

MENU

BIBLE REFERENCES

1

Sin and evil ruin God's creation

Guilt

Genesis 3:1–19 Psalm 6
 Psalm 32 Psalm 38
 Psalm 40:12–17 Psalm 51
 Psalm 69:5

Jesus defeats Satan

Luke 4:33–35 Luke 11:14–23
 Hebrews 2:14,15 1 John 2:13
 1 John 5:4,5 We share in Jesus' victory
 1 Corinthians 15:51–54 Death is defeated
 Revelation 20:10

Jesus' power over demons

Mark 5:1–20 Mark 9:14–23

Suffering

Job

Temptation

Genesis 3:1–6 Adam, Eve
 Matthew 4:1–11 Jesus
 Luke 4:1–13 Jesus
 1 Corinthians 10:13 Hebrews 2:18
 2 Timothy 4:18 James 1:13–15

Devil

Mark 5:9 John 8:44
 2 Corinthians 4:4 Ephesians 6:16
 1 Peter 5:8,9 Revelation 9:11

Sin

Genesis 4:7 Numbers 32:23
 Exodus 20:5 Isaiah 59:2,12–15
 Isaiah 64:5,6 Ecclesiastes 7:20
 Matthew 5:29,30 Romans 3:23
 Ephesians 2:1 1 John 1:8
 Hebrews 12:1,2

Original sin

Genesis 3:1–24 Adam and Eve
 Romans 5:12,18,19

People call for God to rescue them

Psalm 13 Psalm 22
 Psalm 38 Psalm 119:169–176

Fighting against sin and evil

Ephesians 6:10–18 1 Corinthians 10:13
 1 Peter 5:8,9

Consequences of sin

Genesis 1:1–2:4 Creation before sin
 Genesis 3:14–21 Adam and Eve sin
 Genesis 4:1–16 Cain and Abel
 Genesis 27:1–45 Jacob and Esau
 2 Samuel 11:1–12:15 David and Bathsheba
 Isaiah 59:2 Ecclesiastes 7:20
 Matthew 25:41 Romans 2:8
 Romans 3:23 Romans 5:12–16
 Romans 6:23 Ephesians 2:1–3

2

God rescues people from sin and its consequences

Old Testament rescue stories

Exodus 11:1 – 20:17 Exodus 32:1 – 34:35
 Judges 2:10–19 Israel's sin, God's rescue
 Judges 4:1 – 5:31 Deborah
 Judges 6:1 – 8:35 Gideon
 Judges 13:1 – 16:31 Samson
 Judges 3:7–11 Othniel
 Judges 10:6 – 12:7 Jephthah
 Judges 3:12–30 Ehud
 Judges 9:1–57 Abimelech
 Jonah

Protection for Israelites as they enter Canaan

Joshua 1:1–9 Joshua 21:43–45
 Joshua 23:3–13 Joshua 24:14–28
 Deuteronomy 7

God's love

Deuteronomy 4:37 Deuteronomy 23:5
 Deuteronomy 33:3 Jeremiah 31:3
 Isaiah 54:10 Malachi 1:2a
 John 3:16 Romans 5:6–10
 Romans 8:38,39 Ephesians 2:4–10
 1 John 3:1–3 1 John 4:8–10

God's relationship with his people

Genesis 2:1–24 Psalm 91
 Isaiah 49:14–16 Isaiah 61: 7–10
 Luke 15:21–24 Isaiah 43:1–7

Jesus' names

Isaiah 7:14 Luke 2:11
 John 6:35 John 8:12
 John 10:11 John 11:25
 John 14:6 John 15:1

Jesus' mission

Matthew 1:21
 Matthew 16:21–23; 17:22,23; 20:17–19 Jesus predicts his death
 Matthew 20:28
 Luke 19:10

Jesus rescues people

Luke 5:17–26 Paralysed man
 Luke 7:11–17 Widow of Nain
 Luke 8:40–42; 49–56 Jairus' daughter
 Luke 17:11–19 Ten people with leprosy
 Luke 19:1–10 Zacchaeus
 John 11:1–44 Lazarus

