

SECTION A

INTRODUCTION

This document represents the heart of the Seventh-day Adventist Primary School Curriculum in Australia and New Zealand, providing a context and orientation for the other learning areas that make up the full curriculum.

Growing in Faith is based on a biblical worldview. This view asserts that an infinite God, through Christ, created this world as part of a perfect Universe which He continues to sustain by His power, through the laws He has ordained.

Although created perfect in God's likeness, humanity's free choice led to alienation from the Creator. This broken relationship resulted in a fallen nature out of harmony with God, and a blighted creation. Through His infinite love, God instituted a plan of salvation through the life, death and resurrection of His Son, Jesus Christ. This plan provides for the restoration of a harmonious relationship between humanity and the Creator, and hope of eternal life.

This view holds that all truth finds its source and unity in God. Human understanding of truth is derived from God's revelation through His inspired Word, the work of the Holy Spirit, and appreciation for His creation. These truths are perceived through the guidance of the Holy Spirit and the exercise of all the powers given by God to humanity.

God's design for enjoyment of a full and abundant life is realised in acceptance of His laws and values as revealed in the unselfish life of Christ and expressed in His teachings. These values impact on all people's cultural activities and reflect their relationship with God, other people and the natural world entrusted to their care. Related aesthetic values shape their appreciation of beauty and creativity.

From this perspective, the development of Christian faith pervades all of life, so every activity has spiritual significance. For this reason, the Seventh-day Adventist school community and curriculum is intended to develop faith and contribute to the restoration of body, mind, spirit and relationships in harmony with God's ideal.

'GROWING IN FAITH'

As the title suggests, the *faith development* concept undergirds and guides the program. This marks a significant shift from the *information transfer* approaches of the past. The tendency has been to assume that personal faith grows naturally when children gain knowledge *about* the Bible. However, extensive research and discussion in recent years have challenged these assumptions and provided valuable insights into what constitutes faith, how it develops, and how it might be nurtured. The structured approach used by this new program endeavours to incorporate these insights by

- proposing a working definition of faith and its various facets,
- generating a framework to link and provide focus on these facets of faith, and
- suggesting a range of related strategies to develop these facets within each student.

DEFINING FAITH

FAITH is complex. But in concise terms, it represents *an individual's sense of meaning, life orientation or worldview*. It reflects:

- what one believes
- whom they trust
- what decisions are made
- how one acts
- who one identifies with, and to whom one is committed.

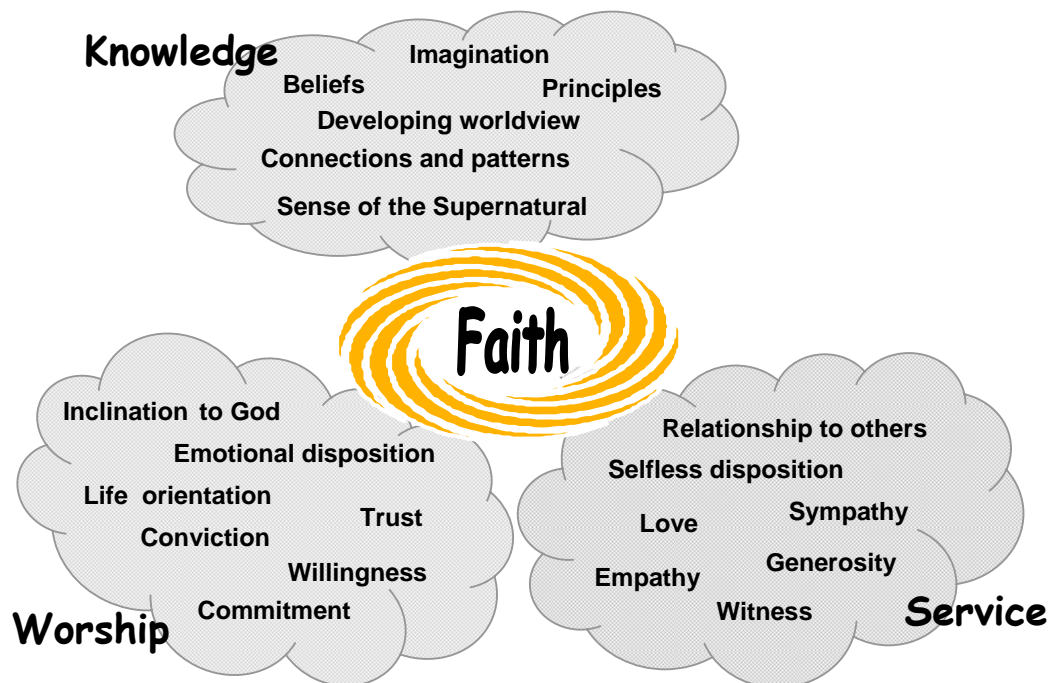
FAITH is not static. It grows continually. Obviously, small children perceive God, the world, and others differently from older children, adolescents and adults. Throughout life, individuals develop through definitive stages of maturation.

FAITH is powerful, even to one's willingness to die for another individual, for one's country, for a principle, etc.

FAITH is essentially *relational* in a number of directions. For the Christian, it reflects an active *personal* connection with God through Jesus and the nurture of the Holy Spirit. It is also conducive to *group* cohesiveness growing out of unselfish, unconditional love (*agape*), and group sensitivity (*koinonia*). (The *body of Christ* metaphor captures beautifully this communitarian spirit.)

FAITH, then, appears to feature three major aspects:

- a *cognitive* aspect relative to one's understanding and sense of the supernatural;
- a *worship* aspect focusing on one's relationship to the supernatural, and the level of trust and commitment, and
- an *interpersonal* aspect characterised by ethical and moral behaviour in relation to others. (See diagram below.)



DEVELOPMENTAL PROFILES

LOWER SCHOOL

Characteristics:

- Young children believe through intuitive trust in parents and significant others.
- Meaning is absorbed through observing significant adults' behaviour and language.
- The affective domain is important – knowing and feeling are undifferentiated.
- They have a vivid imagination in which fact and fantasy often merge.

Relationships:

- There is growing awareness of other people who also have interests and needs.
- Interacting with others begins to develop communication and interpersonal skills.
- An awareness of fairness and justice is growing.
- Friendships develop.

The World:

- There is curiosity for the world about them.

Implications for the Development of Faith:

- Belief in God is based on an elementary knowledge of who God is and what He is like.
- An understanding of God is gained through relationships with significant others.
- There is a growing awareness that God loves others.
- Love for God is an extension of the trust established with significant others.
- God is seen as a friend to whom one can speak.
- There is a growing desire to follow what God wants.
- There is growing respect and sensitivity for the environment and for other people.

MIDDLE SCHOOL

Characteristics:

- Trust deepens. Self-consciousness and self-control increase.
- Stories, symbols and cultural meanings tend to be taken literally.
- Hero figures have increasing influence.
- Concrete thinking predominates.
- A sense of cause and consequence grows.
- Choosing between right and wrong is tied to rewards.

Relationships:

- Social attention extends beyond family and significant others.
- There is a growing desire for affiliation with the group.
- The friendship group tends to be large and flexible.
- Group attitudes and rules are accepted.

The World:

- The regularity of the natural world is appreciated and reinforces perceptions of cause and effect.

Implications for the Development of Faith:

- There is a growing understanding of God, His character, and His work.
- The sense of God's unconditional love and forgiveness is developing.
- These children develop the view that God's grace is extended to everyone.
- They are drawn to Jesus as a personal Saviour.
- Their personal devotional life develops.
- They begin to identify with their local church family.
- These children begin to apply biblical principles in the making of personal choices.
- They continue to develop appropriate social skills.
- They recognise there are many needy people and want to help them.

UPPER SCHOOL

Characteristics:

- Pre-adolescence is a time of physical, cognitive and emotional change.
- Questions of personal identity and individual worth and belonging are significant.
- People in positions of power are seen as being in authority.
- Moral choosing is on a reciprocal basis - right choices deserve appropriate rewards. There is an increasing awareness of the wider community, and a heightened sense of fairness and justice.
- Heroes are influential.
- There is growing willingness for commitment and personal responsibility.

Relationships:

- Peers become influential.
- Membership, participation and expression within the context of a group are valued.

The World:

- There is an increasing sense of concern for the world.
- There is a strong inclination towards idealism and commitment to concerns and crises in the human and natural environment.

Implications for Faith Development:

- These children begin to understand God is a perfect, supernatural trinity.
- They espouse a range of God's characteristics and attributes.
- They seek assurance of unconditional acceptance by God and the church.
- They accept God's desire to be an active participant in their life decisions.
- They continue to develop the view that God's grace extends to everyone.
- They continue to develop an awareness of the diversity of the membership of the body of Christ.
- They seek involvement in the local and global Church.
- They seek ways to serve the needs of people in the local and global communities.
- They continue developing appropriate interpersonal skills.

FRAMEWORK FOR FAITH DEVELOPMENT

From the preceding perspective, faith is fundamentally relational; it links humans with the supernatural, with other humans, and with the created world.

The following framework is a *gestalt* that attempts to identify and place in context the various aspects of faith. It is built on the premise that faith grows out of the active exploration and sharing of biblical reality between the learner and his or her mentors. The process involves teachers, parents or other significant individuals – all motivated and guided by the Holy Spirit.

It is thus a reference point for the planning and management of the learning environment in the school. It is vital to the goals of the program that teachers internalise the framework to the point where it virtually becomes 'second nature'.



EXPLAINING THE FRAMEWORK

STRANDS

We must be ever sensitive to the risk of *over-simplification*. Any framework is prone to reductionism, and with it, a lack of authenticity. By the same token, a good framework reveals linkages and relationships between the various elements in order to provide guidance and support for teaching and learning. In this case, the framework has three major strands (see the diagram opposite.) These are grounded in the premise that Christian faith builds on knowledge and understanding derived from God's self-revelation. Intentionally sequential and cyclic, the three strands build on the belief that God has the right to speak first in demonstrating His initiative to restore the broken relationship between His creatures and Himself. The three strands are as follows:

Strand 1: God's Relationship with Us

God's initiative and action is set in the Bible's context of the grand narrative. This strand has two clusters of stories: those that reveal God's character and redemptive action, and those that show God calling a people into a family that represents His character and mission. The church is thus described as *the picture of love God wants the world to see*.¹ The knowledge and understanding, or worldview, that grows out of this represents the *cognitive* basis of one's faith.

Strand 2: Our Relationship with God

Christian faith is also responsive. Attitudes and values grow out of an appreciation of God's action, motivated and nurtured by the Holy Spirit. Again, a cluster of appropriate stories about people who exemplify a responsive relationship with God provides the basis for reference. This is intended to motivate an *affective* response, manifested in character and lifestyle development. It includes a range of devotional and worship practices at both the individual and corporate levels.

Strand 3: Our Relationship with Others

An additional cluster of stories exemplifies unselfish love and service. This is intended to motivate a practical response through service projects similar to the Bible Labs program developed by Dr. Ed Norton.²

LEVELS

These strands are also organised at three levels:

- Lower (approximately Kindergarten to Year 2)
- Middle (Years 3 to 4)
- Upper (Years 5 to 6 or 7)

Material and the pursuit of goals have been selected to match students' expected faith development. (See Developmental Profiles, pp A-4, 5.) To provide further support for the teacher, each component of the framework, at all three levels, includes an outcome statement. The diagram on the following page clearly shows the expected development through each of the stages.

FAITH DEVELOPMENT OUTCOMES

GOD'S RELATIONSHIP

1

- L** Appreciates Bible stories portraying aspects of God's character and redemptive action.
- M** Understands Bible stories portraying aspects of God's character and redemptive action.
- U** Explains Bible stories and passages portraying aspects of God's character and redemptive action.

2

- L** Appreciates Bible Stories about God's family on earth.
- M** Understands stories about the development of God's church.
- U** Explains Bible stories and passages about the development of God's church.

OUR RELATIONSHIP WITH GOD

3

- L** Appreciates stories about relationships between people and God.
- M** Understands stories about relationships between people and God.
- U** Explains stories and Bible passages about relationships between people and God.

4

- L** Shows a willing response to Jesus as a personal friend.
- M** Develops personal devotional habits and Christian lifestyle.
- U** Demonstrates consistent personal devotional habits and Christian lifestyle.

5

- L** Participates in group worship activities.
- M** Participates in, and contributes to group worship activities.
- U** Active involvement in the life of a church family.

OUR RELATIONSHIP

6

- L** Appreciates stories about people relating to one another.
- M** Understands stories about people relating to one another.
- U** Explains stories about people relating to one another.

7

- L** Shows a willingness to help other people.
- M** Participates in serving other people.
- U** Chooses to serve in local and global communities in various ways.

NOTE: L = Lower School M = Middle School U = Upper School

THE PLACE OF NARRATIVE

The new framework shows that through the ages, God has revealed Himself predominantly through narrative rather than in propositional terms. In turn, the Judeo-Christian culture, like other cultures, is encapsulated and transmitted through a unique grand-narrative. It reiterates a wider call for the restoration of status and use of narrative in an intrusive postmodern environment ³. This use of narrative reflects a number of characteristics:

- *It stresses the underlying theme of God's redemptive action.* Stories should be viewed as part of a whole that centres on this theme. For example, the point of the story of Joseph and his coat of many colours is not a father's indiscretion in singling out a son, thereby inciting jealousy. It is that God prevented the annihilation of His people by ordaining a pre-eminent son to be a 'saviour'. The foreshadowing of Jesus permeates the Old Testament narrative.
- *It promotes and develops the Great Controversy theme in scripture following a sequence built around the four major events - Creation, the Fall, Redemption, and Consummation.*
- *It fosters understanding through a developing spiral.* By the end of the middle grades, children will have studied the entire Bible narrative. At appropriate points, the program introduces a simple illustrated timeline to illuminate biblical sequence and patterns. In the upper grades, doctrinal themes representing the distinctiveness of Seventh-day Adventist Christianity provide the format for clustering relevant narrative and portions of Scripture.

SKILLS DEVELOPMENT

The program seeks to develop a range of skills. To complement the emphasis on revitalisation of storytelling and learning environment, the framework seeks to develop personal Bible study, inquiry, and valuing skills. Similarly, other portions of the framework focus on personal devotional, worship and interpersonal skills.

METHODOLOGY

In recent years, educators have become more sensitive to the range of personalities and learning styles in the typical classroom, and to the need for a positive learning environment. This is especially a challenge in religious education, where young children are immersed in the conceptual and symbolic richness of the Christian culture, but must eventually make a conceptual leap from the concrete to the abstract.

It is generally agreed that active participation leads to more effective learning. In this vein, Jerome Berryman's notion of *godly play* ⁴ provides helpful insights into ways of helping children make that leap. It also makes learning more enjoyable and personally meaningful. The acclaimed work of Howard Gardner ⁵ in the area of *Multiple Intelligences* is prominently represented in the curriculum framework in order to create a rich, stimulating, and multifaceted learning environment.

There has also been a renewal of interest among educators in the value of *Readers Theatre* as a teaching strategy. Accordingly, it is also recommended as one of the strategies applicable to this framework.

For the benefit of teachers new to these approaches, the following pages provide a summary of the Multiple Intelligences and Readers Theatre.

