SUMMARIES OF

LIFE

MODEL UNITS

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MODEL UNIT SUMMARIES

Each LIFE Concept planning guide contains model units with a complete plan for one way of teaching a unit on the Concept for a particular band and level. Teachers may choose to teach model units as written or with modifications for local situations.

In addition to the model units in Band D, there are school-developed sample units (shaded in the summaries). These have been included as examples of how teachers can use the LIFE materials to develop their own units.

The following pages provide brief summaries of all the LIFE model units.

Numbers in brackets following each summary refer to the Faith Statements taught in the unit.

This listing is an appendix to LIFE, a Christian Studies curriculum developed for Lutheran schools.

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GOD CREATED THE UNIVERSE

BAND A	*BAND B*
LEVEL 1: GOD'S WORLD Students investigate the natural environment and learn that God is the Creator of all things. Students are introduced to the concept of people's responsibility to care for the environment, and they participate in a class project to demonstrate this care. **(1,3)**	**LEVEL 1: GOD CREATES AND CARES** Students explore the diversity of creation and the biblical accounts of creation to identify God as the Creator. They investigate ways God takes care of creation through the things he provides. They explore the ways God protects people, particularly through the role of angels. Students also explore the way God cares for creation by entrusting it into the care of people. **(1,2,3)**
LEVEL 2: GOD IS GOOD Students hear the story of creation and identify the many things that God gives. Students distinguish between natural resources and manufactured products, and between needs and wants. Students then investigate a cycle within creation**. (1,2)**	**LEVEL 2: REFLECTIONS OF CREATION** Students examine how biblical writers, contemporary Christian writers, songwriters, hymn writers and artists have responded to creation. Students also investigate God's continuing involvement in creation and consider their personal response to creation. **(1,2)**
LEVEL 3: CARING FOR CREATION Students hear in the story of creation that God gave the first people responsibility to care for the environment. Students then investigate some natural resource, such as water or plants and living creatures, to find out how people use and care for these resources. They also write their own response to creation, modelled on a psalm**. (1,2,3)**	**LEVEL 3: MANAGERS OF CREATION** Students explore what the Bible says about the universe and God's relationship with it. They explore the role of people in the universe and the importance of responsible management of creation. They consider the main causes and effects of environmental problems and possible solutions. They also identify biblical references to God's loving care and control of creation. **(1,2,3)**

BAND C	*BAND D*
LEVEL 1: GOD, THE CREATOR Students consider the Christian belief in God as Creator revealed through the Bible and his creation. Students also explore the implications of this belief for living. **(1,2,3)**	**LEVEL 1: WHO'S RESPONSIBLE?** Students explore the implications of the Christian belief that God is the owner and maker of the universe. They read and reflect on two responses to the first part of the Apostles' Creed and examine the biblical motivation for people's involvement in environmental issues. Students research the work of groups which work to conserve the environment, evaluating the motivation for and approach to their work. Students complete the unit with a practical project. Throughout the unit there will be opportunity for personal reflection on students' own beliefs about creation and approach to the environment. **(1,2,3)**
LEVEL 2: THE WORLD — WHO CARES? Students explore why Christians believe the world is 'good'. Students investigate the impact scientific and technological change has had on the world. They consider the responsibility Christians have been given to care for the world**. (1,2,3)**	**SAMPLE UNIT FOR LEVEL 2: GOD AT WORK** Students develop an awareness of the different scientific and religious approaches concerning creation, an understanding of the existence of the spiritual realm and the way in which God acts as carer and preserver of creation. **(1,2,3)**
LEVEL 3: ORIGIN OF THE UNIVERSE Students investigate the question: How did the universe begin? Students consider scientific explanations and different Christian beliefs about the creation of the world. **(1,2)**	

GOD CREATES HUMAN BEINGS

BAND A	BAND B
LEVEL 1: GOD CREATES PEOPLE Students identify what makes people different from other living creatures. They then hear the Bible story of the creation of people. They explore God's creation of people with bodies, with feelings and with the need to be with other people. As students participate in activities to explore each of these characteristics, they are also given opportunity to explore and express their own creativity. **(1,2)**	**LEVEL 1: PRECIOUS TO GOD** Students explore Bible stories and identify Bible passages which lead Christians to believe that all people are important to God, regardless of gender, talents, wealth, social status or spiritual condition. They identify the people in society today who need this message. Students consider the impact this Christian teaching can have on people. **(1,2,3)**
LEVEL 2: NOBODY JUST LIKE ME Students are introduced to the meaning of the word 'unique' and then hear the Bible story of the creation of people. They consider the Christian belief that people are unique in creation, because only people can think about God. Students investigate ways in which each person is unique and identify similarities and differences between boys and girls. The unit concludes with the Bible's message that God knows and loves each person. **(1,2,3)**	**LEVEL 2: FRIENDS WITH GOD** Students identify features of the perfect friendship God initiated with Adam and Eve as described in Genesis. They explore Bible stories of God's continuing friendship with people despite the fact that people had ruined the perfect friendship. They identify the ways people in these Bible stories expressed their friendship with God. They explore the Christian belief that Jesus performed the ultimate act of friendship so all people can be friends with God forever. Students interview people who share information about their personal friendship with God. **(1,3)**
LEVEL 3: PICTURES OF GOD Students study Bible images that describe the relationship between God and people: an animal caring for its young, a parent and a shepherd. Students consider the Christian understanding that only people can think and know about God, and then prepare their own response to the question, 'How would you describe God?' **(1,2,3)**	**LEVEL 3: OUR TALENTS** Students identify in Genesis the talents and abilities God created in people. They explore Bible stories to identify how God used the talents of people. They identify the talents of themselves and others and explore ways people can use their talents to serve God and others. **(1,2,3)**