Jesus' death

Matthew 27:27–66 Mark 15:16–41
 Luke 23:26–56 John 19:17–42

Jesus' resurrection and ascension

Matthew 28:1–20 Mark 16:1–19 GNB, CEV
 Luke 24:1–53 John 20:1 – 21:14

Parables of the lost

Luke 15:3–7 Lost sheep
 Luke 15:8–10 Lost coin
 Luke 15:11–32 Lost son

Freedom in Christ

Galatians 5:1

Salvation

John 3:16 Acts 4:11,12
 Acts 16:31 Romans 3:21–26
 Romans 5:6–11 Romans 10:3–13
 Galatians 1:4 Galatians 4:4,5
 Ephesians 1:7,8 Ephesians 2:1–10
 Colossians 1:19–23 Hebrews 7:26,27
 1 John 2:2 1 John 4:9,10

Salvation affects the way we live

Ephesians

Images of salvation

Psalm 116:13 Isaiah 12:3
 Isaiah 61:10 Ephesians 6:17

Confession

2 Samuel 12:13 Psalm 32:5
 Psalm 41:4 Psalm 51:2–5
 1 John 1:8–10 James 5:16

God's forgiveness

Psalm 18 Psalm 51
 Isaiah 1:18 Jeremiah 31:34
 Acts 10:43 Romans 3:22–26
 Romans 6:23 2 Corinthians 5:18,19
 Ephesians 1:1–14 Colossians 1:13,14
 1 Thessalonians 5:9,10
 Hebrews 8:10–13 Hebrews 9:28
 Hebrews 10:11,12,17 1 John 1:7–9
 1 John 2:1 1 Peter 3:18

Jesus' suffering

Isaiah 53:4–6 2 Corinthians 5:21
 1 John 3:5 1 Peter 2:24
 1 Peter 3:18a

3 God offers eternal life to all people

Jesus' victory

1 Corinthians 15:3,4,20–23
 1 Corinthians 15:51–57 Colossians 1:13,14
 2 Timothy 1:9,10 Hebrews 2:14,15

God's grace

Psalm 103:10,12 Ephesians 1:6–8
 Ephesians: 2:4–10 Colossians 1:20–22
 1 Timothy 1:14,15 2 Timothy 1:9,10
 Titus 3:3–7

New status before God

Romans 5:1–11 Galatians 3:22 – 4:7
 Ephesians 2:1–10

New creation

Romans 6:3,4 2 Corinthians 5:17–21
 Galatians 2:20

Images of eternal life

Isaiah 11:1–9 1 Corinthians 2:9
 Revelation 21:1 – 22:5

Through faith we receive forgiveness and eternal life

Mark 16:16a GNB, CEV

John 3:15–17	John 3:36
John 10:27,28	John 11:25,26
John 14:1–7	Acts 16:30–33
Romans 4:4–8	Ephesians 2:8,9
2 Timothy 1:9,10	1 John 2:25
1 John 5:13	

Rescue from death

John 11:1–42 Lazarus
1 Corinthians 15

Verses for people suffering grief

Psalms 6	Psalms 22
Psalms 23	Psalms 25
Psalms 77	Psalms 142
Matthew 28:20	Romans 8:38,39

Assurances of God

Deuteronomy 33:27	Romans 5:1
Romans 8:1,2	Romans 8:35–39
Hebrews 12:1,2	2 Timothy 1:7
1 John 4:4	1 John 5:18

KEY BIBLE VERSES TO HEAR AND REMEMBER

*The Lord is my protector; he is my strong fortress.
My God is my protection, and with him I am safe.*
Psalms 18:2 (TEV)

*Jesus said to her, 'I am the resurrection and the life.
Whoever believes in me will live, even though he dies.'*
John 11:25 (TEV)

*For I am certain that nothing can separate us from his love:
neither death nor life, neither angels nor other heavenly rulers or powers,
neither the present nor the future, neither the world above nor the world below —
there is nothing in all creation that will ever be able to separate us from the love of God
which is ours through Christ Jesus our Lord.*
Romans 8:38,39 (TEV)

MENU

INTRODUCTORY ACTIVITIES

1

Sin and evil ruin God's creation

EVIL Provide students with newspapers and give them five minutes to cut out articles that prove the existence of evil in the world. Students share their findings.

