band A) — A,B
- ***The Children's Illustrated Bible*** Hastings S 1994 Readers Digest (also available as separate titles) — A,B, C,D
- ***Children's Daily Devotional CEV*** Morgan 1996 Thomas Nelson, — A,B, C,D
- ***Adventure Bible Handbook*** van der Maas (ed) 1993 Zondervan — A,B, C,D

BIBLE STORY BOOKS

- ***Abingdon's Great Big Books*** 1995, 96, 97 Series of fifteen story books by various authors. Includes stories about Lydia, Paul, Noah, Ruth, David, Moses, following Jesus — A,B
- ***The Great Bible Discovery Series*** Jacklin M 1995 Openbook Publishers (cartoon format) — A,B, C,D

Note: Many familiar Bible stories are also available as tracts for children.

BIBLE ATLASES

- ***Bible Atlas*****,** by Wilson E, Jones S and Schindler S 1993 J Morris Publishing — B,C, D

BIBLE HANDBOOKS

- ***Introducing the New Testament*** Drane J 1986 Lion Publishing — C,D
- ***The Lion Handbook to the Bible*** Alexander P & D (ed) 1983 Lion Publishing — B,C, D
- ***User's Guide to the Bible*** Wright C 1993 Lion Publishing — C,D

BIBLE ENCYCLOPEDIAS

- ***The Lion Encyclopedia of the Bible*** Alexander P (ed) 1986 Lion Publishing — B,C, D

THEOLOGY REFERENCE BOOKS

- ***101 Questions Children Ask about God*** Veerman et al 1992 Tindale House — T
- ***A Hell of a Life*** Dickson J 1997 Matthias Media — C,D
- ***According to Plan*** Pfitzner V & Weiss N 1984 Lutheran Publishing House (Student book and Teaching Guide) — C,D
- ***Doctrinal Statements and Theological Opinions*** 1980ff The Lutheran Church of Australia — T
- ***God for Us*** Strelan D 1988 Lutheran Publishing House — C,D
- ***Good Question!*** Schwarz B (ed) 1995 Openbook Publishers, — C,D
- ***Key Christian Beliefs*** Wright C 1995 Lion Publishing — C,D
- ***Life Issues*** Wright C 1997 Lion Publishing — C,D
- ***Lois Rock Series*** Rock L Lion Publishers. Includes: — A,B, C
  The Ten Commandments for Children
  The Lord's Prayer for Children
  All about Happiness (Beatitudes)
  All about Love
- ***Luther's Large Catechism*** Hebart F 1983 Lutheran Publishing House — C,D
- ***Masterplan*** Pfitzner V 1985 Lutheran Publishing House — D
- ***One in the Gospel:*** The Formula of Concord for our Day Hebart F 1979 Lutheran Publishing House — T

- ***Something You Can Stand For*** Smith J & Kitto F 1994 Joint Board for Christian Education — C,D
- ***The Book of Concord*** ed Tappert TG 1959 Fortress Press — T
- ***The 'First Look' Series*** Rock L 199 –1997 Lion Publishing, includes: *God, Jesus, Prayer, The Christian Life, The Bible, The Church* — A,B, C
- ***What Christians Believe*** Balchin J 1984 Lion Publishing — C,D

GENERAL REFERENCE BOOKS

- ***70 Great Christians: Changing the World*** Hanks G 1992 Christian Focus Publications — C,D
- ***Bible World Reference Series*** Drane J 1994 Lion Publishing, includes: *The Great Plan, Homes and Families, A Very Special Book, Work and Society* — A,B, C
- ***Lion Factfinders*** Doney M & Drane J Lion Publishing, includes: *Jesus, Christians, How the Bible Came to Us* — A,B, C
- ***The History of Christianity*** Dowley T 1990 Lion Publishing — C,D
- ***The Original Jesus*** Wright T 1996 Lion Publishing — C,D
- ***The World's Religions: A Lion Handbook*** 1994 Lion Publishing — C,D

PERIODICALS

- ***Alive,*** published monthly by 36 Media, Ltd — C,D
- Denominational news magazine, eg ***The Lutheran*** — B,C, D
- ***Hot Shots,*** published quarterly by Scripture Union for 8–9 year-olds — A,B
- ***SnapShots***, published quarterly by Scripture Union for 10–11 year-olds — B,C
- ***One Up,*** published quarterly by Scripture Union for 11–14 year-olds — C,D

MUSIC BOOKS

Recommended music books are listed separately in the *Resources for Worship and Music* Appendix

COMPUTER PROGRAMS

- ***Risen Jesus: The Week that Changed History*** *(disk)* Lion Publishing — B,C, D
- ***The Jesus Story Begins (CD)*** Lion Publishing. Other titles include: *Beginnings, Stories Jesus told, The First Easter* and *Heroes* — B,C, D
- ***The Lion CD of the Bible and Christianity*** — C,D

VIDEOS

- ***Messages from the Memorybanks*** The Bible Society — C,D
- ***Oxford Children's Video Bible*** Oxford Vision, Lion, 1988 Volumes: *The Beginning, The Promised Land, Kings and Prophets, The First Christmas, Jesus and His Kingdom* — B,C, D
- ***Testament*** ABC Television — A,B, C,D

PROFESSIONAL JOURNALS

- ***Lutheran Education*** published and edited by the faculty of Concordia University, River Forest, Illinois, USA — T
- ***Religious Education Journal of Australia*** a publication of the Australian Association of Religious Educators (AARE) — T

TEACHING IDEAS

- ***365 Ideas for Christian Teachers*** Noack M 1988 Lutheran Publishing House, — T
- ***Christ's Kids Create*** Stroh D 1992 Concordia Publishing House — T
- ***Festivals of the Christian Year*** Rock L Lion Publishing — T
- ***The Complete Bible Story Clip Art Book*** 1989 Gospel Light — T
- Other Christian Studies curricula already in the teachers' library, eg
  Come and See Jesus (series) 1990 ff Openbook Publishers — T
  Eternal Word (series) 1981 Concordia Publishing House — T

In addition to these *general* resources, the planning guide for each LIFE Concept lists *specific* resources which may be used in examining the Concept.