BAND C	BAND D
LEVEL 1: THE LIFE SEARCH Students investigate the spiritual nature of all people and people's search for answers or fulfilment to life. They explore the way in which followers of two world religions express their desire to be in relationship with God. Finally, students consider Paul's visit to the religious Athenians and the way he spoke to them about their spiritual search. **(1,3)**	**LEVEL 1: GOD CREATED YOU** Students compare and contrast factors that have contributed to their concept of self and of personal worth with the biblical understanding of human identity and worth. They explore the uniqueness of each person in a world of diverse human beings. They investigate a range of Bible passages which show that human failure does not negate human worth, since God's acceptance and forgiveness are for all. **(1,2,3)**
LEVEL 2: A GUIDE TO ADOLESCENCE Students investigate the physical, emotional, intellectual and spiritual changes of adolescence. They explore the impact these changes can have on their self-esteem. Students read and record Bible passages which provide support and encouragement for adolescents. **(1,2)**	**SAMPLE UNIT FOR LEVEL 2: CHRISTIANS AND THE BIG ISSUES** Students look at several aspects of the Christian concept that God creates human beings: God creates people male and female; God creates people in the image of God, God gives people talents and abilities, God gives people responsibility to use their talents and abilities, God creates people to be in relationship with God. Students apply what they learn about these beliefs to a contemporary social issue. **(1,2,3)**
LEVEL 3: LIFE Students explore the Christian understanding of life. They investigate Christian beliefs about the creation of human life, the value of human life, a fulfilling human life and eternal life. They consider how Christian beliefs influence people's view in relation to life issues such as euthanasia or suicide. **(1,2,3)**	

GOD CREATES HUMAN RELATIONSHIPS

BAND A

LEVEL 1: PEOPLE WHO CARE Students hear Bible stories which illustrate care and relationships in families. They hear about the childhood of Moses, Timothy and Samuel. Christians believe that God provides people to care for others. Students identify people who care for them, both within and beyond the family unit. At the end of the unit students consider how they can thank at least one person who cares for them and carry out this way of saying thank you. **(1,2)**

LEVEL 2: BROTHERS, SISTERS AND FRIENDS The story of Joseph is told over four sessions, each of which is preceded by students acting out a scenario in a 'freeze frame'. Students identify features of the relationship between Joseph and his family and times when they have felt or acted in the same way. Students consider what the Bible's teachings about relationships, would look like in their own lives. **(1,3)**

LEVEL 3: RELATIONSHIPS, LOVE AND RESPECT The story of Ruth and Naomi is told in serial form over four sessions. Students identify people who are important to them, and then consider ways in which families can work together in love and respect for one another. Students also consider ways in which they can show love and respect for other people. **(1,2,3)**

BAND B

LEVEL 1: FRIENDS TO ALL PEOPLE Students explore life in countries other than Australia and consider difficulties people can experience when moving to a new country. They investigate the story of Jesus' dealings with the Samaritan woman and the impact of Jesus' words and actions. Students explore what the Bible says about love and identify ways of demonstrating love to all people. They complete the unit by celebrating the diversity of cultures. **(1,3)**

LEVEL 2: FAMILIES Students explore the diverse nature of families. They identify the purpose and benefits of families. Students investigate the story of Joseph and his family. They identify the causes and results of problems in relationships and what contributed to the restoration of relationships in Joseph's family. Students explore Bible verses which provide guidance for families. **(1,2)**

LEVEL 3: WHO IS MY NEIGHBOUR Students explore the concept of neighbours and neighbourhoods. They explore the Bible story of the good Samaritan and the message of the story. They identify ways of being a neighbour to people in the family, at school and in other countries. **(1,2,3)**

BAND C

LEVEL 1: LOVING RELATIONSHI0PS WITH ALL PEOPLE Students explore factors which influence their relationships and examine the Bible's directions for relationships. They explore the concept of prejudice and investigate Bible stories dealing with prejudice. They consider ways Jesus demonstrated God's love for all people. They develop an information kit to help young people in their relationships. **(1,3)**

LEVEL 2: GOD GIVES LEADERS Students explore the Christian belief that God created leadership roles for the welfare of human beings. They investigate the leaders in the Bible, the authority and responsibility God gives leaders and the Christian attitude towards leaders. They consider their own relationship to leaders and develop a mission statement for their role as leaders in the school community. **(1,2)** ✸

LEVEL 3: COMPLEX RELATIONSHIPS Students consider the social structures they belong to and the relationships issues involved in each social structure. They reflect on and explore the Bible's and the catechism's instructions for their relationships with family, friends and people in authority. **(1,2,3)**

BAND D

LEVEL 1: IN CONFLICT? Students explore conflict by examining its causes and consequences and strategies for dealing with conflict. They compare modern psychologists' views with biblical teaching. They reflect on the importance of forgiveness and the need of a change of heart for effective conflict resolution. They explore the implications of living out the Christian way of love in relationships within the school community. **(1,3)**

SAMPLE UNIT FOR LEVEL 2: THE MARRIAGE RELATIONSHIP Students explore the nature of marriage in a variety of historical and cultural contexts. In particular, they look closely at what the Bible teaches about marriage, identifying the key principles which are relevant for marriage today. Students design a logo representing the Christian understanding of the marriage relationship. **(1,2,3)**

✸ This unit will help students in their final year of primary school look at their role as school leaders.