Allow five more minutes for students to decide who is to blame for the evil in each article.

Discuss with the students who/what they believe is the cause of the evil. To gauge students' understanding about evil, discuss:

- Where does evil come from?
- What causes people to do evil things?

Consider moving on to the Christian question:

- Why does God allow evil and suffering in the world? (1a,1b,1c)

THAT'S TEMPTING! Students use dictionaries to define 'temptation'. Discuss and make a class definition of the term.

Students identify common temptations for students their age. Students rate the temptations in order from the most tempting to least tempting. Discuss:

- Why are some temptations difficult to resist?
- Does it matter whether or not we resist these temptations?

Consider moving on to the Christian question: Why does God allow us to face temptations? (1a,1b)

IF IT FEELS GOOD DO IT!

Students discuss in groups:

- What might happen if all people lived according to the code of 'If it feels good do it!'?
- Who promotes ideas like this?
- What are the beliefs underlying messages like this?
- How do you decide what are 'good' and 'bad' things to do?

Students make a list of acceptable and unacceptable things which might be considered under this code. Students share their classifications. (1a,1b,1c)

PERFECT PEOPLE Students discuss and prepare statements which explain their answers to the question: Is it possible for people to be perfect? Make a list of things that students believe prevent people from being perfect. (1a,1b)

SIN WEBS Students choose a common sin for their age, eg saying something nasty. Make a 'sin web' of the possible people and events affected by the sin. Discuss the destructive nature of sin for ourselves and for our relationships. (1b,1c)

THE DEVIL Students and teacher gather examples of ways people portray the devil. Discuss as a class:

- What attributes are credited to the devil?
- What do the images show about the beliefs concerning the devil and his purposes?

Students could survey the school community to find the most common image of the devil.

Students record the most common views about the devil.

Students discuss and respond to:

- Do you think these views would benefit or disadvantage the devil? Why? (1a,1c)

2

God rescues people from sin and its consequences

GREAT RESCUES View a video or read a novel or picture book about a great rescue. Discuss as a class:

- Why did the person(s) need rescuing?
- How were the rescuer and the rescued affected by the rescue?
- What is the relationship between the rescuer and the rescued. (2a)

MY HERO Students draw or write about their hero. In their drawing or writing students describe why this person is their hero. In groups students share stories about their heroes and make a list of the characteristics common to their heroes. Discuss as a class:

- What is a hero?
- What effect do heroes have on other people's lives?
- What do you think would be the greatest heroic act? Explain your answer. (2a,2b,2c)

JESUS LOVES ME Students work in groups to read the words of the song 'Jesus loves me' and to discuss:

- Why does Jesus love me?
- How do I know Jesus loves me?
- Why do you think the Bible is sometimes called 'God's love story'?

Students share their responses with the class and make a list of questions the students have about Jesus' love for them. The questions could form the basis of an investigation of the Bible's teaching about God's love and how it was demonstrated in Jesus. (2b)

GOD'S LOVE Students bring and listen to contemporary songs about love and develop a chart entitled 'The world's view of love'. Students listen to contemporary Christian songs which present descriptions of God's love for all people. Provide time for students to respond individually to each song, using questions such as:

- How does the song describe God's love?
- What is the message of the song?
- In what way does the song say God's love is different from the world's love? (2b)

GOD AND ME Students create an illustration to show how they view their relationship with God. Students can include what they think of God and what they imagine God thinks about them. Provide time for students to explain their illustrations. (2c)

GOD'S VIEW OF THE WORLD

As a class, view the international and national news. Students keep a list of the stories reported. On the basis of what they know of Christian teaching about God, students individually record in their journals responses to questions such as:

- What do you think God thinks and feels about the people he created?
- How do you think God feels about the suffering and evil in the world?
- What would you do about the world if you were God?