MULTIPLE INTELLIGENCES

Verbal/Linguistic

'The Word Player' (Code used in this document - L)

These children are strong linguistically, and communicate comfortably and successfully through words, both oral and written. Most learning centres on this intelligence.

Examples:

Speaking	Reading books, reference materials, newspapers, etc.
Giving oral reports	Writing reports, stories, lyrics poetry, letters, plays, etc.
Storytelling	Journaling
Debating	Writing and participating in Readers Theatre

Logical Mathematical

'The Questioner' (Code Used in this document - L/M)

This is a nonverbal form of intelligence. These children are good at problem-solving and often like to work alone, although some may prefer to solve problems in cooperation with others.

Examples:

Creating and interpreting timelines	Ranking items
Making story maps	Analysing
Making charts	Outlining
Solving problems	Classifying
Comparing and Contrasting	Finding relationships
	Identifying cause-and-effect
	Predicting outcomes
	Using Bible study strategies

Kinaesthetic

'The Mover' - (Code used in this document - Ph)

This intelligence is characterised by bodily movement. These children tend to learn best in association with physical activity and demonstration.

Examples:

Physical games and activities	Scientific experiments
Acting	Sculpture
Mime	Building and constructing
Charades &. Role-playing	Puppetry

Visual/Spatial

'The Visualiser' (Code used in this document - V)

Children with strength in this intelligence seem to know intuitively how to perceive visual objects and like to express themselves through visual images, objects or media.

Examples:

Creating murals	Carving
Painting with a range of media	Moulding

Drawing
Making collages
Making dioramas
Sculpting

Designing and making sets for plays
Designing machines
Playing spatial games

Musical

'The Music Lover' (Code used in this document - M)

These children may like to play an instrument, write music, join a choir, or just enjoy listening to the music other people make. Some may never have the opportunity to learn an instrument or read music, but they have a good musical ear. They can remember most music they hear and can tell if other people sing on pitch.

Examples:

Singing	Performing music
Learning to read music	Listening to music of various kinds
Learning to play an instrument	Preparing music for a play
Composing music	Setting Bible verses to music
Writing lyrics for a song	Illustrating a poem with music

Interpersonal

'The Socialiser' (Code used in this document - S)

These children like to be with people. They like activities which involve others, and often look for opportunities to cooperate with others. These children are often sensitive and responsive to other students. They are likely to be good leaders and organisers.

Example:

Acting	Discussion groups
Cooperative Learning	Brainstorming
Group Activities	Singing in a choir
Role-playing	Writing a story together
Debating	Going to church
Team activities and experiences	Teaching others

(Continued over)

(Multiple Intelligences - Continued)

Intrapersonal

'The Individual' (Code used in this document - R)

These child are often introspective and reflective. They like to work alone and may not actively seek other people's interaction. They are able to define their own emotions and thinking. As this intelligence is 'private', it manifests itself in other intelligences.

Examples:

Imagining a scene	Writing stories and essays
Journaling own thoughts	Writing poetry
Keeping a diary	Reading
Writing a personal story	Painting and drawing
Analysing others' thinking	

READERS THEATRE

- It creates interest and variety in:
 - Stories
 - Prayers
 - Praise and worship.
- Provides exposure to and focuses on literary forms and styles:
 - Imagery
 - Metaphors
 - Figures of speech
 - Form and structure
 - Style
- It holds and focuses attention.
- It calls for sensitivity and cooperation.
 - Children are engaged in thinking and reading.
 - It naturally encourages interpretation and reading with expression.
 - There is opportunity for dramatic interpretation and production.
 - It provides opportunities for role-taking.
 - Presentation is possible with minimum staging requirements.
 - Children are eager to participate.
- It builds self-confidence, particularly in weaker readers.
- It is adaptable to groups of various ages and size.

THE PLACE OF THE TEACHER

Religious education is essentially *sharing reality* between child and mentor.⁶ The responsibility of the teacher is therefore inescapable. *A river cannot rise higher than its source.* This view has critical implications for how mentors relate to students, as well as the learning processes they use to help the learner develop a personal sense of meaning.

It is the unequivocal view of this program that Christian teachers can never ignore the work of the Holy Spirit in the conception, new-birth and development of faith. Fundamentally, this faith is truly God's gift. By the same token, the Bible gives a clear mandate for individuals who have, themselves, been 'born again' to be agents of the Spirit in the ministry of reconciliation for others; never usurping or competing but, rather, cooperating with the Spirit's bidding and guidance. (See Ephesians 4:11-13)

RESOURCES

This program is a *framework*, not a textbook. Consequently, teachers have flexibility to incorporate new resources as they are produced without destroying the integrity of the framework and its features. In addition to the materials published by the General Conference, there are other valuable resources such as the Matthew and Acts videos, *Forever Stories* (Review and Herald), and material published by Group and Gospel Light. In Australia and New Zealand, the range includes the *Themes for Kids* program and a variety of other resources created by Adventist educators, both privately and in association with the SPD Curriculum Unit. The new Bible syllabus refers to many of these resources as an alternative or complement to resources known already.

INTER-DISCIPLINARY LINKS

The framework also provides a starting point for linking various subjects in the curriculum. As an example, one might consider a hypothetical unit beginning with an upper grade project to raise funds for an ADRA-sponsored water pump for an African village. The topic could get its motivation from Bible stories and contemporary examples of service found in the third strand of the Bible syllabus, *Our Relationship with Others*. A brief sequence of possible links might appear as follows:

Bible:

- Examining stories of service.
- Deducing and stating principles.
- Studying the mission and role of ADRA.
- Developing commitment to a plan to provide finance for a village well.

Society and the Environment:

- Learning of the nature and typical problems of the developing world (e.g. geographical, social, etc.)

Health:

- Understanding the place of water for survival and sanitation.

Technology:

- Appreciating the design of the pump, conservation, and supply system.
- Obtaining relevant information via the Internet.

English:

- Oral - discussion of issues, topical presentations.
- Reading - researching topics from various sources.
- Writing - using a range of text forms to report, explain, argue, and discuss relevant issues.

Making Bible the centrepiece of the curriculum has always been a challenge. But this new Bible framework, with its emphasis on developing vibrant personal faith with all its spiritual and practical facets and implications, should contribute significantly to the realisation of this dream.

ASSESSMENT

This part of the teaching-learning process considers student learning and development in relation to the *planned outcomes* and *performance indicators* that appear at the beginning of each major section (L.1, L.2, L.3.....U.5, U.6 and U.7).

Evidence of the students' progress should be gathered from a wide range of situations throughout the year. Thus assessment will be an ongoing process and will not depend on a single task. Accordingly, careful recording of the accumulated assessment information is of vital importance.

Contributions to an overall assessment can come from a number of sources:

- Teacher Assessment
 - Samples of student work
 - Individual performance
 - Group projects and reports
 - Displays
 - Presentations
 - Observations
 - Interviews and discussions
 - Tests
 - Individual student portfolios
 - Check sheets related to outcomes
- Student Self-Assessment
 - Journals
 - Learning logs
 - Assessing own achievements
 - Questionnaires
 - Skills acquired
 - Confidence ratings
- Peer Assessment
 - Criterion referenced assessments
 - Presentations
 - Group participation
 - Discussions
 - Debate results
- Assessment by Parents and Appropriate Others
 - Self motivation
 - Assistance needed in tasks
 - Questions asked and answered
 - Skill improvement

The necessity for keeping records cannot be stressed too strongly. Schools should develop assessment protocols and pro-formas as part of their assessment policy.

NOTES AND REFERENCES

1. David Bubna and Sarah Ricketts, *Building People through a Caring Sharing Fellowship*, (Wheaton, Illinois:Tynedale, 1978), p 42.
2. See the special *Service* edition of *The Journal of Adventist Education*, Vol. 54, No. 1 (October-November), 1991).
3. J.R.Middleton and B.J.Walsh, *Truth Is Stranger Than It Used to Be* (Downers Grove, Illinois: Intervarsity Press, 1995). Chapters 4 and 5, 'They Don't Tell Stories Like They Used To', and 'The Biblical Metanarrative', are of particular relevance. See also, John Stott, *Issues Facing Christians Today* (Basingstoke, Hants: Marshall Morgan and Scott) 1984, pp 2-40.
4. Jerome W. Berryman, *Godly Play: A Way of Religious Education* (San Francisco: Harper, 1991). This work bears a strong affinity to aspects of Maria Montessori's concepts.
5. Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1993); Howard Gardner, 'Reflections on Multiple Intelligences: myths and messages' in *Phi Delta Kappan* (1995), pp 201-209. See also the special *MI* edition of *The Journal of Adventist Education*,

Vol. 59, No. 1 (October-November), 1996, particularly with respect to the application of MI to religious education.

6. Lawrence O. Richards, 'Experiencing Reality Together: Toward the Impossible Dream' in Norma Thompson (ed.) et al. *Religious Education and Theology* (Birmingham, Alabama: Religious Education Press, 1982), pp 198-217.

GOD'S RELATIONSHIP WITH

L.1 Appreciates Bible stories portraying God's character and redemptive

		Year/Cycle				Term	Used
		1	2	3	4		
The Beginning of Sadness							
A Shining Angel Falls	C-4						
God's Perfect World							
Creation Story	C-5						
God's Special Day	C-5						
Adam and Eve's Beautiful Home	C-6						
Sin Enters the World							
The Fall	C-6						
Sadness in the Family	C-7						
Rebellion or Salvation							
Noah and the Great Flood	C-7						
The Tower of Babel	C-8						
God Provides							
Abraham's Test on the Mountain	C-8						
The Price of Dishonesty							
Jacob's Dishonest Trick	C-9						

		Year/Cycle				Term	Used
		1	2	3	4		
Important Announcements							
The Birth of John the Baptist	C-16						
A Saviour is Born							
Jesus' Birth	C-17						
The Wise Men Visit Jesus	C-17						
Jesus Is Dedicated	C-18						
Jesus' Family Escapes to Egypt	C-19						
The Childhood of Jesus							
Jesus Visits the Temple	C-19						
Jesus Begins His Work							
Jesus Is Baptised	C-19						
Tempted in the Wilderness	C-20						
Jesus Calls His Disciples	C-20						
Miracles of Jesus							
Jesus Heals the Official's Son	C-21						
Jesus Heals the Paralytic Man	C-21						

Jacob Runs from Home
Jacob Marries

C-9
C-9



A Cripple Walks!
Bartimaeus Sees!
Jesus Raises the Widow's Son



LOWER

C-22
C-22
C-22

Year/Cycle				Term	Used
1	2	3	4		

God Provides a Deliverer

- Joseph, the Much Loved Son C-10
- Joseph's Dreams C-10
- From Slave to Ruler C-10

From Slavery to Freedom

- Slavery in Egypt C-11
- Moses Becomes a Prince C-11
- From Prince to Fugitive C-11
- Moses Sees a Burning Bush C-12
- Ten Plagues Devastate Egypt C-12
- The Exodus Begins C-12
- Crossing the Red Sea C-13

Wilderness Wanderings

- Water for the Thirsty C-13
- Quails for the Table C-13
- Bread from Heaven C-13
- Water Pours from a Rock C-14
- God Gives Ten Rules C-14
- The Golden Calf C-14
- Building a Place to Worship C-15

Year/Cycle				Term	Used
1	2	3	4		

Jesus Raises Jairus' Daughter C-23

Jesus Heals the Lepers C-23

Jesus Goes to a Wedding C-23

Jesus Calms the Wild Sea C-24

Jesus Feeds Five Thousand C-24

Stories Jesus Told

- Birds and Flowers C-24
- The Lost Sheep C-24
- Lost Coin C-25
- Lost Son C-25
- Jesus Gives Little Children Attention C-25
- The Good Shepherd C-26

Jesus Shows His Love

- The Crowd Show Their Love to Jesus C-26
- Jesus Is Tried and Crucified C-27
- Jesus Rises from the Dead C-27

A Bronze Snake Is Lifted Up
Final Events in the Wilderness

C-15
C-16

LOWER

GOD'S RELATIONSHIP WITH US

L.2 Appreciates stories about God's family

God Begins a New Family

Abraham Begins a Journey	C-28
The Promised Child Is Born	C-29
A Sad Parting	C-29
Miracle at the Temple Gate	C-30
Paul Sings in Gaol	C-30

Year/Cycle				Term	Used
1	2	3	4		

L.4 Shows a willing response to Jesus as a personal friend.

Bible Activities

Prayer Activities

Lifestyle Development

C-38

C-39

C-40

Year/Cycle				Term	Used
1	2	3	4		

OUR RELATIONSHIP WITH GOD

L.3 Appreciates Bible stories about relationships between people and God.

Enoch, God's Friend	C-31
Abraham & Lot Make Choices	C-31
Bad Choices Have Bad Results	C-32
Isaac Finds a Wife	C-32
Joseph Faces a Big Test	C-32
God Speaks to Samuel	C-32

L.5 Participates in group worship activities.

Group Worship Activities

C-41

Young David



C-33

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LOWER

David Fights Goliath C-33
 Solomon Builds a Great Temple C-33
 Solomon Asks for Wisdom C-34
 Daniel and Friends Stand Firm C-34
 Daniel's Friends in a Fiery Furnace C-34
 Daniel in the Lions' Den C-35
 A Reluctant Messenger - Jonah C-35
 Wise and Foolish Builders C-36
 Zacchaeus Meets Jesus C-36
 Stories of historical or contemporary characters (School choice) C-37

OUR RELATIONSHIP WITH OTHERS

L.6 Appreciates stories about people relating

Hannah's Gift to God C-42
 Jesus' Boyhood C-43
 Loving Your Enemies C-43
 The Good Samaritan C-43
 The Golden Rule C-44
 Dorcas, the Antelope Lady C-44
 Stories of historical or contemporary characters (School choice) C-45

L.7 Shows a willingness to help others

Service Activities C-46

GOD'S RELATIONSHIP WITH US

M.1 Understand stories portraying aspects of God's

	Year/Cycle	Year/Cycle				Term	Used
		1	2	3	4		
Introducing a Timeline	C-52						
Land of Promise							
A Scarlet Cord Hangs from a Window	C-54						
And the Walls Came Tumbling Down	C-55						
Ruth and Boaz	C-55						
Kings of Israel							
God's Warning about a King	C-56						
David and Saul	C-56						
David Crowned King	C-56						
Messengers for God							
Elijah Is Fed by Ravens	C-57						
Elijah Faces Satan on Mount Carmel	C-57						
Elisha Is Called to Serve God	C-57						
Isaiah Speaks for God	C-58						
Jeremiah Warns Jerusalem	C-58						
God Preserves His People							
Nebuchadnezzar's Dream	C-58						
A King Eats Grass	C-59						
Writing on the Wall	C-59						

SPD, AUC National Education Office, 2001, www.adventist.edu.au



MIDDLE

M.2 Understands stories about the development of God's church.