GOD SAVES PEOPLE FROM SIN AND EVIL

BAND A	BAND B
LEVEL 1: LOST AND FOUND This unit explores the theme of rescue through using parables of Jesus. Students identify objects that are special to them and then hear stories with a 'lost and found' theme: the parable of the lost coin, the lost sheep and the forgiving father. The story of Adam and Eve is told, with the emphasis being on God's love in spite of people's sin. **(1,2)**	**LEVEL 1: JESUS AND MY FEARS** Students identify their own fears and investigate what the Bible says about how sin brought fear into the world. Students explore stories of Jesus rescuing people from their fears, particularly the fear of death. Students investigate what the Bible says about eternal life. **(1,2,3)**
LEVEL 2: GOD'S PLAN Students hear the story of Adam and Eve's sin and consider what sin looks like in their own lives. Students trace God's plan of rescue through the stories of five Bible characters, finishing with Jesus as the one whom God had promised. Students reflect on the final part of God's plan: to live in heaven with him. **(1,2,3)**	**LEVEL 2: PROMISES, PROMISES** Students identify the Christian teaching about the way sin entered the world and its consequences for Adam and Eve and all people. Students explore the promises God made through the prophets to provide a solution to the consequences of sin. They investigate the birth, death and resurrection of Jesus to see how God kept his promise. Students examine biblical references to the gift of eternal life Jesus has provided for all people. **(1,2,3)**
LEVEL 3: GOD GIVES LIFE Students reflect on and illustrate activities they enjoy and how these activities are spoilt by sin. Students explore three gifts that God gives: the gift of other people, the gift of Jesus and the gift of heaven. Students hear what the Bible tells about heaven and explore images of heaven. **(1,2,3)**	**LEVEL 3: GOOD NEWS/BAD NEWS** The students identify evidence of sin in the world, in the lives of people in the Old Testament and in their own lives. They explore the 'good news' of God rescuing people in the Old Testament and the ultimate rescue God provided through Jesus. Students identify the impact of God's 'good news' on the lives of people, including their own. **(1,2)**

BAND C	BAND D
LEVEL 1: RESCUE Students study the recurring theme of God's rescue of his people in the Old Testament book of Judges. Students explore the way in which God has rescued all people in Jesus. **(1,2,3)**	**SAMPLE UNIT FOR LEVEL 1: THE PROBLEM OF EVIL** Students investigate the theme of evil and salvation in a variety of narratives: The Lorax (by Dr Seuss), Genesis, the world as they know it, and, optionally the exile and a non-Christian religion. They examine the Apostles Creed as a clear statement of Christian belief about God's rescue of people and the world from evil. **(1,2)**
LEVEL 2: RESCUED FROM DEATH Students examine the Christian understanding that Jesus' death and resurrection release people from the power of death. Students present the information they gather in the form of an information session or pamphlet for parents. **(1,2,3)**	**LEVEL 2: THE DREAM MADE REALITY** Using the concepts of dream and nightmare, students make an assessment of the current human condition, investigate different ways people seek to create peace and happiness, and examine the Christian belief that Jesus is the only one who can bring lasting peace and happiness. **(1,2,3)**
LEVEL 3: THE GREAT WAR Students consider the presence of 'good' and 'evil' in the world and the war between God and Satan which rages in the world today. They use the information they gather to develop a video about 'The Great War'. Students also explore the Christian belief that because Jesus defeated sin, death and the devil, his people can be sure of final victory. **(1,2,3)**	

GOD SAVED PEOPLE THROUGH JESUS

BAND A

LEVEL 1: PEOPLE WHO KNEW JESUS Students make models of houses from Bible times. Puppet characters from each house (the innkeeper in Bethlehem, Jesus' mother, Mary and Martha, Zacchaeus, a lady who listened to Jesus' stories and a Roman soldier who was present at the crucifixion of Jesus) tell their story about Jesus. Students respond by making up a story about Jesus coming to their house. **(1,2,3)**

LEVEL 2: JESUS' LOVE Through storytelling, students are invited to 'enter' Bible stories which illustrate Jesus' love for people. For each story, students consider who Jesus showed his love to, how he showed love and how it would have felt to receive Jesus' love. Students hear the Bible's message that Jesus loves each person. They portray themselves with Jesus. **(1,2,3)**

LEVEL 3: GETTING TO KNOW JESUS Students respond to the question: *What do you know about Jesus?* In order to find out more about Jesus, students explore the way artists, songwriters, films and books portray Jesus. Students then use children's Bibles to investigate what the Bible tells about the life of Jesus: his birth, ministry, death and resurrection. At the end of the unit students prepare a presentation which tells what they have learnt about Jesus. **(1,2,3)**

BAND B

LEVEL 1: THE STORY OF JESUS Students examine the story of the birth, life, death and resurrection of Jesus through the words of a song. They record information about Jesus from the song and other resources. They retell the story of Jesus, using their chosen method of presentation. **(1,2,3)**

LEVEL 2: JESUS THE TEACHER Students explore and summarise Jesus' teachings about God, about how to love people and about himself. They examine ways Jesus lived out his teachings. The students identify the response of people to Jesus' death and resurrection. They prepare a personal response to Jesus, his teachings and actions. **(1,2,3)**