Students share responses. Tell students that the Bible provides information about what God wants for people. It even contains his plan to deal with the suffering and evil in the world. (2c)

3

God offers eternal life to all people

God's gift of eternal life is a present reality which rescues us right now from grief, suffering and death.

GRIEF Discuss the broad spectrum of losses people experience which may cause grieving, eg changing schools, divorce, death. Students discuss or write about personal experiences of loss and the emotions involved. Read poems about loss and grieving. Students record the emotions associated with loss and grieving. (3a,3b)

DEATH ON TELEVISION Students record and tally the deaths shown on television between 4 pm to 8 pm on a particular night. Assign channels and time slots to different students. Discuss the results of the tally and the different ways in which death is presented.

Show and contrast movies with a realistic portrayal of death, eg *Terms of Endearment* or *Shadowlands* with movies like *Terminator*.

Students discuss in groups and report on:

- In what ways were the deaths on television realistic or unreal?
- How did the movie present the feelings and emotions related to death?
- In what ways can television and movies make us aware of the realities of death?
- In what ways can television and movies give false messages about death? (3a,3b)

DEATH Students use dictionaries to develop a definition of 'euphemism'. They list euphemisms for 'death', eg kick the bucket, pass away, meet your Maker. Discuss:

- Why do you think people avoid using the words 'death' or 'died'?
- What do you think most people think or believe about death?
- Why do you think people have such ideas?

Read obituaries in the daily newspaper. What do these reveal about people's attitudes towards death and dying? (3a,3b)

HEAVEN AND HELL Write the words 'heaven' and 'hell' on the board and ask students to draw or write what they know of these terms. Students share their writing or drawings. Discuss:

- What is heaven/hell?
- Who do you think is in heaven/hell?
- How do people get to heaven/hell?
- Why do you think people believe in heaven/hell?

Discuss the images of heaven and hell presented in films. Do students consider the images realistic? Students list questions they have about heaven and hell. (3a,3b)

FREE Students cut out from newspapers or magazines advertisements with promises of something free. Students share their advertisements in groups and discuss whether it is possible to obtain something free.

Discuss as a class whether the students agree or disagree with the statement: 'You don't get anything for nothing'.

Students could make a list of things they believe to be free. (3c)

MENU

DEVELOPMENT ACTIVITIES

1

Sin and evil ruin God's creation

PERFECT PEOPLE Discuss in groups or as a class the statement: 'The Bible is about perfect people.'

Students read and research stories from the Bible to explore the validity of the statement, eg Cain and Abel, Jacob and Esau, David and Bathsheba.

Students develop a file with information of what the stories in the Bible do teach us about God, people, sin and forgiveness. (1a,1b,1c)

THE PROBLEM AND THE SOLUTION

Using verses from the Bible Reference Menu, students investigate and record what the Bible says about sin and how it is overcome.

Students investigate and record what *Luther's Small Catechism* explains about sin: what it is, what it means for all people and how it is overcome.

Students interview the pastor or adult Christians to investigate what Christians believe about sin and how sin is overcome.

Students summarise the Christian beliefs on cards which are pinned on posters entitled 'The Problem' and 'The Solution'. (1a,1b,1c)

ROMANS Students use Bible handbooks to help them study the book of Romans. In preparation for their study students find out who was the author and who was the intended audience. In small groups, students investigate:

- What does Paul teach us about sin?
- What is God's plan to deal with people's sin?
- How does Paul describe his struggle with sin? Why might Paul have a special understanding of sin and forgiveness? (1a,1b,1c)

GOOD VS EVIL Students investigate the war between good and evil in the world. They use the Bible (see Bible References Menu), *Luther's Small Catechism* and other Christian reference material. They explore such questions as:

- Who do Christians believe are the opposing forces in the war of 'good' and 'evil'?
- What are their aims for the world?
- In what ways has the war already been won?

Students explore Bible readings which reveal God's power over the devil and how Jesus obtained the victory. Students present the information in the form of a newspaper article or television current affairs program. (1b,1c)

GUILT Students talk about times when they have experienced feelings of guilt. They record in their journals responses to: How is 'feeling guilty' different from 'being judged guilty'?