	Year/Cycle	Year/Cycle				Term	Used
		1	2	3	4		
The Christian Church Is Born							
Pentecost	C-67						
Choosing Seven Deacons	C-68						
Ananias and Sapphira Try to Deceive	C-68						
Stephen Gives His Life for Jesus	C-68						
First Christian Missionaries							
Philip Meets an Ethiopian	C-69						
Saul Turns Around	C-69						
Peter Speaks for God	C-69						
Peter's Ministry Develops	C-69						
Paul and Barnabus Walk the World	C-70						
Peter Is Freed from Prison	C-70						
Priscilla and Aquilla Work for God	C-70						
Spread the Good News!	C-71						
A Bonfire at Ephesus	C-71						
Paul Is Shipwrecked	C-71						
The Christian Church Grows							
The Church Throughout History	C-72						

Jesus a Loving Friend

The Samaritan Woman	C-60						
Jesus Visits Mary and Martha	C-60						

Miracles of Jesus

A Centurion's Faith Impresses Jesus	C-60						
Lazarus Lives Again	C-61						
Jesus and Peter Walk on Water	C-61						
Peter Finds a Coin in a Fish	C-62						

Jesus the Teacher

Jesus Teaches His Disciples How to Pray	C-62						
Who Will Be the Greatest?	C-62						
Party Behaviour	C-62						
Jesus Sums Up the Commandments	C-62						

Stories Jesus Told

The Parable of the Banquet	C-63						
The Pharisee and the Tax Collector	C-63						
The Parable of the Tenants	C-64						

God's Plan Fulfilled

Jesus Cleans up the Temple	C-64						
The Plot to Kill Jesus	C-64						
The First Communion Service	C-64						
Jesus Goes to Gethsemane	C-65						
Peter Disowns Jesus	C-65						
<i>Review - Trial and Crucifixion (See L. 1)</i>	C-27						
<i>Review - Jesus Rises from the Dead (L. 1)</i>	C-27						
Jesus Appears to 500	C-66						
Jesus Returns to Heaven	C-66						
The Promise of Jesus' Return	C-66						

OUR RELATIONSHIP WITH GOD

MIDDLE

M.3 Understands stories about relationships between people

		Year/Cycle				Term	Used
		1	2	3	4		
Rahab Hangs Out a Red Cord	C-73						
Gideon and the Fleece-Test	C-74						
Gideon and the Faithful 300	C-74						
Samson Struts His Strength	C-74						
Saul Disobeys God	C-75						
David Sings a Shepherd's Psalm	C-75						
God Gives Solomon Wisdom	C-75						
Solomon Turns from God	C-76						
Elisha Sees God's Army	C-76						
Josiah Reigns as King	C-76						
Joash, the Boy King	C-77						
Hezekiah Stops the Clock	C-77						
Ezra Writes for the King	C-77						
Nehemiah Builds Jerusalem's Walls	C-78						
Jesus Is Anointed with Perfume	C-78						
Nicodemus Faces Being Born Again	C-78						
A Widow Gives Everything	C-79						
An Ungrateful Servant	C-79						
Coming, Ready or Not	C-79						
Talents – Invested or Buried	C-79						
Sorting Sheep from Goats	C-80						

(M.3 Cont.)

The Sower Sows Seed	C-80
A Rich Fool Loses Out	C-80
The Fruitless Fruit Tree	C-81
Additional Stories – Local choices	C-81

		Year/Cycle				Term	Used
		1	2	3	4		

M.4 Develops personal devotional habits and Christian lifestyle.

Bible Reading and Study Habits	C-82
Prayer Habits	C-83
Lifestyle Development	C-84

M.5 Participates in, and contributes to group

Group worship Activities	C-85
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OUR RELATIONSHIP WITH OTHERS

M.6 Understands stories about people relating to one another.

		Year/Cycle				Term	Used
		1	2	3	4		
Family Ties	C-87						
Two Loyal Friends	C-88						
A Widow's Need Is Met	C-88						
The Never-Ending Oil	C-88						
Antidote for Poison	C-89						
An Axe Floats	C-89						
A Son Is Restored to Life	C-89						
A Young Girl Helps a Sick Man	C-90						
A Life in the Balance	C-90						
Additional stories – Local choices	C-91						

M.7 Participates in serving other people.

		Year/Cycle				Term	Used
		1	2	3	4		
Service Activities	C-92						

GOD'S RELATIONSHIP WITH US

U.1 Explains Bible stories and passages portraying

		Year/Cycle				Term	Used
		1	2	3	4		
The Plan of Salvation Review	C-98						
Getting to Know God's Word	C-100						
What is God Like?	C-102						
• Father	C-102						
• Son	C-103						
• Holy Spirit	C-104						
Who Are the Angels?	C-105						
God's Perfect World	C-105						
• The Creation of the Natural World	C-106						
• The Creation of Humanity	C-106						
• Sabbath, the Birthday of the World	C-107						
What Happened to God's Perfect Creation?	C-108						
God's Answer to Man's Need	C-109						
God's Schoolroom in the Desert	C-110						
Principles for Happy Living	C-111						
The Coming of Jesus	C-112						
• His Birth	C-112						
• His Miracles	C-112						
• His Teachings	C-113						
• Betrayal, Death, and Resurrection	C-113						
• Ascension, and Promise of Return	C-113						



(U.1 Cont.)

- The Future Is in Good Hands
- Don't Worry About the Judgement
- Life After Death?
- The Second Coming
- Everything Perfect Again!

UPPER

		Year/Cycle				Term	Used
		1	2	3	4		
	C-114						
	C-114						
	C-115						
	C-116						
	C-117						

U.2 Explains stories and Bible passages about

God Calls a People

- Through Abraham
- God Guides and Preserves
- Freedom to Worship
- God's Leading in the Wilderness
- Birth of the N.T. Church
- The Christian Church
- Metaphors For the Church

	C-118						
	C-118						
	C-118						
	C-119						
	C-119						
	C-120						
	C-121						

OUR RELATIONSHIP WITH GOD

U.3 Explains stories and Bible passages about

		Year/Cycle				Term	Used
		1	2	3	4		
Responding to Jesus	C-122						
Growing and Reflecting Jesus	C-123						
God's Word Guides and Helps Us	C-122						
Prayer Is Talking with God	C-125						
Relating to God through Worship	C-126						
Baptism	C-126						
The Lord's Supper	C-126						
The Sabbath	C-126						
Stewardship	C-127						
Reverence and Respect for God	C-127						

U.4 Exhibits consistent personal devotional

		Year/Cycle				Term	Used
		1	2	3	4		
Personal Bible Reading and Study	C-128						
Personal Prayer Life	C-128						
Witnessing and Sharing Faith	C-129						
Lifestyle	C-129						
Baptism	C-129						

U.5 Active involvement in the life of the family.

Group Worship Activities	C-130						

OUR RELATIONSHIP WITH OTHERS

U.6 Explains stories about people relating to one another.

		Year/Cycle				Term	Used
		1	2	3	4		
True Greatness	C-132						
The Ability to Serve Others	C-132						
The True Measure of Gifts and Service	C-132						
Attitudes Towards Service	C-132						
Responsibility, and the Test of Love	C-133						
In Serving Others, We Serve God	C-133						
Service in the Early Church – Dorcas	C-133						
The Gift Money Could Not Buy	C-133						
Contemporary Examples of Service	C-133						
Mother Teresa	C-133						
Abraham Lincoln	C-133						
Sister Elizabeth Kenny	C-133						
William Booth	C-134						
Hudson Taylor	C-134						
Missionaries to the Auca Indians	C-134						
Corrie ten Boom	C-134						
William and Catherine Mompesson	C-134						
Robert and Neroli Douglas	C-134						
Louis Pasteur	C-134						
Alexander Fleming	C-134						
Dorothea Dix	C-134						
Helen Hall	C-134						
Simpson and His Donkey	C-134						

SPD, AUC National Education Office, 2001, www.adventist.edu.au

UPPER

(U.6 Cont.)

		Year/Cycle				Term	Used
		1	2	3	4		
'Weary' Dunlop	C-134						
Dr Doug Easthope	C-135						
Pr and Mrs Eddie Rosendahl	C-135						
Fay Oliver	C-135						
Rev. John Flynn	C-135						
Mrs. Curley	C-135						
Dame Whina Cooper	C-135						
Bishop Selwyn	C-135						
Kate Shepherd	C-135						
Sir James Donald	C-135						
Sonya Davies	C-135						
Local Personalities	C-135						

U.7 Chooses to serve in local and global

Communication	C-136						
Service at School	C-136						
Neighbourhood Friendship	C-136						
Community Service	C-137						
Service to the Elderly	C-137						
Church Life	C-137						
Relief Projects	C-137						

SECTION C

LOWER SCHOOL

(Age approximately 5-7 years)

TYPICALLY —

Children in this age range have an almost boundless imagination and respond well to narrative.

They see miracles as quite credible.

However, they tend to think very literally and somewhat inaccurately.

**These children have difficulty understanding
space relationships,
time sequence and
symbols**

**Children of this age are able to accept God as a real person,
have Jesus as their special friend,
and want to love and please them.**

TEACHING —

Should be active and multisensory, interactive, dramatic, expressive and personal.

Also refer to Section A for more detailed developmental profiles.

TYPICAL DETAIL OF L1, 2, 3 AND 6

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>THE BEGINNING OF SADNESS</p> <p>A Shining Angel Falls</p> <p>Proverbs 16:18 Isaiah 14:12-15 Revelation 12:7-9</p> <p>Memory Gem Proverbs 16:18</p>	<ul style="list-style-type: none"> Lucifer chose to rebel against God. The result of that rebellion caused separation and sadness. <p>F.8</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit 1, Lesson 1-6 <i>Forever Stories</i> Vol 1 p 7 <i>Forever Stories</i> Funbook Vol 1 	<ul style="list-style-type: none"> Talk about how Lucifer looked like the brightest angel but was not nice on the inside. (L) List the ways our lives would be different if Satan were not here. (L/M) Compare sin and goodness. (L) Draw a picture timeline of the war in heaven. (L/M, V) Draw and colour 10 angels. Place on a bulletin board and separate one third to show the split in heaven. (Ph,V) Role-play the interaction between: a. Lucifer and the angels he's trying to recruit; b. God and Lucifer (Ph)

Major Heading

Focus

Suggested Resources

Suggested Activities

Link to Fundamental Understanding (See Section E)

See availability details in Section E. Teachers may also have access to other resources they have acquired..

These are **suggestions**. Codes in brackets indicate a link with the 'multiple intelligences' (See key below) Teachers are encouraged to create additional activities of their own or draw them from resources.

Story Title

Bible Reference & Recommended Memory Gem

Key to Multiple Intelligences

- L = Linguistic, Verbal
- L/M = Logical/Mathematical
- V = Visual (Spatial)
- Ph = Physical (Kinesthetic)
- S = Social (Interpersonal)
- R = Reflective (Intrapersonal)
- M = Musical

See fuller detail in Section A *Methodology (Multiple Intelligences)*

RECOMMENDED RESOURCES

- SDA 4-Year Cycle (R&H)
 - *How It All Began*
 - *When God Chose a People*
 - *God's Messengers*
 - *Walking in His Steps*
- *Read-with-Me Bible* or similar children's version of the Bible
- *Forever Stories Kit*
- *The Bible Story* Arthur S Maxwell (R&H)
- *My Bible Friends*
- *Come Meet Jesus Kit* (Program Guides, Videos and Music CDs. Released late 1998 in conjunction with Net-98)
- *Themes for Kids* (Levels 1-3) Teachers' Resources, Music Cassettes and Songbooks (Beacon Media)
- *Gospel Light Series*
- *Shining Star Series*
- *Forget-Me-Not Bible Story Activities* (Code: F-M-N)
- *The Children's Worker's Encyclopaedia of Bible Teaching Ideas – Old Testament -* (Group) (Code: OTE)
- *The Children's Worker's Encyclopaedia of Bible Teaching Ideas – New Testament-* (Group) (Code: NTE)
- *Fun-to-Learn Bible Lessons, Preschool, Vol 1, Group*
- *Fun-to-Learn Bible Lessons, K-3, Vol 1 (Group)*
- Videos
- Music Collections eg.
 - *Kids on the Rock!* (Gospel Light)
 - *Kids Praise! Chorus Book* (Maranatha)
 - *The Music Machine* (Birdwing)
 - *Psalty's Super Songbook* (Maranatha)
 - *Sing for Joy* (R&H)
 - *SDA Hymnal*

FOR AVAILABILITY, SEE RESOURCES IN SECTION E

GOD'S RELATIONSHIP WITH US

L.1 Appreciates Bible stories portraying aspects of God's character and redemptive action.

Biblical Principles

God Creates

- He created a perfect world and entrusted it to human care.
- Humans were created in the image of God.

God Loves

- He loves us unconditionally and consistently.
- Our world changed radically when Adam and Eve sinned.
- Sin has changed how well we reflect God.
- God took the initiative to redeem and restore fallen creation.

God Communicates

- He still communicates with us today.
- Jesus, God's Son, came to show what God is like and to die for man's salvation.

God Is All-Powerful

- Jesus rose from the dead, and promises to return and take us to a new home He is preparing for us.

God Is All-Knowing, and Is Everywhere at All Times

- God knows the future as well as the present and past.