LEVEL 3: WHO IS JESUS? Students work in groups to research an aspect of the life of Jesus. They present and evaluate the research and identify what the research reveals about Jesus. The students identify people's reactions to and beliefs about Jesus and prepare a personal response which describes what they believe about Jesus. **(1,2,3)**

BAND C

LEVEL 1: THE GOOD NEWS Students investigate the good news of Jesus by reading the gospel of Mark. Students keep a journal as they read and record what they are learning. Students produce a newspaper front page to present what Christians believe is the good news about Jesus. **(1,2,3)**

LEVEL 2: SUCCESS OR FAILURE Students explore the life, death and resurrection of Jesus in the light of the question: Was Jesus a success or failure? They keep a journal in which they record their response to the stories about Jesus. Students contrast Jesus' life and teachings with contemporary views about success and failure. **(1,2,3)**

LEVEL 3: WHO IS THAT MAN? Students explore Jesus' identity, using a range of resources. They consider what eyewitnesses said and what Christians have said about Jesus. Students present what they have learnt in a collage entitled: Who is Jesus? **(1,2,3)**

BAND D

LEVEL 1: KING OF THE JEWS Students examine the portrait of Jesus as king found in the gospel account of Matthew. The various activities in the unit culminate in students each creating their own portrait of Jesus. Throughout the unit students compare the portrait of Jesus with that of earthly kings to draw out more clearly the revolutionary nature of Jesus' identity and rule as king. Each student keeps a dossier on Jesus and also makes regular journal entries responding personally to the message and challenge of Jesus. **(1,2,3)**

SAMPLE UNIT FOR LEVEL 2: THE GOSPEL OF MARK The unit revolves around a reading of the Gospel of Mark. In the course of the reading students encounter all three Faith Statements of this Concept: God's Son became a human being to save the world; Jesus brought God's loving rule into the world; Jesus died and rose again to save all people from sin and death. Students develop an 'image' of Jesus as they encounter him in the gospel. **(1,2,3)**

GOD HELPS PEOPLE BY THE WORK OF THE HOLY SPIRIT

BAND A	***BAND B***
LEVEL 1: GOD HELPS Students identify people who help them and then hear the story of the coming of the Holy Spirit, God's helper, at Pentecost. Through a series of letters students investigate the meaning of the words joyful, patient, kind, faithful and gentle. They learn the Bible teaching that God helps people to show these characteristics in their daily lives. **(1,3)**	**LEVEL 1: WHAT HAPPENS IN BAPTISM?** The students investigate the sacrament of baptism. They identify the actions, words and symbols of baptism and the benefits and changes Christians believe the Holy Spirit brings to people through baptism. **(1,2)**
LEVEL 2: GOD SHOWS HIS LOVE IN BAPTISM Students explore the use of water in daily life and then recall Bible stories that refer to water. They hear stories of baptism that are recorded in the Bible and investigate what happens in baptism today. Over the course of the unit students develop a mural that reviews the main points of each section, and respond by making their own baptism card. **(1,2)**	**LEVEL 2: THE HOLY SPIRIT CHANGES LIVES** Students identify the changes the Holy Spirit brought to the lives of the followers of Jesus at Pentecost and after Pentecost. They explore Christian teaching concerning the work of the Holy Spirit in people's lives and the benefits the Holy Spirit brings through baptism and holy communion. Students identify the changes the Holy Spirit can bring to people's lives, including people in their class. **(1,2,3)**
LEVEL 3: MYSTERY OF THE HOLY SPIRIT Students take the role of detectives to investigate the work of the Holy Spirit. They hear Bible stories of Peter's life which illustrate how the Holy Spirit changed and empowered Peter. They investigate what the Bible tells of the work of the Holy Spirit in baptism and through hearing God's word, and they identify how the Spirit works in people's lives today. **(1,2,3)**	**LEVEL 3: REMEMBER** Students explore the story of the passover and its importance. They investigate the story of Jesus' institution of holy communion as he celebrated the passover with his disciples. Students investigate what takes place during holy communion and what Christians believe holy communion is. They identify the benefits Christians believe the Holy Spirit brings people through holy communion. **(1,3)**

BAND C	***BAND D***
LEVEL 1: THE LIFE-CHANGING SPIRIT Students investigate the work of the Holy Spirit in the life of Paul and present the information in the form of a video. Paul's life dramatically shows the 'life-changing' nature of the Holy Spirit. Students will also consider the way in which the Spirit works through baptism to give new life. **(1,2)**	**LEVEL 1: WEARING NEW CLOTHES** Students examine two key points concerning the work of the Holy Spirit in baptism: the new identity as god's child given to a person, and the difference that this new identity makes to the life of the person.(**1,2,3)**
LEVEL 2: THE SPIRIT TELLS ALL Students investigate the work of the Holy Spirit in the Old and New Testaments and present the information in the form of an article or interview with the Holy Spirit. Students also consider the Christian belief that the Holy Spirit is at work today through the word and sacraments. **(1,2,3)**	**SAMPLE UNIT FOR LEVEL 2: THE SPIRIT AT WORK** Students find various meanings of the word 'spirit' and relate these to the work of the Holy Spirit. They look at how the Holy Spirit was with Jesus, Jesus' promise that the Holy Spirit would be with his followers, the work of the Holy Spirit through word and sacrament, and evidence of the work of the Holy Spirit today. **(1,2,3)**
LEVEL 3: FAITH Students investigate what it means to have Christian faith by comparing having Christian faith with having faith in a team, eg a sports team. Students use the information they have gathered to develop a kit that could be given to Christians, detailing what their membership in Jesus' fan club involves. **(1,2,3)**	