Students read about the guilt of biblical characters, eg David, Judas and Peter and create cause-and-effect diagrams for each character.

Students record responses to:

- When is guilt a positive thing?
- How can guilt be destructive?
- How do people deal with guilt?

Students read Psalm 6 and 32 to consider the way in which biblical people expressed their guilt.

Students read Romans 3:23 to explore what the Bible says about human guilt.

Students read Romans 3:21–26 to explore how God puts people right with him, and Romans 4:4–8 to explore how God removes people's guilt and sets people free.

As a class discuss how being set free from guilt might affect the way a person lives. Students develop lists of ways God deals with guilt and ways students can deal with guilt. (1a,1b)

JOB Students use Bible handbooks to explore the book of Job. Students record the message of the book of Job and respond to: What do each of the following think and say about suffering:

- the devil?
- Job?
- Job's friends?
- God?

Tell students of the possibility that Job was written as a play. Students choose sections to present as plays. (1a,1b,1c)

2

God rescues people from sin and its consequences

HERE COMES THE JUDGE! Students investigate the rescue stories in the book of Judges. Each student chooses a judge to research and to be the focus of a character profile, eg Deborah, Gideon and Samson. As a class record the events in each story and explore the pattern in the relationship between God and the Israelites.

What do these stories say about God and people? (2a)

THE GREATEST RESCUE STORY

Christians believe that Jesus permanently rescued people. Students write about this in a news article on the greatest rescue story ever. In the article students explore the way in which Jesus has rescued people and changed the relationship people can have with God. (2a,2b,2c)

GOD RESCUES THE ISRAELITES

Students investigate and map the events of the story of Moses and the Israelites' exodus from Egypt. (See Bible Reference Menu.)

Students use the mapping to identify the pattern of sin, repentance and rescue in the relationship between the Israelites and God.

Students write descriptions of events and how they demonstrate God's love for his people, or they design symbols that the Israelites might have used to remember what God had done for them. (2a, 2b)

JONAH Students read and compare different versions of the story of Jonah in Bible story books and picture books. Focus on God's message for Jonah and God's message for the people of Nineveh, rather than on the physical aspects of the story, eg staying alive in a whale.

Students record what message God gives people today in the story of Jonah. Students discuss in groups how the story demonstrates God's love for people.

Students prepare a version of the story to tell younger classes. (2a,2b)

GOD'S MESSAGE Students read Mark 15:1 – 16:20. They record what Mark says Jesus has done for all people and how he indicates that God's message is for all people. Students create posters for the school presenting God's message for the world. (2b,2c)

SAVE THE LOST The Bible often uses the image of 'lost' to describe the broken relationship between people and God. Sin and its consequences often make us feel lost and far away from God. Students read Psalm 13; 22; 38; 119:169–176 with a partner to explore the way in which people call out for someone to rescue them from being lost.

Students record in their journals experiences of feeling lost.

Students read in Luke 19:10 what Jesus said was his mission.

Students study the story of Zacchaeus, using Bible handbooks and encyclopedias. They imagine they are Zacchaeus making journal entries before and after meeting Jesus. They include in their journal the ways in which Zacchaeus was 'lost' and 'found'. (2b)

GOD IS LOVE The Bible says, 'God is love' (1 John 4:8). Students conduct an investigation of the validity of this statement.

They read and study the Bible descriptions of God's love for people, using a concordance or the Bible References Menu.

Students develop a web of words used to describe the love God has for people.

Students study Old Testament stories in which God demonstrates his love for people, eg Abraham, Moses.

View a video which depicts Jesus' death. Discuss as a class how this demonstrates God's love for people, and read Romans 5:6–10 and Romans 8:31–39.

Students read songs in which Christians describe the love God has for people. They write their own songs or poems describing God's love for people. (2a,2b,2c)

JESUS' DEATH AND

RESURRECTION Students use Bible handbooks to investigate the different audiences for whom Matthew, Mark, Luke and John were written. Students read and list the key events of each gospel's account of Jesus' death and resurrection. They compare the gospel accounts and discuss the similarities and differences. Students work in groups to discuss:

- What special emphasis does each writer have?
- How does each writer convey the message that Jesus completed God's plan to rescue all people?