Performance Descriptors

Children will

- Express personal views about actions of a character
- Express feelings about stories
- Contribute appropriately to classroom interactions
- Use language to enquire, explain and compare
- Demonstrate interest in written Bible stories published in appropriate formats
- Attempt to read Bible stories in suitable publications
- Show interest in presenting ideas growing out of Bible stories in written, visual, dramatic or musical forms

OLD TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>THE BEGINNING OF SADNESS</p> <p>A Shining Angel Falls</p> <p>Proverbs 16:18 Isaiah 14:12-15 Revelation 12:7-9</p> <p>Memory Gem Proverbs 16:18</p>	<ul style="list-style-type: none"> Lucifer chose to rebel against God. The result of that rebellion caused separation and sadness. <p style="text-align: center;">F-8</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit 1, Lesson 1-6 <i>Forever Stories</i> Vol 1 p 7 <i>Forever Stories</i> Funbook Vol 1 	<ul style="list-style-type: none"> Talk about how Lucifer looked like the brightest angel but was not nice on the inside. (L) List the ways our lives would be different if Satan were not here. (L/M) Compare sin and goodness. (L) Draw a picture timeline of the war in heaven. (L/M, V) Draw and colour 10 angels. Place on a bulletin board and separate one third to show the split in heaven. (Ph,V) Role-play the interaction between: a. Lucifer and the angels he's trying to recruit; b. God and Lucifer (Ph)
<p>GOD'S PERFECT WORLD</p> <p>Creation Story</p> <p>Genesis 1:1 - 2:3 John 8:12</p> <p>Memory Gems Genesis 1:1 Genesis 1:31</p>	<ul style="list-style-type: none"> God's power to create an orderly, beautiful world from nothing. Life comes from God and He sustains it. <p style="text-align: center;">F-6</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit 1, Lessons 7-14 <i>Read With Me Bible</i> p 2 <i>Themes For Kids</i> Level 1-3 pp 47, 108 <i>Gospel Light</i> Primary, Middler & 4s & 5s Fall B p 3 <i>Forever Stories</i> Vol 1 p 25 <i>Forever Stories</i> Funbook Vol 1 <i>The Bible Story</i> Vol 1 p 13 <i>Forget-Me-Not (F-M-N)</i> pp 8-11 <i>The Children's Worker's Encyclopedia of BibleTeaching Ideas</i> 	<ul style="list-style-type: none"> Make a 'Creation' mural, adding days as they are taught. (V) Build a box TV with pictures of Creation drawn in sequence. Pull these pictures through a slit in the box to see the 'TV' program. (V) Build dioramas to represent each day of Creation. (V) Darken the classroom and add each created feature as it is mentioned in the Creation story. (V) Write a Readers Theatre script using the children's voices as different aspects of Creation. (L) Trace 7 circles on a page and design various pictures to represent the days of Creation. (V) In small groups, re-create the sounds of each day of Creation. Tape, and use as backing whilst reading the story of Creation. (M,S) Play charades, miming various created animals. (Ph) Work in pairs to create and name new animals, imagining sound, food, home and appearance etc. (S) Sing <i>Creation Song*</i> <i>God Made Caterpillars.</i>^ (M)

L.1

LOWER

		<p>- OT (OTE) pp 7-9</p> <ul style="list-style-type: none"> • <i>Kids on the Rock!</i>* p 90 • <i>Gospelling to the Beat</i>^ p35 	
<p>God's Special Day</p> <p>Genesis 2:1-3 Exodus 20:11</p> <p>Memory Gem Exodus 20:11</p>	<ul style="list-style-type: none"> • The Sabbath was made to help us think about God. • The Sabbath is a memorial of Creation. <p>F-19</p>	<ul style="list-style-type: none"> • <i>How It All Began</i> Unit I, Lesson 14 • <i>The Bible Story</i> Vol 1 p 57 • <i>SDA Hymnal</i>* 388 	<ul style="list-style-type: none"> • Prepare a calendar with appropriate fun activities for each Sabbath in the year. (L/M) • Brainstorm a list of activities to do on Sabbath. Make into a wall chart. (S,L) • Role-play various scenarios which affect choices that we make on Sabbath. (Ph) • Make a paper plate plaque depicting the Sabbath as a memorial of Creation. (V) • Sing <i>Don't Forget the Sabbath*</i> and <i>The Seventh is for Jesus.</i> (M)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Adam and Eve 's Beautiful Home Genesis 2</p> <p>Memory Gem Genesis 3:9</p>	<ul style="list-style-type: none"> We depend on God to know how to live and act appropriately. <p>F-7</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit II, Lessons 1,2 <i>Read With Me Bible</i> p 10 <i>Themes For Kids</i> Level 1-3 p 4 <i>Gospel Light</i> Primary Fall B p 9 Middler Fall B p 9 4s & 5s Fall B p 15 <i>Forever Stories</i> Vol 1 p 38 <i>The Bible Story</i> Vol 1 p 43 <i>OTE</i> pp 8,9 <i>Heaven is for Kids*</i> Vol 2 p 4 	<ul style="list-style-type: none"> Make mud images and talk about the creation of man. (V,L) Draw a blackboard picture of the Garden of Eden, adding various details as discussed. (V,L) Students imagine they are Adam and Eve and rename some well-known animals. (L) Use puppets to depict the beginning of the story of Adam and Eve. (Ph) Place something in the middle of the classroom that is not to be touched and then ask how children felt at the end of the day. Did any one touch it? Talk about how hard it was for Eve. (R,L) Sing <i>The Garden of Eden Zoo.*</i> (M)
<p>SIN ENTERS THE WORLD</p> <p>The Fall Genesis 3</p> <p>Memory Gem Genesis 3:15</p>	<ul style="list-style-type: none"> Trouble and sadness in the world was caused by Adam and Eve's disobedience. <p>F-7</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit II, Lessons 2,3 <i>Read With Me Bible</i> p 14 <i>Forever Stories</i> Vol 1 p 52 Vol 2 p 7 <i>The Bible Story</i> Vol 1 p 61 <i>F-M-N</i> pp 12-15 <i>OTE</i> p 8-11 	<ul style="list-style-type: none"> Draw a 'before and after' picture of Adam and Eve's environment. (V) Construct a large Creation mural and add the things that would change as a direct result of Adam and Eve's disobedience.(V) Use puppets to present a play showing how things change in the children's lives when they have been disobedient. (Ph) Use a variety of colours to represent the feelings of Adam and Eve before and after disobeying God. (V,R) Use felt cutouts to retell the story of Adam and Eve's disobedience. (L)

L.1

LOWER

<p>Sadness in the Family Genesis 4:1-16</p> <p>Memory Gem Genesis 4:7</p>	<ul style="list-style-type: none"> We should do things God's way. <p>F-7</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit II, Lesson 8 <i>Read With Me Bible</i> p 20 <i>Forever Stories</i> Vol 2 p 18 <i>Forever Stories</i> Funbook Vol 2 <i>The Bible Story</i> Vol 1 p 83 <i>The Music Machine</i> 	<ul style="list-style-type: none"> Role-play ways of dealing positively with anger and jealousy. (Ph) Make scenes from the story in a sand tray. (V) Discuss feelings towards brothers and sisters. Talk about ways to help get along with each other. Role-play. (L,Ph) Make a book of drawings focusing on the good points of a brother, sister or close friend. (V,R) Construct model altars in the playground and re-enact their making of offerings. (V,Ph) Retell the story in the first person as either Cain, Abel, Adam, Eve or God. (L) Brainstorm songs children know about brotherly love, kindness etc. (Songs from <i>The Music Machine</i> may be a good starting point). Sing. (M)
<p>REBELLION OR SALVATION Noah and the Great Flood Genesis 6</p> <p>Memory Gem Genesis 6:9</p>	<ul style="list-style-type: none"> God rewards faithfulness. Sin causes destruction. God had an escape plan. <p>F-7,10</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit II, Lessons 10-13 <i>Read With Me Bible</i> p 24 <i>Gospel Light</i> Primary Fall B p 15 Middler Fall B p 15 4s & 5s Fall B p 27 <i>My Bible Friends</i> Book 8 <i>The Bible Story</i> Vol 1 p 105 <i>F-M-N</i> p 16 <i>OTE</i> p 11 <i>Kids Praise! Chorus Book*</i> p 13 	<ul style="list-style-type: none"> Construct a model community from sand etc. and re-enact the flood. (V) Measure the dimensions of the ark. (L/M) Make a class mural of the ark. (V,S) Establish a discipline program to demonstrate the rewards of faithfulness. (L,S,R) Write and/or illustrate a class newspaper set in the days of Noah. Include a cartoon strip. (L,V) Make a Big Book about 'A Day in the Ark.' (L,V) Make rainbow toast by adding food colouring to milk, painting on bread, then toasting. (V,L/M) Sing <i>Arky, Arky</i>. * Compose additional verses. (M) Re-create the ark in miniature using Lego. (Ph) Ask children to list or draw 5 things they would save if a flood threatened their homes. (R) Conduct the lesson in a stationary boat. Create a Word Search using animal names. (L) Choose an animal and write a story from its perspective. (L)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>The Tower of Babel Genesis 10:8-12, 11:1-9</p> <p>Memory Gem Genesis 10:9</p>	<ul style="list-style-type: none"> • God is in control. • We can't outsmart God. • God makes order out of confusion. <p>F-7</p>	<ul style="list-style-type: none"> • <i>How It All Began</i> Unit II, Lesson 14 • <i>Read With Me Bible</i> p 36 • <i>Gospel Light</i> Middler Fall B p 21 • <i>The Bible Story</i> Vol 1 p 124 • <i>F-M-N</i> p 21 • <i>O TE</i> p 15 • Songs <i>He's Got the Whole World in His Hands</i> and <i>Fear Not</i> 	<ul style="list-style-type: none"> • Talk about language diversities. Invite a guest who speaks a different language (L,S) • Construct mini towers out of rods or Lego. (Ph,V) • Paint the Tower of Babel. (V) • Give children directions in another language and talk about the difficulty. (L) • Make mud bricks. (Ph) • Read Gen11:1-9 and in pairs, draw a picture of the tower you imagine. How many bricks and workers? What equipment? How long to build? (L/M) • In groups of 6, build a structure 2m high that only touches the floor in 3 places. Use desks, books etc. Emphasise cooperation. (Ph,S) • Learn <i>Jesus Loves Me</i> in another language. (M)

L.1

LOWER

<p>GOD PROVIDES Abraham's Test on the Mountain Genesis 22:1-19</p> <p>Memory Gem Genesis 22:12</p>	<ul style="list-style-type: none"> • God will provide the answer to our sin problem. <p>F-21</p>	<ul style="list-style-type: none"> • <i>How It All Began</i> Unit III, Lesson 7 • <i>Read With Me Bible</i> p 44 • <i>Gospel Light</i> Middler Fall B p 63 • <i>Forever Stories</i> Vol 2 p 49 • <i>Forever Stories</i> Funbook Vol 2 • <i>The Bible Story</i> Vol 1 p 168 • Michael Card CD <i>The Beginning*</i> • <i>Song God Is So Good</i> 	<ul style="list-style-type: none"> ◆ Teach in conjunction with Abraham (L.2) • Make a small altar in the classroom. Talk about the significance of altars in the Bible. (V,L) • Using natural materials, make a collage picture of Abraham on the mountain. (V) • Make a cartoon strip of the story. (V,L) • Make a photodrama of each scene of the story (Freeze-photographs). (Ph,V) • Talk about other ways God might have tested Abraham's faith. (L/M) • Conduct an interview with Abraham and Isaac. (S,L) • Reflect on how you would feel if you had to sacrifice your pet. (R) • Sing or listen to <i>God will Provide a Lamb*</i>. Draw your response whilst listening. (M,V,R)
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<p>THE PRICE OF DISHONESTY</p> <p>Jacob's Dishonest Trick Genesis 25:19-34, 26: 34-35</p> <p>Memory Gem Genesis 25:34</p>	<ul style="list-style-type: none"> Peaceful families reflect God's love. Respect for family members, rules and honesty Honesty shows God to others. <p>F-7</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit III, Lessons 9, 11 <i>Read With Me Bible</i> p 56 <i>Themes For Kids</i> Level 1-3 p 104 <i>Gospel Light</i> Primary Fall B pp 33,45 Middler Summer A p 27 <i>The Bible Story</i> Vol 2 p 13 <i>OTE</i> p 21 <i>Kids on the Rock!</i>* p 44 	<ul style="list-style-type: none"> Mime Jacob's deception. (Ph) Make lentil stew. (L/M) Blindfold students and have them guess who is talking. (Ph) Compare Esau, the hunter, with Jacob, the home boy, in a visual form chosen by the children. (V) Compose a rap highlighting the differences between Jacob and Esau. (M) Rewrite the story from the perspective of Isaac, Rebekah, Jacob and/or Esau. (L) Re-enact Jacob deceiving his father. (Ph) Sing <i>Family Tree</i>. * (M)
<p>Jacob Runs from Home Genesis 27 - 29</p> <p>Memory Gem Genesis 28:13</p>	<ul style="list-style-type: none"> God still loves us even when we sin. <p>F-7</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit III, Lesson 12 <i>Read With Me Bible</i> p 67 <i>The Bible Story</i> Vol 2 p 20 <i>OTE</i> p 22 <i>Sing for Joy</i>* p 120 	<ul style="list-style-type: none"> Make cardboard angels and attach to ladders. (V) Sing <i>We Are Climbing Jacob's Ladder</i>. * Compose some additional verses. (M) Sing <i>Jesus Loves Me</i> (M) Make a map depicting the journey of Jacob. (L/M,V) Try resting with your head on a stone and talk about comfort. (Ph, L) Write a log book of Jacob's feelings as he flees. (L) Use puppets to dramatise Jacob's flight. (Ph)
<p>Jacob Marries Genesis 29 - 30</p> <p>Memory Gem Psalm 8:9</p>	<ul style="list-style-type: none"> We must show faithfulness in our duties and positive attitudes, regardless of circumstances. <p>F-22</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit III, Lessons 13, 14 <i>Read With Me Bible</i> p 70 <i>The Bible Story</i> Vol 2 p 36 <i>The Music Machine</i>* <i>God Gives...Songs for Kids</i> Bk 2^ p 12 	<ul style="list-style-type: none"> Make paper dolls and dress in wedding clothes. (V) Sing <i>Faith</i>* <i>Faith is Like a Muscle</i>[^] <i>I Shall not be Moved</i>. (M) Write wedding vows for Jacob and Rachel. (L) How would you feel if you were Leah? Jacob? Rachel? Write or draw about it. (R,L,V) Role-play a wedding ceremony, including music. (Ph, M)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>GOD PROVIDES A DELIVERER</p> <p>Joseph, the Much Loved Son Genesis 37:1-4</p> <p>Memory Gem Genesis 37:29</p>	<ul style="list-style-type: none"> Unlike humans, God loves us all unconditionally. <p>F-7</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit IV, Lessons 1-3 <i>Read With Me Bible</i> p 74 <i>Themes For Kids</i> Level 1-3 p 101 <i>Gospel Light</i> Primary Fall B p 51 <i>My Bible Friends</i> Book 2 <i>The Bible Story</i> Vol 2 p 40 	<ul style="list-style-type: none"> Invite a person to card, spin, dye and weave wool into cloth. (L,S) Trace around a child, cut out and weave coloured strips of cloth through the bodyshape to make a coat of many colours. (V) Make a cardboard Joseph and make clothes of many colours to dress him in. (V) Use different-coloured cloth to dress up and tell the story of Joseph. (Ph) Make a paper chain representing Joseph's family, and your family. (V) Interview Joseph about his coat. (L) Experiment with the 3 primary colours to create new colours. Paint Joseph's coat. (L/M,V) Carefully select appropriate songs from <i>Joseph and the Amazing Technicolour Dreamcoat</i> to listen to or sing. (M)
<p>Joseph's Dreams Genesis 37:5-11</p> <p>Memory Gem Genesis 37:29</p>	<ul style="list-style-type: none"> God communicates to man in various ways. God knows the past, present and future and will reveal His will at the right time. <p>F-7,17</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit IV, Lesson 3 <i>Read With Me Bible</i> p 76 <i>My Bible Friends</i> Book 2 <i>The Bible Story</i> Vol 2 p 40 <i>OTE</i> p 23 	<ul style="list-style-type: none"> Talk about dreams and Ellen White's visions. (L) Make a mural showing the different dreams and their interpretations. (V) Use puppets to show how different people in the story reacted to Joseph's dreams. (Ph) Compose a song about Joseph's dreams. (M) Use toothpicks to represent the grain dream. Tie in bundles and glue onto cardboard. (V) Sing <i>Every Minute of the Day</i>. (M)
<p>From Slave to Ruler Genesis 37:12-36; 41; 42; 45; 47</p> <p>Memory Gem Genesis 45:9</p>	<ul style="list-style-type: none"> God has a master plan for each of us. God prepares us for that plan. <p>F - 7,17</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit IV, Lessons 4-9 <i>Themes For Kids</i> Level 1-3 pp 101, 115 <i>Gospel Light</i> Primary Fall B p 57 <i>The Bible Story</i> 	<ul style="list-style-type: none"> Dramatise episodes from the story. (Ph) Design <i>Wanted</i> posters for one of Joseph's brothers. (V,L) Put new words to any well-known tune. (M) Create a computer game about Joseph. (L/M) Write letters of encouragement to prisoners' children. (L,S) Write an encouraging letter to Joseph in prison. (L)