GOD HELPS PEOPLE BY GOD'S WORD

BAND A

LEVEL 1: LEARNING ABOUT THE BIBLE Students make a big book which tells about the Bible. The text of this book develops these concepts: the Bible was written a long time ago when people's way of life was different; the Bible contains stories which tell about God showing his love for people. **(1,2,3)**

LEVEL 2: LITERATURE IN THE BIBLE Students identify features of the Bible and then investigate different types of writing in the Bible: a story about children, an adventure story, instructions, letters, poetry. Students can collate their work to make their own book about the different stories in the Bible. **(1,2,3)**

LEVEL 3: WHO'S WHO IN THE BIBLE Students study up to seven Bible characters: Abraham, Moses, the Israelites, Elijah, Esther, Jesus and John. They may participate in activities chosen by the teacher or do their own simple research under the teacher's direction. At the end of the unit students design a poster which tells what is in the Bible and why the Bible is important for Christians. **(1,2,3)**

BAND B

LEVEL 1: WHAT'S IN THE BIBLE? Students look at the features, content and message of the Bible. They develop basic Bible literacy skills, such as reading Bible references and finding Bible passages, and using Bible helps. They explore Bible stories of God communicating his love to people. **(1,2)** ✸

LEVEL 2: GOD'S STORIES Students focus on the main message of Old and New Testament stories and their importance for people in biblical times and today. They research Bible stories, identifying God's actions in the stories, and plan and present an oral and/or visual retelling of the stories. They write a review of their favourite Bible story. **(1,2,3)**

LEVEL 3: COMMUNICATING GOD'S WORD Students examine the various forms of writing found in the Bible and the message of the writing. They investigate the ways God communicated with people as described in the Old and New Testaments. They will also examine the work of Bible translators. **(1,2,3)**

BAND C

LEVEL 1: GOD'S STORY Students explore the Bible as 'God's Story'. They read and reflect on stories and readings from the Old Testament, the gospels and other New Testament writings. They create a series of wall panels to create a Bible overview. **(1,3)**

LEVEL 2: STUDYING THE BIBLE Students use a range of skills to investigate stories from the salvation plan of the Bible. Students' information sheets about the stories are compiled in a class big book of Bible stories. **(1,2,3)** ✸✸

LEVEL 3: THE BIBLE: WHAT'S IT ABOUT? Students investigate different views about the Bible. They explore the historical development of the Bible, the message of the Bible, and what Christians believe about the Bible. Students use the information they gather to prepare a *Guide to the Bible.* **(1,2)**

BAND D

SAMPLE UNIT FOR LEVEL 1: A COMMUNICATION FROM 'BEYOND' Students work with the imagery of science fiction in which humans receive communication from extraterrestrial beings to consider how God makes contact with human beings through Jesus and through his written word. Students produce an outline for a video dealing with God's communication with human beings. **(1,2,3)**

LEVEL 2: DIGGING FOR TRUTH The unit provides students with the tools to investigate questions they have about the Bible and its truth. The unit outlines for students and teachers a process of investigation and a lesson approach, providing students and teachers with a range of options. Students can examine questions relating to the historicity of the Bible or the accuracy of biblical documents or the relevance of the Bible for people moving into the 21st century. All students consider the nature and purpose of the Bible, in particular the Christian belief that the 'gospel is God's powerful way of saving all people who have faith' (Romans 1:16 CEV). Students present a report and their personal evaluation and conclusions. **(1,2,3)**

✸ This unit concentrates on building skills. It is designed to be used when students begin using their own Bibles.

✸✸ This unit concentrates on building skills which can be used throughout all LIFE units. It is designed for use at the start of secondary school, particularly with students who are not familiar with the Bible.

GOD HELPS PEOPLE PRAY

BAND A

LEVEL 1: WHAT IS PRAYER? Students learn that when people pray they are talking to God. The stories of Hannah (who prayed before and after Samuel was born) and king Hezekiah (who prayed for protection from the enemy army) are used as examples of Bible characters who prayed. Students observe different forms of prayer that are used in the school, and then hear and respond to simple prayers that could be used at any time during the day. **(1,2)**

LEVEL 2: PRAYER BOOKS Students identify times when prayer is a part of the school day. They investigate the use of and the features of prayer books. The teacher uses one book as a model for students to investigate prayers about everyday things, prayers for times of trouble and prayers for others. **(1,2)**

LEVEL 3: JESUS AND PRAYER The teacher uses the students' illustrations to assess what students know about prayer. Students then investigate the role of prayer in Jesus' life and corresponding occasions in the lives of Christians today. Students hear and learn the words of the Lord's Prayer. Students can collate the work of this unit into a journal about prayer. **(1,2,3)**

BAND B

LEVEL 1: JESUS AND PRAYER Students imagine being in a special place. They identify occasions on which Jesus went to a quiet place to pray and they explore his reasons for praying. Students record what Jesus taught about prayer. They participate in or observe a variety of prayer experiences. **(1,2,3)**

LEVEL 2: SOMEONE TO TALK TO Students explore reasons why Christians talk to God. They identify what people talk to God about through examining psalms from the Bible. Students explore what Christians believe about ways God answers prayers. **(1,2)**

LEVEL 3: THE LORD'S PRAYER Students explore their understanding of prayer. They examine what prayer resources, such as prayer books and the Bible, teach about prayer. The students investigate the meaning of the Lord's Prayer. They write their own prayers or produce a visual or dramatic presentation based on the Lord's Prayer. **(1,2,3)**