Students prepare posters in which they highlight the messages and emphasis of each gospel account. (2a,2b,2c)

JESUS TO THE RESCUE Students study stories in which Jesus came to the rescue, eg the paralysed man, Zacchaeus, Jairus' daughter, the ten with leprosy, Lazarus. Students imagine themselves in the shoes of the person who was rescued by Jesus and retell the story from their point of view. They emphasise in their retelling the ways Jesus' rescue changed people's lives.

Tell the students the Bible's good news that Jesus has rescued all people through his death and resurrection.

Students read statements from contemporary Christians, eg in *The Gods of Sport*, and list the ways in which Jesus' rescue has changed these people's lives. Students prepare a school worship session with the theme 'Jesus: the Life-changer.' (2a,2b,2c)

3 God offers eternal life to all people

DEATH AND GRIEVING Arrange an excursion to a local funeral home, or invite a funeral director to talk to the class about what happens when people die. Some funeral homes also provide courses or information about the stages of grief. The funeral director may be able to provide the class with information about grieving.

Invite a Christian doctor or nurse and the local pastor to visit the class to share the ways in which they deal with death and grieving.

Students develop informative booklets about death and grieving for use in the school and local congregations. (3a)

LIFE AFTER DEATH Students investigate different beliefs about life after death, eg the Egyptians and Hinduism.

Students investigate what Christians believe about life after death, using a concordance and interviewing the local pastor.

Students develop a comparative poster showing what each group believes. Discuss:

- What are the similarities and differences between the groups?
- How does a person's beliefs about death affect the way in which the person lives?
- In what ways is Christian belief about death and resurrection unique? (3a,3b,3c)

VISIONS OF HEAVEN Students read Isaiah 11:1–9 and Revelation 21:10 – 22:5 to explore the Bible's images of heaven. Students paint images of what these passages evoke in their minds.

Students also investigate and record the Bible's message about how people can go to heaven. See John 3:16; John 11:25; John 14:1,2.

Students interview Christians in the school community to investigate how the hope of eternal life affects the way people live their lives. Students record:

- What hopes do Christians have?
- What direction and security does eternal life give Christians now? (3a,3b,3c)

LOSS AND FEELINGS OF GRIEF

Students list times they have experienced loss, eg moved interstate, parents divorced, pet died. Students choose one event and record their feelings

- when the loss happened
- after a short time
- now.

Students investigate the stages of grief by interviewing a Christian counsellor. Provide opportunities for students to consider the stages and reflect on times when they have experienced similar feelings.

Students read the following psalms and consider which would be appropriate for different stages of grief:

Psalm 6	Psalm 22
Psalm 23	Psalm 25
Psalm 77	Psalm 142.

Students design a pamphlet to give to people in times of grief and loss. (3a)

THE KEY TO HEAVEN Students survey people in the school community to find out whether people believe in heaven and what people think they have to do to go to heaven.

Students investigate the Bible stories of Jesus and Lazarus (John 11:17–44) and Jesus and Nicodemus (John 3:1–21) and record what Jesus says is the way to heaven.

Students investigate readings about faith in Jesus as the key to heaven (see Bible References Menu).

Students discuss how they might best communicate to the school community the message about Jesus as the way to heaven. Students plan, prepare and present the message. (3c)

GENERAL ACTIVITIES

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

SONGS Students learn songs related to the concept (see Music and Worship Ideas in the appendix).

TIME LINE (A recommended activity for Level 1) If the class is developing a time line for Christian Studies, put on the time line some of God's rescue activities recorded in the Old Testament, and Jesus' rescue of all people by his death and resurrection.

GOD FILE (A recommended activity for Level 2) If the class is developing a God File, add information to the file about God rescuing people from sin and its consequences.