		Vol 2 p 57	
		<ul style="list-style-type: none"> • <i>F-M-N</i> p 26 • <i>OTE</i> p 24 • <i>Kids on the Block*</i> p 47 	
<p>FROM SLAVERY TO FREEDOM</p> <p>Slavery in Egypt Exodus 1</p> <p>Memory Gem Exodus 1:12</p>	<ul style="list-style-type: none"> • God does not forsake us. • We must display patience through trials, as God is always in control. <p>F-7</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit I, Lesson 1 • <i>Read With Me Bible</i> p 93 • <i>The Bible Story</i> Vol 2 p 75 • <i>F-M-N</i> p 30 • <i>Sing for Joy*</i> p 50 	<ul style="list-style-type: none"> • Write instructions for making sun-dried bricks, then follow them. (L/M,V) • Divide the class into two groups - rulers and slaves. Spend part of a day acting out these roles. Reverse roles. Talk about the feelings of both groups. (Ph,S,L) • Make an edible map of Egypt using biscuit dough. Project map onto foil, and use as template. (L/M) • Learn a Negro spiritual (eg <i>Swing Low, Sweet Chariot*</i>). Talk about how spirituals comforted the slaves. (M) • Make paper mache pyramids. (V) • Write, 'A Day in the Life of a Slave'. (L) • Sing <i>Pharaoh, Pharaoh</i> (M)
<p>Moses Becomes a Prince Exodus 2:1-10</p> <p>Memory Gem Proverbs 3:5 Isaiah 41:10</p>	<ul style="list-style-type: none"> • God will see us through fearful situations. • We need to trust all things to God. <p>F-16</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit I, Lessons 2,3 • <i>Read With Me Bible</i> p 96 • <i>Themes For Kids</i> Level 1-3 p 24 • <i>My Bible Friends</i> Book 1 • <i>The Bible Story</i> Vol 2 p 79 • <i>OTE</i> p 27 	<ul style="list-style-type: none"> • Talk about some fearful situations. Write or draw what to do in each situation. (L,V) • Make a dough model of baby Moses and place in a woven basket. (V) • Dramatise Moses' discovery by the princess. (Ph) • Re-word <i>Rock, Rock, Rock</i> to fit Moses in the ark. (M) • Paint the Nile River, and add cutout figures of the main characters in the story. (V)

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<p>From Prince to Fugitive Exodus 2:11-25</p> <p>Memory Gem Proverbs 16:32</p>	<ul style="list-style-type: none"> • Choices have consequences. <p>F-16</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit 1, Lesson 4 <i>The Bible Story</i> Vol 2 p 89 • <i>Illustrated Children's Bible</i> <i>Bible Heroes - Moses</i> • Video - <i>Moses - The Greatest Adventure</i> 	<ul style="list-style-type: none"> • Role play the story. (Ph) • Make a timeline using stencils. (L/M) • Attempt to write in Hieroglyphics. (V) • Make a scroll for the memory gem. (V,L) • Make paper pyramids. Talk about the difficulties of getting the dimensions right. (L/M) • Create Egyptian-style paintings. (V) • Make mini mud bricks and then attempt to build a model house. (V,Ph)
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Moses Sees a Burning Bush Exodus 3-4</p> <p>Memory Gem Exodus 3:8</p>	<ul style="list-style-type: none"> If we respect God and show Him reverence, He will help us do great things for Him. <p>F - 3</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit I, Lesson 5 <i>Read With Me Bible</i> p 101 <i>The Bible Story</i> Vol 2 p 95 <i>O TE</i> p 30 	<ul style="list-style-type: none"> Experiment with combustion and burning wood. (L/M) Make a paper plate ‘feelings face’ and depict the different feelings of Moses during this story, eg. curiosity , fear, reverence. (V, R) Make a model of the wilderness area and burn a bush while telling the story. (V, L) Make a burning bush by gluing green paper leaves on a clean baby-food jar and placing a birthday candle inside. (V) Write and video a news report on the incident. (L, Ph) Compose a song entitled <i>Moses and the Burning Bush</i> to the tune of <i>London Bridge is Falling Down</i>. (M)
<p>10 Plagues Devastate Egypt Exodus 1-9</p> <p>Memory Gem Psalm 56:3,4</p>	<ul style="list-style-type: none"> God is true to His word. God is almighty. <p>F-16</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit I, Lessons 6-9 <i>Read With Me Bible</i> p 104 <i>Forever Stories</i> Vol 3 p 6 <i>Forever Stories</i> Funbook Vol 3 <i>The Bible Story</i> Vol 2 p 101 <i>Incredible Edible Bible Fun</i> - Nanette Goings* 	<ul style="list-style-type: none"> Make a mural showing the 10 plagues. (V) Discuss the choice involved in the blood on the door. (L) Make food “<i>Frogs and Hail Stones</i>” (pp 20-23’). (L/M) Make a mobile with a representative picture of each plague on it. (V) Create picture postcards showing Egypt during the plagues. (V) Using the postcards, write a message to someone as if in Egypt during these events. (L) Using instrumental music, work in groups to create motions for a frog, lice or fly dance, showing either the actions of the creatures, or the responses of the Egyptians. Teach it to the class. (M, S) Play charades, miming the 10 plagues. (Ph)
<p>The Exodus Begins Exodus 11-14</p> <p>Memory Gem Exodus 14:31</p>	<ul style="list-style-type: none"> God leads us through His word and through actions and advice of other people. <p>F-16</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit I, Lessons 10, 11 <i>Read With Me Bible</i> p 121 <i>The Bible Story</i> Vol 2 p 121 	<ul style="list-style-type: none"> Make a fluffy cloud and a pillar of fire to add to a diorama of the Exodus. (V) Dramatise the story of the Exodus. (Ph) <p>Construct an activity sheet which lists the Israelites’ grumbings and compare these to our grumbles today. (L, L/M)</p>

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			<ul style="list-style-type: none"> • In pairs, make a time capsule filled with items the Israelites may have included as God set them free. (L/M,S) • Play music from the film <i>The Exodus</i> whilst reading the story from the Bible. (M)
<p>Crossing the Red Sea Exodus 14</p> <p>Memory Gem Exodus 14:13 Exodus 14:14</p>	<ul style="list-style-type: none"> • God does not forget those who love and trust Him. <p>F-13</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit 1, Lessons 12, 13 • <i>Read With Me Bible</i> p 22 • <i>Forever Stories</i> Vol 3 p 20 • <i>Forever Stories</i> Funbook Vol 3 • <i>The Bible Story</i> Vol 2 p 127 • <i>F-M-N</i> p 36 • <i>OPE</i> p 32 • <i>Kids Sing Praise 3*</i> p 23 	<ul style="list-style-type: none"> • Construct a large pathway edged with strips of blue crepe paper, rocks and fish in the 'sea'. (V) • Re-enact the crossing, using the above. (Ph) • Experiment with different ways to hold back water. Talk about miracles. (L/M,L) • Sing <i>How Did Moses Cross The Red Sea?*</i> (M) • Play games like <i>Red Light, Green Light</i>, choosing someone to be 'Moses'. When Moses raises His hands, children walk towards him. When Moses lowers his hands, children must stop. (Ph) • Make tambourines, using 2 paper plates stapled together with dried beans inside. Decorate. Play whilst reading/singing Ex 15:1-18. (M) • Draw a comic strip of a child crossing the Red Sea, and put his/her thoughts in 'speech bubbles'. (V,L)

<p>WILDERNESS WANDERINGS</p> <p>Moses</p> <ul style="list-style-type: none"> - Water for the Thirsty - Quails for the Table - Bread from Heaven Exodus 15:22-27 Exodus 16: -21 <p>Memory Gem Exodus 15:2</p>	<ul style="list-style-type: none"> • God provides for our needs. • God wants us to depend on Him. • God alone is worthy of worship. <p>F-18</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit II, Lessons 1, 2 • <i>Read With Me Bible</i> p 128 • <i>OTE</i> p 35 	<ul style="list-style-type: none"> • Investigate types of water (river, tap, rain, etc.). Discuss the importance of finding clean water to drink. (L/M,L) • Limit the use of water for a short time and talk about the feelings of thirst, frustration, etc. (L/M,L) • Role play how God provided for the Israelites. (Ph) • Demonstrate and experiment with methods of food preservation. (L/M) • Make 'manna' by melting together 1 bag of marshmallows and 6 tablespoons of honey. Pour over Arnott's Nice biscuits and chill. (L/M) • Make a mural of quails or manna. (V) • Make up a song about quails and/or manna to a tune the children already know. (M)
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STORIES	TEACHING FOCUS	RESOURCES	TEACHING STRATEGIES
<p>Water Pours from a Rock Exodus 17</p> <p>Memory Gem Exodus 19:5</p>	<ul style="list-style-type: none"> • God looks after our smallest needs. • God wants us to turn to Him when we need help. • Complaining only adds to dissatisfaction. <p>F-16</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit II, Lesson 4 • <i>Read With Me Bible</i> p 140 • <i>The Bible Story</i> Vol 3 p 42 • <i>Kids Praise! Chorus Book*</i> p 71 	<ul style="list-style-type: none"> • Look at a rock and discuss its features. (L/M) • Write a simple letter to God, telling Him your biggest worry. (L,R) • Find the places mentioned in the story, on a map. (V) • Sing <i>Cares Chorus*</i> <i>His Eye is on the Sparrow.</i> (M) • Make an acrostic poem using the word 'provides'. (L) • List basic needs. Classify items as 'needs' or 'wants'. (L/M) • Discuss and role-play ways of having needs met without complaining. (L,S,Ph)
<p>God Gives 10 Rules Exodus 19 - 20; 24</p>	<ul style="list-style-type: none"> • God's commandments give us direction for positive 	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit II, Lesson 6 	<ul style="list-style-type: none"> • Learn a finger play for the 10 Commandments. (Ph,L) • Rewrite the 10 Commandments in positive promise

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<p>Memory Gem Exodus 19:5</p>	<p>Christian living.</p> <ul style="list-style-type: none"> F-18 	<ul style="list-style-type: none"> <i>Read With Me Bible</i> p 131 <i>Themes For Kids</i> Level 1-3 pp 17, 30, 34 <i>The Bible Story</i> Vol 2 p 153 <i>OTE</i> p 36 	<p>statements. (L,L/M))</p> <ul style="list-style-type: none"> Discuss class rules and how they reflect the 10 Commandments. (L) Compose and perform a Ten Commandment rap. (M) Make a clay tablet and write the 10 Commandments on it. (V)
<p>The Golden Calf Exodus 24:12-18: 25-32</p> <p>Memory Gem Hebrews 6:12</p>	<ul style="list-style-type: none"> God has His own timing and we need to have patience. <p>F-7</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit II, Lesson 9 <i>Read With Me Bible</i> p 135 <i>The Bible Story</i> Vol 2 p 169 <i>The Music Machine*</i> 	<ul style="list-style-type: none"> Make a golden calf image from clay, then smash it, and grind it to powder. (V) Make a collage showing Moses on the mountain and the people making the golden calf in the camp below. (V) Write a journal entry from Aaron's perspective, both before and after making the golden calf. (L) Sing <i>Patience.*</i> (M) In tandem, re-enact Moses on Mt Sinai and Aaron with the golden calf, moving from one to the other to underline the contrast. (Ph)

<p>Building a Place to Worship God Exodus 35-40</p> <p>Memory Gem Exodus 25:8</p>	<ul style="list-style-type: none"> The Church is God's family. God will live in our hearts. God wants to be with His people. God has a plan for every person. <p>F-11</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit II, Lesson 10 <i>Forever Stories</i> Vol 3 p 36 <i>Forever Stories Funbook</i> Vol 3 <i>The Bible Story</i> Vol 2 p 182 <i>Scripture in Song*</i> 	<ul style="list-style-type: none"> Construct models of the sanctuary and a modern day church and discuss the differences. (V) Construct a paper mosaic of how we show reverence in church. Display in the local church. (V) Construct a church from cutout bricks which have the children's names and jobs they can do in the church on each brick. (V) On the playground, mark out the actual size of the sanctuary and the special sections. (L/M) Sing some worship songs such as <i>I Worship You*</i> and <i>We Have Come into His House.*</i> Also, <i>Jesus Loves the Little Children.</i> (M) Plan and present a worship program for a local church. (L,Ph) Write a letter to God, telling Him what you have learned about worship. (L)
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<p>The Bronze Snake Is Lifted Up Numbers 21</p> <p>Memory Gem John 3:14</p>	<ul style="list-style-type: none"> • Jesus should be the focus of our lives. • We should follow Christ even when we do not understand why. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Read With Me Bible</i> p 142 • <i>The Bible Story</i> Vol 3 p 26 • <i>Scripture in Song</i>* 	<ul style="list-style-type: none"> • Talk about what it means for Jesus to be lifted up. (L) • Make a paper snake chain - write the Memory Gem (one word each link) on the snake. (V,L) • Make a snake mobile by cutting a large circle then cutting a spiral to the centre. (V) • Make a large snake out of paper and pantyhose. Wrap this around a pole and talk about who really healed the people. (V,L) • Sing <i>Turn Your Eyes Upon Jesus</i>* (M) • Play a game like <i>Red Light, Green Light</i>, choosing someone to be 'Moses'. When Moses raises His hands, children walk towards him. When Moses lowers his hands, children must stop. (Ph)
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STORIES	TEACHING FOCUS	RESOURCES	TEACHING STRATEGIES
<p>Final Events in the Wilderness Numbers 16,20,21</p> <p>Memory Gem Exodus 20:3,17</p>	<ul style="list-style-type: none"> • God has guided His people in the past, and He will in the future too. <p>F-16</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit II, Lesson 12,13 • <i>The Bible Story</i> Vol 3 p 26 <i>OTE</i> p 47 	<ul style="list-style-type: none"> • Draw a large map to show places the Children of Israel moved through in the wilderness. (L/M,V) • Take a bus trip about the same length as across the wilderness. Talk about the problems of moving that far with so many people. (L/M,L) • Make a sandtray model of the wilderness and camp. (V) • Role-play wilderness wanderings. (Ph) • Brainstorm positive things you can do instead of grumbling. Record and place on the classroom wall. (L) • Sing <i>My Lord Knows the Way Through the Wilderness Grumblers</i>. (M)

STORIES	TEACHING FOCUS	RESOURCES	TEACHING STRATEGIES
<p>Final Events in the Wilderness Numbers 16,20,21</p> <p>Memory Gem Exodus 20:3,17</p>	<ul style="list-style-type: none"> God has guided His people in the past, and He will in the future too. <p>F-16</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit II, Lesson 12,13 <i>The Bible Story</i> Vol 3 p 26 OTE p 47 	<ul style="list-style-type: none"> Draw a large map to show places the Children of Israel moved through in the wilderness. (L/M, V) Take a bus trip about the same length as across the wilderness. Talk about the problems of moving that far with so many people. (L, L/M) Make a sandtray model of the wilderness and camp. (V) Role-play wilderness wanderings. (Ph) Brainstorm positive things you can do instead of grumbling. Record and place on the classroom wall. (L) Sing <i>My Lord Knows the Way Through the Wilderness Grumblers</i>. (M)