BAND C

LEVEL 1: PRAYER EXPERIENCES Students reflect on their understanding of prayer, investigate the Bible's teaching about prayer and explore a range of prayer experiences. They use the information they gather to develop a prayer kit for Christians with information about prayer and guidelines for various prayer experiences. **(1,2,3)**

LEVEL 2: PRAY THIS WAY Students conduct an investigation of prayer through a study of prayers from the Bible and from the Christian church and Christians through history. Students use the prayers to explore what people pray about and what prayers reveal about Christians' beliefs concerning God and their relationship with God. Each student will use the information they gather to prepare their own 'home page'. **(1,2,3)**

LEVEL 3: PRAYERS OF LIFE Students explore Christian prayer as a means of talking to God about life's experiences. They consider the story of David and his relationship with God as expressed in the psalms. Students reflect on their life experiences and write their own psalm or translation of a psalm. **(1,2,3)**

BAND D

LEVEL 1: A RELATIONSHIP WITH JESUS Students explore the nature of Christian prayer as it unfolds in the relationship between Peter and Jesus. Students examine various 'snapshots' of the relationship recorded in the gospels and the book of Acts. They record Peter's thoughts and responses to the relationship in a journal. Through an imaginative and creative experience, interaction with and response to the biblical text, students will broaden their understanding of prayer as a natural outcome of an ever-growing relationship between God and his created people. Optional: students voluntarily keep their own prayer journal. **(1,2,3)**

SAMPLE UNIT FOR LEVEL 2: PRAYER IN CHRISTIAN LIFE Students briefly examine different types, forms and modes of prayer to appreciate the variety available. This also is to help them gain an awareness of the value of prayer. This is done in part by studying written prayers and also by experiencing the value of quiet time. The students also look at how people turn to prayer in time of need and the benefits received from this. They then look more closely at the Lord's Prayer, becoming aware of its richness as well as its relevance for life. **(1,3)**

GOD CALLS PEOPLE TO SERVE

BAND A	BAND B
LEVEL 1: CARING FOR OTHERS Students meet 'Care-bear', who introduces the concept that people need friends, food, clothing, shelter and love. Students hear stories of Bible characters who cared and identify ways in which they can show care to others in their everyday life. Students also participate in a project to support people in the community who need care. **(1,3)**	**LEVEL 1: PEACEMAKERS** Students explore the story of Abraham and Lot and the way Abraham acted as a peacemaker. They identify ways Jesus brought peace to people's lives and peace between God and the world. Students identify the ways the disciples shared the peace Jesus brings. They identify ways they can act as peacemakers at school. **(1,2,3)**
LEVEL 2: FAIR OR NOT FAIR Students are introduced to the concept of 'what's fair' through the story that the prophet Nathan told David, and by sharing their own experiences of things that are 'not fair'. The story of Jonah is used to illustrate how God's understanding of fairness differs from that of Jonah. Students identify situations in the school/class that may not seem fair and help establish guidelines for managing these situations. **(1,2)**	**LEVEL 2: BEING A WITNESS** Students hear the story of Jesus sending his followers to witness for him. They identify what Jesus' disciples saw Jesus do and heard him say. Students explore stories of Peter witnessing for Jesus. They identify ways Christians witness for Jesus today. **(1,3)**
LEVEL 3: POSTCARDS FROM PAUL Stories are presented on a series of postcards through which students investigate the mission work of Paul. Students also examine ways in which other people helped Paul, how the gospel is shared today and ways in which people respond. Students respond by writing their own postcard to Paul. **(1,2,3)**	**LEVEL 3: WORKING FOR JUSTICE** Students explore the concept of justice and injustice. They investigate stories which demonstrate Jesus' love for and serving of people who suffer injustice. Students identify the way Jesus suffered injustice for all people and the ways people respond to Jesus' love and service. Students look at ways of working for justice and demonstrating love and service in the classroom. **(1,2)**

BAND C	BAND D
LEVEL 1: SPECIAL AGENTS The students consider Jesus' commission in the New Testament as a mission he gave his followers to be his special agents. The commission calls Christians to witness to Jesus' message for all people by words and actions. Students explore the way in which Jesus' followers past and present carry out this mission. **(1,3)**	**SAMPLE UNIT FOR LEVEL 1: HAND, HEAD AND HEART** This unit begins with a hands-on service project. As students discuss, plan, carry out, and debrief their service project, they keep a journal of their experiences. They use this as a practical introduction to a study of the specifically Christian attitude towards serving that Jesus taught and modelled. **(1,2,3)**
LEVEL 2: RADICAL LOVE Students explore the Christian view of love as demonstrated in Jesus. Students compare the Christian view of love with the world's view of love. **(1,2,3)**	**LEVEL 2: AMBASSADORS FOR THE KING** Students examine what it means to be an ambassador for Christ when spreading God's word (the apostle Paul), fighting for justice (Romero) and serving in the name of Christ (Christians responding to the needs of their community). **(1,2,3)**
LEVEL 3: SHALOM The Bible's word for peace is 'shalom', which means not just absence of conflict but wholeness, harmony, community and justice. Students will explore the meaning of the word shalom and the Bible's message about peace. Students will use the information to consider ways in which they can work for peace in the school and community. **(1,2,3)**	