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RESPONSE ACTIVITIES

1 Sin and evil ruin God's creation

SIN AND FORGIVENESS Students create two pieces of art (either painting or sculpture): one to depict sin and the other God's forgiveness. Students may use the effect sin and forgiveness have on people as the focus for their sculpture. (1a,1b,1c,2b,2c)

THE GREAT WAR Students prepare a video or written news presentation about the great war between God and Satan. Students include information about

- the opposing forces
- their tactics
- the winner and loser
- the ways Christians view the war
- how God's promises affect the way in which Christians live in the war-torn world. (1b,1c)

MY ASSURANCE Students make a plaque of a favourite verse about the protection and assistance that God gives us in our battle with sin (see Bible References Menu). (1b,1c)

2 God rescues people from sin and its consequences

GOD'S GREAT RESCUES Students create newspaper articles about God's great rescues. Students consider the features of newspapers and design headlines to grab people's attention. (2a)

BUMPER STICKER Students create a bumper sticker that gives a message about sin and God's rescue of people. Use plain white or coloured Contact and permanent markers. (2b,2c)

GOD IS LOVE Students identify and discuss a range of Bible readings and stories which depict God as faithful and loving. Students read psalms and poems in which people describe God's love. Students write poems to express the love God has for people. (2a,2b)

RECONCILIATION As a class examine symbols of reconciliation, eg the olive branch, shaking of hands. Students develop their own symbols to depict the reconciliation that Jesus has made possible between God and people. (2c)

MURAL Students create a mural to show what the Bible says God has done for people through Jesus' death and resurrection. Encourage students to carefully consider the image used as the backdrop, eg the open tomb or the cross. Students may choose to include Bible verses and messages about what Jesus' death and resurrection means for Christians. (2b,2c)

CELEBRATE Students investigate the way in which Christians all over the world celebrate Easter. Students incorporate ideas gained from their research in planning a special Easter celebration for the class or school community. Discuss the central message the celebration will present. (2b,2c)

WE WERE . . . BUT GOD . . . Students work in groups to use the pattern 'We were . . . but God . . .' to describe God's response to our actions. See Romans 5:1–11 Galatians 3:22–4:7 Ephesians 2:1–10. Share the statements as a class. Students may write personal responses 'I may . . . but God . . .'. (2b,2c)

3 God offers eternal life to all people

LOSS AND GRIEF Students prepare cards about loss and grief. The cards are to be designed for students who have suffered loss in some way. The cards include

- information about the grieving process
- Bible passages that offer comfort to people experiencing loss and grief. (3a)

PATCHWORK QUILT Students create a patchwork quilt design, using small pieces of various kinds of paper with messages and images of comfort for people who are experiencing loss and grief. Students can use the quilt design to explore their own feelings about loss and grief. (3a)

EVERYTHING YOU WANT TO KNOW ABOUT LIFE AFTER DEATH Students prepare and present an informative session or a newsletter for fellow students or parents about Christian beliefs in relation to death and eternal life. Students could invite guest speakers to share information at the information session. (3a,3b,3c)

LIFE IS FOR LIVING Students consider ways the hope of eternal life affects the way people live in the world.

- How does eternal life affect people's priorities in life?
- What do you think Jesus meant by: 'I have come that you might have life— life in all its fullness.'?

Students design posters to share messages about life. (3b,3c)

IT'S FREE! Students prepare role-plays to share the message of God's free gift of salvation for all people. The role-play must include information about the gift and what it cost God to allow us to have it free. (3a,3b,3c)

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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 saves people from sin and evil*.

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

Alexander D and P ed *The Lion Handbook to the Bible* 1983 Lion Publishing, England

Alexander P ed *The Lion Encyclopedia of the Bible* 1978 Lion Publishing, England

Crocetti E and Giordano M *A Crowd of Witnesses* 1994 St Paul Books and Media, Boston

Weiss N *According to Plan* 1984 Lutheran Publishing House

Bible story books

Briggs D ed *The Judges of Israel* 1995 Openbook Publishers (The Great Bible Discovery Series)

Drane J *Settlers, Warriors and Kings* 1994 Lion Publishing, England

Frank P *Gideon Fights for God* 1987 Lion Publishing, England

Hartman B *The Lion Story Bible* 1995 Lion Publishing, England

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