NEW TESTAMENT STORIES

<p>IMPORTANT ANNOUNCEMENTS</p> <p>The Birth of John the Baptist Luke 1:5-79</p> <p>Memory Gem Luke 1:37</p>	<ul style="list-style-type: none"> God uses people to be His messengers. Obedience is doing what God wants us to do . <p>F-4, 9</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit III, Lessons 1-2 <i>Read With Me Bible</i> p 286 <i>Forever Stories</i> Vol 3 p 50 <i>Forever Stories</i> Funbook Vol 3 <i>The Bible Story</i> Vol 7 p 18 <i>Incredible Edible Bible Fun</i> p 56 <i>NTE</i> p 56,57 	<ul style="list-style-type: none"> Talk about names and their meaning. (L) Make clay tablets and inscribe children's names. (V) Invite a mother and baby into the classroom to discuss the needs and demands of an infant. (S, L) Role play the loss of voice. Develop effective non-verbal communication. (Ph) Write birth notices. (L) Make <i>Locusts and Wild Honey Bites</i> (p 56). (L/M) Make a 3-D baby card. (V) Write a prayer of thanks from Elizabeth. (L, R) Create percussion rhythm patterns to 'Prepare the way of the Lord, Halleluia!' Use a variety of instruments. (M) Sing <i>Give Me Oil in My Lamp</i> (M)
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LOWER SCHOOL

<p>A SAVIOUR IS BORN</p> <p>Jesus' Birth Matthew 1:18-25; Luke 1:5-56, Luke 2:1-20</p> <p>Memory Gem Matthew 1:23 - Last Part Matthew 1:21 - Last Part Luke 2:11, 1 John 4:9</p>	<ul style="list-style-type: none"> • God keeps His promises. • Jesus was just like me. <p>F-4</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit III, Lessons 3,4 • <i>Read With Me Bible</i> p 252 • <i>Themes For Kids</i> Level 1-3 p 23, 75 • <i>Gospel Light</i> Primary Winter B p 9 • <i>Matthew Video</i> • <i>My Bible Friends</i> Book 1 • <i>The Bible Story</i> Vol 1 p 13 • <i>Incredible Edible Bible Fun</i> p 54 • <i>F-M-N</i> p 80 • <i>NTE</i> p 58,59 • <i>Kids on the Rock!</i>* p 50 	<ul style="list-style-type: none"> • Interview the 'shepherds' about what they saw the night Jesus was born. (L) • Make a stained glass window from black card and cellophane. (L) • Construct a nativity scene diorama or mural. (V) • Make a promise box. (L, V) • Re-enact the nativity scene using tea towels as props. (Ph) • Make <i>Spicy Stars</i> (p 54,55). (L/M) • In small groups create hand motions for Christmas carols. Perform for class. Sing <i>God's Own People</i>.* (M) • Make a map of Bethlehem, including houses, inns, hillside for shepherds etc. Make finger puppets and retell story. (V, L) • Interview Joseph, Mary etc. for an eyewitness account of the night Jesus was born. (L) • Hold a birthday party for Jesus. (S) • Create an edible nativity scene using wafer biscuits 'glued' with frosting. (V)
<p>Wise Men Visit the Baby Jesus Matthew 2</p> <p>Memory Gem Psalm 95:6</p>	<ul style="list-style-type: none"> • It is more blessed to give than to receive. <p>F-4</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit III, Lesson 6 • <i>Read With Me Bible</i> p 270 • <i>Gospel Light</i> Primary Winter A • <i>Matthew Video</i> • <i>The Bible Story</i> Vol 7 p 47 • <i>NTE</i> p 8,9 • <i>SDA Hymnal</i> * 137 	<ul style="list-style-type: none"> • Write a travel log of the wise men's journey to find Jesus. (L) • Make and wrap small gifts. Distribute. (S) • Act out the carol, <i>We Three Kings</i>. * (M, Ph) • Glue magazine pictures or draw illustrations to make a bulletin board display, "God gives good gifts". (V) • Construct and dress figures of the 3 Wise Men. (V) • Sculpture a soap carving of the star. (V) • Star treasure hunt - clues on stars placed in various locations; children follow clues to 'treasure' (Jesus). (Ph)

STORIES	TEACHING FOCUS	RESOURCES	TEACHING STRATEGIES
<p>Jesus Is Dedicated Luke 2:21-38</p> <p>Memory Gem Luke 2:33</p>	<ul style="list-style-type: none"> The Holy Spirit will guide us to where He wants us to go. <p>F-9</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit III, Lesson 5 <i>Matthew Video</i> <i>The Bible Story</i> Vol 7 p 43 <i>Praise 14*</i> <i>God Is in the House^</i> <i>Kids Praise! Chorus Book`</i> p 109 	<ul style="list-style-type: none"> Re-write Simeon's prayer (Luke 2:29-32) as a choral reading. (L) Conduct a dedication in the classroom with the local minister. (S) Talk about the differences between dedications, baptisms and christenings. (L) Make a paper plate 'Dedication Plaque'. (V) Role play Jesus' dedication and a modern-day dedication. (Ph) Design a Birth Certificate for Jesus. (L, V) Sing <i>All My Days</i> * <i>I Give You My Heart^</i> <i>Into My Heart</i> <i>Father/Jesus/Spirit I Adore You`</i>
<p>Jesus' Family Escapes to Egypt Matthew 2</p> <p>Memory Gem Matthew 2:13</p>	<ul style="list-style-type: none"> God is a protector. It is important to follow God's leading. <p>F-9</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit III, Lesson 7 <i>Read With Me Bible</i> p 277 <i>Matthew Video</i> <i>The Bible Story</i> Vol 7 p 59 <i>NTE</i> p 11 	<ul style="list-style-type: none"> Make a map of the journey from Bethlehem to Egypt. (V, L/M) Give children the scenario of leaving unexpectedly in the middle of the night. Plan what would be important to take on such a journey. (L/M, L) Dramatise this scenario. (Ph) Write a story telling how Mary would have felt upon hearing the news and then having to travel to Egypt. (L) Using pre-recorded music, or creating their own, create a dramatic escape soundtrack. (M)

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LOWER SCHOOL

<p>THE CHILDHOOD OF JESUS</p> <p>Jesus Visits the Temple Luke 2:40-50</p> <p>Memory Gem Luke 2:46-47</p>	<ul style="list-style-type: none"> We need to commune with God continually. God wants us to obey our parents. Jesus' life is an example to us. Knowing our Bible helps us to understand God. <p>F-9</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit III, Lesson 8 <i>Themes For Kids</i> Level 1-3 p 44 <i>Matthew Video</i> <i>Forever Stories</i> Vol 4 p 7 <i>Forever Stories</i> Funbook Vol 4 <i>The Bible Story</i> Vol 7 p 74 <i>NTE</i> p 59 <i>Kids Praise! Chorus Book</i> Nos 21 & 47 	<p>#Teach in conjunction with <i>Jesus as a Boy</i> (L.6)</p> <ul style="list-style-type: none"> Memorise the books of the Bible to a song. (M) Sing <i>The Books of the New Testament* The Old Testament Books* Every Minute of the Day</i> Make posters to show different ways we can get to know God. (V) Prepare a television scene/report about losing Jesus. (L) Use felt pictures to tell the story. (L, V) Draw picture prayers. (L, V) Make a story scroll. (L, V) Design a newspaper advertisement about the missing child. (L) Prepare a report for the weekly magazine of that time by interviewing various characters in the story. (L) <p>Brainstorm different activities Jesus may have done as a child, then act them out. (Ph)</p>
<p>JESUS BEGINS HIS WORK</p> <p>Jesus Is Baptised Matthew 3:1-17 Luke 3:1-23 John 1:6-34</p> <p>Memory Gem Matthew 3:5,6</p>	<ul style="list-style-type: none"> We should choose to follow Jesus. The best choice is Jesus. <p>F-9,14</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit III, Lesson 10 <i>Read With Me Bible</i> p 288 <i>Forever Stories</i> Vol 4 p 20 <i>Forever Stories</i> Funbook Vol 4 <i>Matthew Video</i> <i>The Bible Story</i> Vol 7 p 100 <i>NTE</i> p12,13 	<ul style="list-style-type: none"> Make dove mobiles. (V) Make a collage of the baptism scene. (V) Visit a church where a baptism is to be held. (Ph) Watch the Matthew video of Jesus' baptism and then draw a picture. (R, V) Talk about people being baptised today. (Use simple terms.) (L)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Jesus Is Tempted in the Wilderness Luke 4:1-13 Matthew 4:1-11</p> <p>Memory Gem Luke 4:8</p>	<ul style="list-style-type: none"> Jesus was tempted the same as we are today. <p>F-9</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit III, Lesson 11 <i>Themes For Kids</i> Level 1-3 p 45 <i>Gospel Light</i> Middler Spring A p 3 <i>Matthew</i> Video <i>The Bible Story</i> Vol 7 p 113 <i>NTE</i> p 14, 60 	<ul style="list-style-type: none"> Mime or role play the temptations. (Ph) Mime or role play everyday scenes that may be similar to Jesus' temptations. (Ph) Sing the songs: <i>When Mr Satan Knocks At My Heart's Door</i> <i>I Met Jesus at the Crossroads</i> <i>Oh Be Careful Little Eyes</i> <i>My Lord Knows The Way Through The Wilderness</i> (M) Make the armour of God from cardboard and wear appropriate item when faced with different scenarios. (V,R) Make felt refrigerator magnets of family members and act out ways to obey Bible commands when tempted to do wrong. (V,Ph) Paint a 3-part mural to depict each of the temptations Jesus faced. (V) Re-write the temptations in a modern-day setting. (L)
<p>Jesus Calls His Disciples Mark 1: 16-20, Matthew 4: 18-22, Luke 5: 1-11</p> <p>Memory Gem Mark 1:17</p>	<ul style="list-style-type: none"> Jesus calls us today like He did the disciples. <p>F-13</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit IV, Lesson 6 <i>Read With Me Bible</i> p 290 <i>Themes For Kids</i> Level 1-3 p 96 <i>Matthew</i> Video <i>The Bible Story</i> Vol 7 p 119 <i>NTE</i> p 38, 61 <i>The First Sunday Sing-a-long*</i> p 78 <i>Sing A Song of Scripture^</i> p 80 <i>Sing for Joy`</i> p 132 	<ul style="list-style-type: none"> Act what the disciples may have been doing when Jesus called them (occupations). (Ph) Sing the songs: <i>I Will Make You Fishers Of Men*</i> <i>There were Twelve Disciples^</i> <i>Give Me Oil in My Lamp`</i> (2nd verse) (M) Dress up as disciples. (Ph) Using rods, magnets and paperclipped fish, go 'fishing for men'. (V,Ph) Make decorative fish windsocks to remind children to be fishers of men. (V) Make a bulletin board display of fish caught in a net. (V) Play 'Fishy Tag'. One child is the Net. The remainder of class tries to cross the room without being caught. If caught, they will link arms with the Net. (Ph,S) Find the names and occupations of all the disciples. (L/M)

L.1

LOWER SCHOOL

<p>MIRACLES OF JESUS</p> <p>Jesus Heals the Official's Son John 4:46-54</p> <p>Memory Gem Psalm 118:6 Psalm 52:8</p>	<ul style="list-style-type: none"> • The official's faith. • Jesus' miracles and power. • Jesus' compassion for the sick. • Jesus wants us to be well and happy. <p>F-9</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit IV, Lesson 3 • <i>Gospel Light</i> Middler Spring A p 9 • <i>The Bible Story</i> Vol 1 p 153 • <i>Kids on the Rock!</i>* p 107 • Michael Card CD <i>The Life</i> 	<ul style="list-style-type: none"> • Make a chariot out of popsticks and milk bottle tops. (V) • Use sponges to paint a mural illustrating the setting of the story. (V) • Give each child a mustard seed and talk about faith. (L,R) • Dramatise the story, showing the official talking to Jesus and the sick son at home simultaneously. (Ph) • Sing or listen to <i>The Gentle Healer</i>.^ (M) • Re-write the story from the son's point of view. (L) • Sing <i>Jesus Came to Town</i>.* (M)
<p>Jesus Heals the Paralytic Man Mark 2:1-12; Matthew 9:1-8; Luke 5:17-26</p> <p>Memory Gem Galatians 5:13 Luke 5:17</p>	<ul style="list-style-type: none"> • Kindness of friends <p>F-9</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit IV, Lesson 7 • <i>Read With Me Bible</i> p 300 • <i>Themes For Kids</i> Level 1-3 p 84 • <i>Gospel Light</i> Primary Winter A • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 1 p 13 • Video - <i>Miracles of Jesus - The Greatest Adventure</i>. • <i>NTE</i> p39 • <i>The Friendship Company</i>* - Sandi Patti • <i>The Music Machine</i>^ 	<ul style="list-style-type: none"> • Invite a paraplegic person to talk to the children. (L,S) • Compare miracles today with those of Jesus' time. (L) • Handicap the children by tying their legs together or tying an arm behind their backs so they can experience the frustration. (Ph) • Sing <i>Miracles can Happen* Kindness</i> ^ (M) • Paint a series of 3 pictures (before, during and after) of Jesus healing this man. (V)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
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<p>A Cripple Walks Again! John 5:1-18</p> <p>Memory Gem John 5:8</p>	<ul style="list-style-type: none"> God's purpose is to restore every part of us. <p>F-9</p>	<ul style="list-style-type: none"> <i>Themes For Kids</i> Level 1,2,3 - p144 <i>The Bible Story</i> Vol 8 p 33 <i>Sing for Joy</i> p 40 	<ul style="list-style-type: none"> Dramatise the story. (Ph) Write an eye-witness account of the happening by the pool. (L) Brainstorm words that might describe how the cripple felt before and after the event. (L, S) Make a 'big book' to share with younger children in the school. (L) Sing <i>He's Able</i>.[*] Compose a second verse. (M) Draw or paint before-and-after pictures of the man who was healed. (V)
<p>Bartimaeus Sees Again Mark 10:46-52</p> <p>Memory Gem Mark 10:47 Proverbs 12:25</p>	<ul style="list-style-type: none"> Faith brings results. <p>F-9</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit IV, Lesson 9 <i>Themes For Kids</i> Level 1-3 p 62 <i>Gospel Light</i> Primary Winter A <i>Matthew Video</i> <i>The Bible Story</i> Vol 8 p 28 Video - <i>Miracles of Jesus - The Greatest Adventure</i>. <i>Kids Praise! Chorus Book</i>[*] p 14 	<ul style="list-style-type: none"> Blindfold the students to experience the feeling of blindness while trying to identify objects. (Ph) Interview Bartimaeus for a newspaper report. (L) Act out ways Jesus showed kindness to Bartimaeus. (Ph) Identify the results of kind and unkind words. Artistically represent the difference on two faces. (V) Form groups and blindfold one person. Children follow a simple recipe (e.g. Fruit Balls) and guide a blindfolded person as he/she mixes ingredients. (L/M, S) Compose a song entitled <i>Blind Man's Rap</i>. (M) Rewrite Mark 10:46-52 from Bartimaeus' perspective. (L) Sing <i>The Blind Man Sat by the Road</i>.[*] <i>Open Our Eyes Lord</i> (M)
<p>Jesus Raises the Widow's Son at Nain Luke 7:11-18</p> <p>Memory Gem Luke 7:16</p>	<ul style="list-style-type: none"> God gives us life. <p>F-9</p>	<ul style="list-style-type: none"> <i>The Bible Story</i> Vol 7 p 180 	<ul style="list-style-type: none"> Write the story from the son's perspective. (L) Write a play script from another character's perspective. Perform it. (Ph) Write about a day in the life of the widow. (L) Prepare a press release about the miracle. (L) Make figurines from clay to use while retelling the story. (L, V) Modify the words to a hymn or song about Jesus' resurrection to fit this story. (M) Research verses in the Bible that talk about death and resurrection. (L/M, L) Make a comic strip of the first things that the boy, the Mother and Jesus might have said to each other. (V)