GOD CALLS PEOPLE TO BE JESUS' DISCIPLES

BAND A

LEVEL 1: FRIENDS OF JESUS Students hear about the people whom Jesus chose to be his friends. They learn that Jesus helps his friends, teaches his friends, loves his friends and gives them an important job to do. Students make a 'friend of Jesus' puppets to use throughout the unit to retell and interpret the stories and, at the end of the unit, to tell what they have learnt about Jesus being a friend. **(1,2)**

LEVEL 2: I FORGIVE YOU Students identify situations of conflict in their lives and consider how conflict makes a person feel. They hear the story of Jacob and Esau and the hurt and forgiveness that occurred in their relationships. Students investigate what the word *forgive* means and what forgiveness looks like in everyday situations. Students hear of Jesus' forgiveness for all people. **(1,2)**

LEVEL 3: CHOICES, CHOICES Students investigate the meaning of the word *disciples* and learn that Christians use the word to describe people who follow Jesus. They hear about Paul, a follower of Jesus, and consider the choice that Paul and Philemon had to make regarding the slave Onesimus. Students are helped to consider options and the consequences of choices they make, and hear the Bible's message that God forgives when Jesus' disciples make the wrong choice. **(1,2,3)**

BAND B

LEVEL 1: FOLLOWING IN JESUS' FOOTSTEPS Students explore the stories of Jesus calling his disciples. They identify what the disciples learn from Jesus as they follow him and the changes following Jesus brings to their lives. They identify what it means to be a follower of Jesus. **(1,2,3)**

LEVEL 2: WHAT'S IMPORTANT? Followers of Jesus learn from him what is important in life. Students identify the things in their lives which are most important to them and the things which influence their choices. They explore the meaning of the Ten Commandments and of Jesus' new commandment and the way Jesus showed people what is important to God. They identify the implications of Jesus' teachings and actions for Christians today. **(1,3)**

LEVEL 3: FORGIVEN AND FORGIVING Forgiveness is a vital aspect of the life of Jesus' disciples. Students identify the place of confession and forgiveness in King David's life. They explore Bible stories of Jesus forgiving and his teachings about forgiveness. Students identify what the Bible says about the forgiveness Jesus achieved for all people. They examine how Jesus' teachings and actions impact on the way followers of Jesus live. Students identify ways they can demonstrate forgiveness in their life. **(1,2)**

BAND C

LEVEL 1: THE DIARY OF A DISCIPLE Students investigate the disciples as learners under the instruction of Jesus the teacher. They examine the Bible's story of Jesus' disciples, take on the identity of a disciple, and keep a diary recording what they are learning as they follow Jesus. **(1,2)**

LEVEL 2: RECONCILIATION Students explore Jesus' followers as agents of reconciliation. They investigate the Bible's message that Jesus has brought about forgiveness and reconciliation between people and God. Students investigate Jesus' teaching about forgiveness and reconciliation and consider issues and relationships which would benefit from Christian forgiveness and reconciliation. **(1,2,3)**

LEVEL 3: LIVING AS DISCIPLES Students consider what it means to live as a Christian. They keep journals as they explore the relationship Christians have with Jesus and how this determines their lifestyle and values. They explore Jesus' teaching that the way in which Christians live points others to Jesus. **(1,2,3)**

BAND D

SAMPLE UNIT FOR LEVEL 1: DISCIPLESHIP Students examine the nature of discipleship as exemplified by the seventy-two men whom Jesus sent out ahead of him in the northern regions of Palestine. From that template of discipleship, students will make comparisons with a number of significant Christian men and women mainly of this century, and also with a significant cult of recent years. **(1,3)**

LEVEL 2: A DIFFERENT ROAD Students examine the implications of following Jesus along life's road for a person who accepts Jesus' invitation to follow him. Students evaluate the Jesus road and compare it with the other roads to happiness that people choose to follow in life. **(1,2,3)**

GOD GATHERS PEOPLE INTO THE CHRISTIAN CHURCH

BAND A

LEVEL 1: PEOPLE IN JESUS' FAMILY Students identify what it is like to be in a family and then consider characteristics of people in Jesus' family. Through a series of Bible stories based on characters of the New Testament church, students hear that people in Jesus' family tell others about him and show friendship and care to others. **(1,2)**

LEVEL 2: THE CHURCH The teacher arranges a visit to a local church building. Students complete a mural showing the church building and its people. Students participate in stories about the early church in the New Testament and then identify things that happen in a local church today. Students plan a presentation to show what they have learnt in this unit. **(1,2,3)**

LEVEL 3: OUR SCHOOL: PART OF THE CHURCH Students study the school sign in order to see what information it gives about the school. Students hear how the Christian church began at Pentecost and learn about Timothy, one of the first Christians. Christians want others to learn about God, and one of the ways they do this is through the school. Students identify what is special about a Christian school and conclude by designing their own sign to illustrate this. **(1,2,3)**

BAND B

LEVEL 1: A LOCAL CHURCH Students research a local Christian church (congregation): its physical aspects, the people working for it, and the activities which take place in it. They compare this with the physical aspects of the church in New Testament times and the role of people and the activities which took place in it. **(1,3)**

LEVEL 2: CHURCH COMMUNITIES CARE Students identify what was unique about the early church communities and their activities. They identify organisations of the LCA and activities which take place in Lutheran communities. Students research the activities of an LCA organisation involved in caring and ways they can support the organisation. **(1,2,3)**

LEVEL 3: PAUL, LUTHER AND THE CHRISTIAN CHURCH Students examine the importance of Jesus to the life and work of Paul and the early Christian church and to the life and work of Martin Luther and the Christian church through history. They research what Christians believe, using the Apostles' Creed in Luther's *Small Catechism* as a resource. They identify ways people in the Christian church show love and tell others about Jesus as a response to the Bible's message about Jesus. **(1,2,3)**