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LOWER SCHOOL

<p>Jesus Raises Jarius' Daughter Mark 5:21-43 Luke 8:40-56</p> <p>Memory Gem Psalm 52:8</p>	<ul style="list-style-type: none"> Jesus has the power to do anything. <p>F-9</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit IV, Lesson 11 <i>Gospel Light</i> Primary Winter A <i>Matthew</i> Video. <i>The Bible Story</i> Vol 8 p 12 <i>NTE</i> p 43 	<ul style="list-style-type: none"> Retell story with paper-bag puppets. (Ph, V) Make a bulletin board 'Jesus had the power to ...'. Students illustrate ways Jesus showed power. (V) Write the first things that the girl, Jairus and Jesus might have said to each other. (L) Talk about verses in the Bible that talk about death and living again. (L/M, L)
<p>Jesus Heals the Lepers Luke 17:11-19</p> <p>Memory Gem 1 Thessalonians 5:18 Luke 17:14 Luke 17:15</p>	<ul style="list-style-type: none"> Jesus showed us that He wants to make us whole and healthy. <p>F-9</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit IV, Lesson 14 <i>Read With Me Bible</i> p 350 <i>Themes For Kids</i> Levels 1-3 p 60, 108 <i>Matthew</i> Video <i>The Bible Story</i> Vol 8 p 37 Video - <i>Miracles of Jesus - The Greatest Adventure.</i> <i>F-M-N</i> p 84 <i>Scripture in Song*</i> <i>It's About Time</i>^ 	<ul style="list-style-type: none"> Talk about senses and how the loss of touch would affect daily living. (L) Make a list of hygiene rules to keep our bodies healthy and incorporate into a poster or chart. (L, V) Sing <i>Give Thanks*</i> <i>Father, I Thank You*</i> <i>Thank You, Lord, for this Fine Day*</i> <i>Thank You.</i>^ (M) Make 'Thank you' cards, plaques or mobiles to give to parents. (V, L) Prepare a drama about the lepers' homecoming. (Ph) Make 'leprosy' by mixing together equal parts of water, PVA glue and porridge. Allow children to put it on their arms and imagine how it would feel to be a leper. (V, L)
<p>Jesus Goes to a Wedding John 2:1-12</p> <p>Memory Gem John 2:11</p>	<ul style="list-style-type: none"> Jesus loves to see happy marriages. <p>F-9</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit IV, Lesson 1 <i>Read With Me Bible</i> p 295 <i>Themes For Kids</i> Levels 1-3 p 91 Levels 4,5 p 53, 89 <i>The Bible Story</i> Vol 7 p 129 <i>NTE</i> p 79 	<ul style="list-style-type: none"> Prepare a class feast and dress up for the meal. (L/M, Ph, S) Watch a video of a wedding, then talk about the importance of marriage. (V, L) Place red drink powder in the bottom of non-transparent jugs. Children fill with water, then pour a cup of 'water' for each child. (L/M) Construct a modern-day wedding collage. (V)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Jesus Calms the Wild Sea Mark 4:35-41; Matthew 8:23-27; Luke 8: 22-25</p> <p>Memory Gem Mark 4:39</p>	<ul style="list-style-type: none"> Jesus showed He is able to control nature. <p>F-4</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit IV, Lesson 10 <i>Read With Me Bible</i> p 304 <i>Themes For Kids</i> Levels 1-3 p 92 <i>My Bible Friends</i>. Book 3 <i>Matthew</i> Video <i>The Bible Story</i> Vol 7 p 184 <i>NTE</i> p 42 	<ul style="list-style-type: none"> Paint individual ocean scenes. Photocopy a boat picture to colour and cut out. Slit ocean scenes to move the boat along the water. (V) Sing <i>Rock, Rock, Rock With Christ in the Vessel</i> (M) Make model boats and fill tray with water. Create a storm and watch what happens to the boat. (V, L/M) Present a TV weatherman's report for that day. (L) Re-enact Jesus calming the storm. (Ph)
<p>STORIES JESUS TOLD Birds and Flowers Are Precious Too! Matthew 6:25-34</p> <p>Memory Gem Philippians 4:6</p>	<ul style="list-style-type: none"> God created for our pleasure. We should have respect for our environment because God has entrusted it to us. <p>F-6</p>	<ul style="list-style-type: none"> <i>Gospel Light</i> Primary Spring B <i>Matthew</i> Video <i>The Bible Story</i> Vol 8 p 58 	<ul style="list-style-type: none"> Visit the park and feed the birds. (S, Ph) Plant a school garden or make a miniature terrarium. (Ph) Bring pet birds to school. (L/M) Design a spring mural using different flowers. (V) Play a tape of bird calls and identify differences. (M) Visit a commercial garden. (S, Ph) Ask a florist to demonstrate flower arranging. (V)
<p>Jesus Feeding the Five Thousand Mark 6:30-44; John 6:1-14; Matthew 14:13-21; Luke 9:1-17 Psalm 136:25</p> <p>Memory Gem Galatians 6:10</p>	<ul style="list-style-type: none"> Jesus can use you to help others. God's power is unlimited. God supplies all our needs, not necessarily our wants. <p>F-9</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit IV, Lesson 12 <i>Read With Me Bible</i> p312 <i>Themes For Kids</i> Level 1,2,3 p 50, 147 <i>Gospel Light</i> Winter A <i>Matthew</i> Video <i>My Bible Friends</i> Book 5 	<ul style="list-style-type: none"> Weave a basket. (V) Write creative and expressive graces. (L) Take a picnic lunch by the sea (or lake) and have a picnic Bible lesson. (Ph) Help prepare food for a potluck lunch. (Ph, L/M) Prepare a drama to video tape called, <i>A Day in the Life of a Small Boy</i>. (Ph) Pop popcorn to show how a little can go a long way. (L/M) Make a mural of the feeding of the 5000. (V) Make up a song about the story to the tune of <i>Jesus Loves Me</i>.

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		<ul style="list-style-type: none"> • <i>The Bible Story</i> Vol 8 p 41 • <i>NTE</i> p 44 	<p>(M)</p> <ul style="list-style-type: none"> • Sing <i>My Hands Belong to You, Lord</i> (M)
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<p>Jesus Talks About the:</p> <ul style="list-style-type: none"> • Lost Sheep • Lost Coin • Lost Son Luke 15:1-10 Luke 15:8-10 Luke 15:11-32 <p>Memory Gem Psalm 86:5 Luke 19:10</p>	<ul style="list-style-type: none"> • God cares for everyone of us. • God wants to welcome back people who have turned their backs on Him.. <p style="text-align: center;">F-7,10</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit I, Lesson 5 Unit I, Lesson 2 • <i>Read With Me Bible</i> p 340 • <i>Themes For Kids</i> Level 1-3 p 13, 135 • <i>My Bible Friends</i> Book 10 • <i>The Bible Story</i> Vol 8 pp 113, 116 • <i>NTE</i> pp 71,72 • <i>Sing-a-long Songbook 2*</i> p 107 • <i>It's About Time</i>^ 	<ul style="list-style-type: none"> • Play the game 'Hide and Seek'. (Ph) • Prepare a treasure hunt. (Ph) • Make cotton wool sheep and present a play using sound effects. (V, Ph, M) • Write lost and found notices. (L) • Modernise the stories then dramatise. (L, Ph) • Write the story from the lamb's/coin's/older brother's perspectives. (L) • Hide a coin in the class room then search for it. (Ph) • Perform the musical drama <i>The Storytelling Man</i> (Ken Medema). (M) • Sing <i>Shepherd of Love</i>.^ <i>The Lord is My Shepherd*</i> (M) • Talk about the feelings of both sons throughout the story. Think about which son you identify with. (R, L) • Make a Mobius strip (<i>NTE</i> p 72) (V, R)
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<p>Jesus Gives Little Children Special Attention Mark 10:13-16</p> <p>Memory Gem Mark 10:14</p>	<ul style="list-style-type: none"> • God loves children. • God has time for each of us. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit I, Lesson 1 • <i>Read With Me Bible</i> p 354 • <i>Themes For Kids</i> Level 1-3 p 110 • <i>Matthew</i> Video • <i>My Bible Friends</i> Book 3 • <i>The Bible Story</i> Vol 9 p 9 • <i>NTE</i> p47 • <i>Kids Sing Praise*</i> p 27 • <i>Kids on the Rock!^</i> p 63 	<ul style="list-style-type: none"> • Make a bulletin board of blessings from God. (L,V) • Make a mural showing class members with Jesus. (V) • Post 'God Loves You' cards to friends. (L) • Sing: <i>Jesus Loves The Little Ones Like Me, Me, Me Jesus Loves Me*</i> <i>He's the Children's Saviour</i> <i>When He Cometh</i> <i>Jesus Loves The Little Children*</i> <i>God Loves Every Kid.^</i> (M) • Tell the story with felt pictures. (L,V) • Take a photograph of each child next to a picture of Jesus. (V) • Mime children from different cultures and guess where they are from. (Ph)
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>The Good Shepherd John 10:7-18</p> <p>Memory Gem John 10:14</p>	<ul style="list-style-type: none"> • God cares for each of us individually. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Gospel Light</i> Spring Primary B p 3 • <i>My Bible Friends</i> Bk 10 • <i>NTE</i> p 85 • <i>Kids on the Rock! ^</i>p103 • <i>It's About Time`</i> • <i>SDA Hymnal*</i> • <i>Sing a Song of Scripture+</i> p 25 	<ul style="list-style-type: none"> • Visit a sheep farm or view a video to see how the sheep depend on the farmer for protection. (L) • Make sheep from cardboard and cotton wool. Clip pegs on for legs. Place the sheep in a fold. (V) • Choose a 'Good Shepherd'. Children stand in a circle and the Shepherd says, "I am the Good Shepherd". Choose and blindfold a 'sheep', who stands in the centre of the circle and points to one of the children, who says, "I am the Good Shepherd". The 'sheep' tries to recognise the voice of the shepherd. (Ph) • Make a mural of the Good Shepherd with His sheep. (V) • Sing <i>The Lord is my Shepherd*</i> <i>The New 23rd Psalm+</i> <i>His Sheep am I`</i> <i>If I were a Shepherd^</i>

L.1

LOWER SCHOOL

			<p style="text-align: center;"><i>Jesus Is the Shepherd</i> (M)</p> <ul style="list-style-type: none"> • Make a list of 'Rules for a Shepherd'. (L)
<p>JESUS SHOWS HIS LOVE The Crowds Show Their Love to Jesus</p> <p>Matthew 21:1-11, Mark 11:1-10, Luke 19:29-44, John 12:12-19</p> <p>Memory Gem Matthew 21:9</p>	<ul style="list-style-type: none"> • Jesus took part in the triumphal entry to give the people opportunity to accept Him, even though He knew what would happen on Friday. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit II, Lesson 1 • <i>Read With Me Bible</i> p358 • <i>Themes For Kids</i> Levels 1,2,3 - p76 • <i>Gospel Light</i> Primary Spring B p 27 • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 9 p 39 • <i>Scripture in Song Bk 3*</i> p 538 • <i>Sing for Joy`^</i> p 132 	<ul style="list-style-type: none"> • Draw a pictorial story map of the happenings from the triumphal entry to Jesus risen. (L/M) • Write a diary entry for any disciple. (L) • Prepare a mural showing the people lined up to welcome Jesus into Jerusalem. (V) • Collect palm branches and re-enact the triumphant entry. Record on video and show at Easter time. (Ph) • Sing <i>Hosanna in the Highest*</i> <i>Give Me Oil in My Lamp^</i> (chorus) (M) • Play <i>Hosanna</i> (Michael W Smith). (M)
<p>Jesus Is Tried and Crucified</p> <p>Matthew 27,28 Mark 15 Luke 18,19 John 19</p> <p>Memory Gem Matthew 27:37</p>	<ul style="list-style-type: none"> • Jesus suffered alone for our sins because He loves us. • God took the initiative to redeem and restore fallen creation. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit II, Lessons 7-9 • <i>Read With Me Bible</i> p 382 • <i>Themes For Kids</i> Levels 1,2,3 - p 76 • <i>Gospel Light</i> Primary Spring B p 33 Middler Spring A p 21 • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 9 p 88 • <i>F-M-N</i> p 88 • <i>NTE</i> p 32, 53, 91 • <i>Sandi Patti CD Songs From the Heart*</i> 	<ul style="list-style-type: none"> • Make a Memory Gem box. (L,V) • Make a seed collage of the three crosses. (V) • Make a small wooden cross and nail on written messages to Jesus. (V,L) • Prepare an OHP silhouette presentation. (Ph,L,V) • Learn some hymns about the cross, e.g. <i>The Old Rugged Cross</i> <i>When I Survey the Wondrous Cross</i> <i>At the Cross</i> <i>Beneath the Cross of Jesus</i> • Choose one hymn and create a music video by acting it. (M) • Using watercolour paints, cover paper with colour. When dry, darken whole page with black crayon. Scratch out pictures of Jesus' death on the cross with toothpicks. (V) • Hammer nails into a block of wood and discuss what it might have been like for Jesus on the Cross. (Ph,L)

			<ul style="list-style-type: none"> • Give each child a nail to hold. Close eyes and reflect on Jesus' death and what He did for you. Take nail home as a reminder. (R) • Play <i>Via Dolorosa</i> * or excerpts from Handel's <i>Messiah</i> during any of the visual activities. (M)
<p>Jesus Rises From the Dead</p> <p>Matthew 28:1-15, Mark 16:1-11, Luke 24:1-12, John 20:1-20</p> <p>Memory Gem Rev 1:17,18</p>	<ul style="list-style-type: none"> • Because Jesus lives, we too may live. • Jesus lives because no power could hold Him in the grave. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit II, Lesson 10,11 • <i>Read With Me Bible</i> p 396 • <i>Themes For Kids</i> Level 1,2,3 pp 85, 96 • <i>Gospel Light</i> Primary Spring B p 21 Middler Spring A p 21 • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 9 p 151 • <i>Instant Art for Bible</i> Worksheets pp 36-40 • <i>Shining Star</i> Life of Jesus Series • <i>F-M-N</i> p 92 • <i>NTE</i> pp 33, 54, 76 • <i>Kids on the Rock!</i>* p 23 	<ul style="list-style-type: none"> • Brainstorm words to describe how people felt when Jesus rose from the tomb. How would you have felt? (L,R) • Make an acrostic using the word 'Hallelujah'. (L) • Interview a soldier guarding the tomb and write a report of the happenings. (L) • Prepare a newspaper report for the following day. (L) • Using black cardboard and cellophane, make a stained glass window of an angel at the tomb. (V) • Sing <i>Easter Round*</i> <i>Christ Arose</i> . Choreograph. (M) • Sing and dramatically interpret <i>The Easter Song</i> (Keith Green) or <i>The Victor</i>. (M,Ph) • Light individual candles and reflect on how Jesus' resurrection lit up the darkness of His death. (R) • Make layered gelatin squares that tell the gospel story. Red - Jesus' death; yellow (gold) - eternal life; green - growth as a Christian. (L/M) • Play excerpts from Handel's <i>Messiah</i> during any visual activities. (M)

GOD'S RELATIONSHIP WITH US

L.2 Appreciates Bible stories about God's family on earth.