BAND C

LEVEL 1: TIME TREK INTO THE CHURCH'S HISTORY Students investigate the Christian church at different times in history: in the early years, at the time of the Reformation and today. Students will also predict what the church of the future might be like. Students use the concept of time travel and keep a travel log to record the features of the church at different times in history. **(1,2)**

LEVEL 2: ONE CHRISTIAN CHURCH, MANY DENOMINATIONS Students investigate the Christian church as described in Acts and as present in the local community. Students interview and research to gain information relating to the history, beliefs, practices and activities of the Christian denominations. **(1,2)**

LEVEL 3: THE LUTHERAN CHURCH OF AUSTRALIA Students investigate the history and activities of the Lutheran Church of Australia. Students investigate the way in which Lutheran World Service helps to carry out the mission of the church in the world. **(1,2,3)**

BAND D

SAMPLE UNIT FOR LEVEL 1: ONE LORD, ONE FAITH, ONE CHURCH Students consider their own ideas about and attitude towards the Christian church. They trace the development of the Christian church from its beginnings at Pentecost, through its crises to its position today, looking particularly at the role of leaders of the church. They identify the role of the Holy Spirit in the history of the church and examine Bible texts relating to God's concept of the church. **(1,2)**

LEVEL 2: A UNIQUE COMMUNITY Students examine the concept of the Christian church as a community of people who have diverse backgrounds, who are not perfect yet are forgiven, and who have a common bond and a common purpose. Students first examine the New Testament's description of the church as a community and then investigate how Christians today and in the past have given expression to that community. **(1,2,3)**

GOD GATHERS CHRISTIANS TO WORSHIP HIM

BAND A

LEVEL 1: CELEBRATION Students identify occasions on which people celebrate. Students are helped to imagine that they are with God's people in Bible times as they worshipped. They see dancing, smell incense, and hear the sounds of musical instruments while they investigate how God's people worshipped. Students explore the worship celebrations of either Christmas or Easter and then consider ways of making class worship a time of celebration. **(1,2,3)**

LEVEL 2: PLACES OF WORSHIP Students hear the Bible stories of David's planning to build a place of worship and of the construction of the temple by Solomon. They also learn about the furnishings within the temple and their significance. Students identify the school worship centre as a place of worship and learn about the furnishings of the worship center which aid worship. At the end of the unit students make their own model of a place of worship. **(1,3)**

LEVEL 3: WHAT HAPPENS IN WORSHIP? Students hear three stories of people at worship in Bible times. From these they identify what happens in worship, ways people worship and why people worship. Students identify five parts of worship in class and school worship. They use these as guidelines to plan and present a class worship session. **(1,2)**

BAND B

LEVEL 1: GOD ACTS, PEOPLE RESPOND Students explore the Bible story of the exodus of the Israelites from Egypt, identifying God's actions. They identify the ways the Israelites responded to God's actions. The students investigate the tabernacle and activities which took place there. The students identify people's response to Jesus in the New Testament and Christians' response to God's action of sending Jesus. **(1,2)**

LEVEL 2: SEASONS OF THE CHURCH YEAR Students identify each of the seasons of the church year, the Bible's message of God's actions for each of the seasons, and the response of Christians to these actions of God. The students plan a simple worship service, using one of the seasons of the church year as a theme and including some of the basic elements of Christian worship. **(1,2,3)**

LEVEL 3: CHRISTIANS WORSHIP Students identify elements of Christian worship. They observe rituals used in a worship service. They explore the benefits of group worship. They survey school students' attitudes and ideas about school worship. Students prepare a worship plan in response to what they have learnt in the unit and suggestions from the survey. **(1,2,3)**

BAND C

LEVEL 1: WHAT IS GOD WORTH? Students explore Christian worship as God revealing his worth to people and people responding. They consider the Bible's message about God's worth as creator, rescuer and helper and the creative ways in which people have responded to this message. **(1,2,3)**

LEVEL 2: LET'S CELEBRATE Students explore worship as a celebration of God and what he has done and still does for people. They investigate stories of celebration in the Bible, Christians' celebrations, and what God celebrates. Students may use the information in planning their own class worship celebration (possibly end of primary school). **(1,2,3)**

LEVEL 3: WORSHIP Students list their own questions about Christian worship and go on to explore the origin of many worship traditions. They investigate worship in the Old Testament, in the early Christian church and today. They explore where, how and why people worship and compare the features of worship in various periods of history. **(1,2,3)**

BAND D

LEVEL 1: A LIFE OF WORSHIP Students find evidence that worship is part of the human experience. They examine the Christian understanding that worship brings God's action into people's lives and that worship is a response to God's action. This is evident in both the book of Daniel and the stories of Christmas and Easter as they are told in the New Testament. Students explore the idea that worship is more than rituals — the worship of God involves every facet of life. Students reflect on the place of worship in their own lives. **(1,2,3)**

SAMPLE UNIT FOR LEVEL 2: THE RHYTHM OF LIFE Students look at the way worship fits into and shapes the life patterns of worshippers. They look at daily, weekly, and yearly worship patterns in the Old Testament, the New Testament and today. A parallel activity is to listen to and write brief reports on worship music from a variety of Christian traditions. The culminating activity is the production of a video titled *The Rhythm of Life.* **(1,2,3)**