Biblical Principles

God Loves

- God took the initiative to restore humanity's broken relationship with Him.
- When we respond to God, we relate to one another as part of His family, the church.

God Trusts

- God wants His family, the church, to reflect His love and character to others.

Performance Descriptors

Children will

- Express personal views about actions of a character
- Express feelings about stories
- Contribute appropriately to classroom interactions
- Use language to enquire, explain and compare
- Demonstrate interest in written Bible stories published in appropriate formats
- Attempt to read Bible stories in suitable publications
- Show interest in presenting ideas growing out of Bible stories in written, visual, dramatic or musical forms

OLD TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>GOD BEGINS A NEW FAMILY</p> <p>Abraham Begins a Journey</p> <p>Genesis 11:31,32; 12:1-10; 13:1-4</p> <p>Memory Gem Genesis 12:3</p>	<ul style="list-style-type: none"> • We need to depend on God for guidance. • We can use our talents for God's purpose. <p>F-5,16</p>	<ul style="list-style-type: none"> • <i>How It All Began</i> Unit III, Lessons 1-5 • <i>Gospel Light</i> Primary Fall B p 21 Middler Fall B p 27 4s & 5s Fall B p 51 • <i>The Bible Story</i> Vol 1 p 133 pp 11,12 • <i>OTE</i> p 16 	<ul style="list-style-type: none"> • Build an altar and talk about why Abraham built altars. (V,L) • Talk about the implications of Abraham leaving home. Talk about the feelings of students when they have to move home. (L,R) • Make a diorama of the Promised Land on plywood, gluing on sand, and using dough (6 cups flour, 1 3/4 c salt, 2 c water, food colouring) to make hills and valleys. (V) • List and sequence the places to which Abraham travelled. (L/M)

<p>The Promised Child Is Born Genesis 15</p> <p>Memory Gem Genesis 15:1</p>	<ul style="list-style-type: none"> We can trust God to keep His promises. We need faith. <p>F-7</p>	<ul style="list-style-type: none"> <i>How it All Began</i> Unit III, Lesson 1 - 5 <i>Read With Me Bible</i> p 40 <i>Themes For Kids</i> Level 1-3 pp 41, 80 <i>Gospel Light</i> Primary Fall B p 27 <i>Forever Stories</i> Vol 2 p 35 <i>Forever Stories</i> Funbook Vol 2 <i>The Bible Story</i> Vol 1 p 156 <i>Kids on the Rock!</i>* p 41 <i>The 2nd Sunday Sing-a-long</i>^ p 67 	<ul style="list-style-type: none"> Discuss the importance of an heir in this culture. (L) Construct a family tree. (L/M) Try to count the stars and then count the relatives in your family. Discuss the differences in numbers. (L, L /M) Make a prayer book to record answered prayers. (L) Write Bible promises on leaf shapes, then display. (L, V) Cover a bulletin board with black paper and innumerable yellow stars. (V) Sing <i>Promises*</i> <i>I am a Promise.</i> ^ (M)
<p>A Sad Parting for Hagar and Ishmael Genesis 16</p> <p>Memory Gem Romans 12:14 1 Peter 3:8</p>	<ul style="list-style-type: none"> We need to accept each others' differences and work together in harmony. <p>F-7</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit III, Lesson 1-5 <i>The Bible Story</i> Vol 1 p 15 <i>Fun to Learn Bible Lessons</i> Vol. 1 p 7 <i>Psalty's Super Songbook*</i> p 36 	<ul style="list-style-type: none"> Prepare a display showing unique differences of each child. (V, L) Role play conflict situations. (Ph) Make happy/sad faces. Hold up an appropriate face during the story. (V, L) Sing <i>The Body Song*</i> and talk about working together. (M)

NEW TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Miracle at the Temple Gate Acts 3:1-10</p> <p>Memory Gem Deuteronomy 15:11</p>	<ul style="list-style-type: none"> God wants to heal our weaknesses. <p>F-13</p>	<ul style="list-style-type: none"> <i>NTE</i> p 96 <i>Gospel Light</i> Junior Spring A p 33 Junior Summer B p 57 Primary Spring B p 57 <i>Sing-a-long Songbook*</i> p 39 	<ul style="list-style-type: none"> Sing <i>Peter and John went to Pray.*</i> (M) Make refrigerator magnets with cheery messages for church members who are house-bound. (V,S) Interview the man after his healing. (L) Re-enact the story in two parts. (Ph)
<p>Paul Sings in Gaol Acts 16</p> <p>Memory Gem Acts 16:31</p>	<ul style="list-style-type: none"> God can turn bad events into blessings. God wants us to be witnesses wherever we are. <p>F-13</p>	<ul style="list-style-type: none"> <i>Read With Me Bible</i> p 424 <i>Walking in His Steps</i> Unit III, Lesson 1 <i>Themes For Kids</i> Levels 1,2,3 – p 117 <i>Gospel Light</i> Middler Spring A p 45 Primary Spring B p 75 <i>Acts</i> Video <i>The Bible Story</i> Vol 10 pp 67,79 <i>F-M-N</i> p 106 <i>Scripture in Song Bk 1*</i> <i>5th Sunday Sing-a-long^</i> p 2 	<ul style="list-style-type: none"> As a class, create a gaol cell using paper bags, newspapers, cardboard tubes, tape etc. (S,V) Allow children to tie a weight around their feet to experience being manacled in prison. (Ph) Prepare a puppet presentation showing the change in the gaoler and his family. (Ph,L/M) In pairs discuss what you think the gaoler may have said to his family. Act it out. (L,S,Ph) Paint a mural depicting Paul and Silas singing in gaol. (V) Prepare a puppet show telling of Paul's trials in gaol. (Ph) Invite in a guest song leader to lead the class in singing several praise songs e.g. <i>This is the Day*</i> <i>Lord I Lift Your Name on High^</i> <i>Creature Praise.</i> (M)

OUR RELATIONSHIP WITH GOD

L.3 Appreciates stories about relationships between people and God.

Biblical Principles

God Trusts

- God gives us the choice to respond to His love.
- We glorify God in the way we live as individuals.
- We glorify God by identifying, encouraging, supporting, and worshiping with one another.

God Communicates

- We need to remain in touch with God in order to live and grow .
- We keep in touch with God through the Bible, prayer and worship.

Performance Descriptors

Children will

- Express personal views about actions of a character
- Suggest the main point or principle reflected in stories
- Contribute appropriately to classroom interactions
- Use language to discuss and explain ideas growing out of the stories
- Present ideas and understandings of the Bible stories in written, visual, dramatic or musical forms

OLD TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Enoch, God's Friend Genesis 5:18-24,</p> <p>Memory Gem Matthew 5:8</p>	<ul style="list-style-type: none"> • God wants to be our best friend. <p>F-7</p>	<ul style="list-style-type: none"> • <i>How It All Began</i> Unit II, Lesson 9 • <i>The Bible Story</i> Vol 1 p 95 	<ul style="list-style-type: none"> • Cut out footprints and write examples of Christian principles in practice eg. kindness. (V,L) • Establish a secret friend program. (S,L) • Establish an ongoing pen pal program with another school. (S,L) • Sing <i>Walking with Jesus</i> (Round) (M)
<p>Abram and Lot Make Important Choices - Genesis 13-14</p> <p>Memory Gem Genesis 14:20</p>	<ul style="list-style-type: none"> • God gives each of us the freedom to choose, and helps us to make the right choice. • Choices have consequences. <p>F-7</p>	<ul style="list-style-type: none"> • <i>How It All Began</i> Unit III, Lesson 3 • <i>Gospel Light</i> Middler Fall B p 33 • <i>The Bible Story</i> Vol 1 p 149 • <i>Kids on the Rock!</i>* p 72 	<ul style="list-style-type: none"> • Give the children different choices to make (between coloured paper, food, playtime etc.) Talk about each choice and the possible consequences - (dark paper photocopies poorly, wrong food makes you sick, too much play interferes with learning). (L/M,L) • Pray before choices are made in the classroom to ask God to lead in the choice. (L) • Make vegetation and animals for diorama of the Promised Land. (V) • Sing the songs: <i>When Mr Satan Knocks At My Heart's Door</i>

L.3

LOWER

			<p><i>I Met Jesus at the Crossroads</i> <i>Oh Be Careful Little Eyes</i> <i>Do What God Wants You to.* (M)</i></p>
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Bad Choices Have Sad Results Genesis 18-19</p> <p>Memory Gem Genesis 18:32 Last Part</p>	<ul style="list-style-type: none"> God is still with us even if our choices have brought unfortunate consequences. <p>F-7</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit III, Lesson 5 <i>Themes For Kids</i> Level 1-3 p 103 <i>Gospel Light</i> Middler Fall B p 51 <i>The Bible Story</i> Vol 1 p 149 	<ul style="list-style-type: none"> Design-a-Story: First discuss choices Lot could have made, then write Lot's story with both a good and a bad ending (L) Make a soap carving of Lot's wife turned to a pillar of salt. (V) Role-play <ol style="list-style-type: none"> Abraham's heavenly visitors Abraham's conversation with God Escape from Sodom. (Ph) Write and perform a Readers Theatre on one of the above. (L) Draw a filmstrip sequence of events in one of the scenes involving Abraham's and Lot's families. (V,L)
<p>Isaac Finds a Wife Genesis 24</p> <p>Memory Gem Genesis 24:12</p>	<ul style="list-style-type: none"> God will help us make good decisions when we let Him. <p>F-22</p>	<ul style="list-style-type: none"> <i>How It All Began</i> Unit III, Lesson 8 <i>Read With Me Bible</i> p 50 <i>Gospel Light</i> Middler Fall B p 75 <i>The Bible Story</i> Vol 1 p 168 <i>OTE</i> p 20 	<ul style="list-style-type: none"> Talk about weddings today and then discuss how marriages happened in Bible times. (L) Carry some buckets of water across the playground and talk about the hard job it would have been to water the camels. (L/M,Ph) Use coloured crepe paper balls to make a picture showing Isaac meeting Rebekah. (V) Make a mobile using figures from the story. (V)
<p>Joseph Faces a Big Test Genesis 39,40</p> <p>Memory Gem Genesis 39:5 First Part</p>	<ul style="list-style-type: none"> Standing up for what is right will not always be rewarded in the way we expect. God can make bad situations turn out 	<ul style="list-style-type: none"> <i>How It All Began</i> Unit IV, Lessons 6-8 <i>Read With Me Bible</i> p 2 <i>Gospel Light</i> Primary Fall B p 57 <i>The Bible Story</i> Vol 2 p 47 	<ul style="list-style-type: none"> Write a simple diary of how Joseph felt during his slavery years. (L) Talk about the differences between gaols in Joseph's day and now. (L, L/M) Use puppets to explore the feelings of different characters in the story. (Ph) Interview Joseph about his life in Potiphar's house and subsequent events after being thrown into prison. (L)

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	for the best. F- 21		<ul style="list-style-type: none"> • Paint Joseph, the Cupbearer and the Baker in prison. (V)
<p>God Speaks to Samuel 1 Samuel 2:12 to 3:21</p> <p>Memory Gem Proverbs 19:20 1 Samuel 3:10</p>	<ul style="list-style-type: none"> • God has a special plan for each one of us. F-5,16 	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit III, Lesson 13 • <i>Read With Me Bible</i> p 167 • <i>Themes For Kids</i> Levels 1,2,3 - p 44 • <i>The Bible Story</i> Vol 3 p 149 • <i>O TE</i> p 73 • <i>Sing a Song of Scripture</i>* p 15 	<ul style="list-style-type: none"> • Brainstorm ways God speaks to us today. (L) • Read contemporary stories of God speaking to people. Write a book or story report. (L) • Make a video production of Samuel answering God's call. (Ph) • Design and make a pop up book showing Samuel listening to God. (L,V) • Sing <i>I'll be Somewhere Listening for My Name Samuel</i>.* (M)
<p>Young David 1 Samuel 16:11; 17:14,20,28; Psalm 23</p> <p>Memory Gem Deuteronomy 6:5 1 Samuel 6:7</p>	<ul style="list-style-type: none"> • God chooses all types of people to be His representatives. F-7 	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit IV, Lessons 3-5 • <i>Read With Me Bible</i> p 173 • <i>Themes For Kids</i> Levels 4,5 p 124 • <i>My Bible Friends</i> Book 4 • <i>The Bible Story</i> Vol 3 p 187 • <i>Old Testament Activities</i> p 23 	<ul style="list-style-type: none"> • Paint a mural depicting a green field, stream and sheep with young David. Place the lions / bears that David fought as a shepherd hiding in the bushes. (V) • Cut out silhouettes of the different animals and characters in the story and use the OHP to tell a shadow story. (V,L) • Record a radio play on the life of young David. (Ph) • Interview David as he was minding the sheep. (L) • Prepare a diary entry for a typical day in David's life. (L) • Sing a selection of scripture songs based on the Psalms. (M)
<p>David Fights Goliath 1 Samuel 17:1-52</p> <p>Memory Gem Psalm 28:7 1 Samuel 17:45</p>	<ul style="list-style-type: none"> • God can use all types of people to be instruments in miracles. F-7 	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit IV, Lesson 6 • <i>Read With Me Bible</i> p177 • <i>Themes For Kids</i> Levels 1,2,3 p 25 • <i>The Bible Story</i> Vol 4 p 9 • <i>F-M-N</i> p 55 • <i>O TE</i> p 75-78 • <i>Kids Praise! Chorus Book</i>* 	<ul style="list-style-type: none"> • Prepare a diorama of the battle field and model figurines to represent different characters in the story. Take this to a Sabbath School and share the story with younger members of the church. (V) • Sing <i>Only a Boy Named David</i>.* (M) • Tape a radio commentary of the happenings on the battlefield. (L) • Discuss the feelings of different characters in the story. (L) • Draw/paint David on a 1m cardboard square, and Goliath on a 2m x 1m piece. Cut out holes for faces and photograph children. Role play exchange between David and Goliath. (V,Ph) • Set up a target for slingshot and tennis ball practice. (Ph)

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		p 31	<ul style="list-style-type: none"> Estimate how many children it would take to measure up to Goliath's height. (L/M) Give each child a smooth stone and direct them to write on it a 'giant' they are facing. Keep the stone as a reminder that God can help to overcome giants. (R) View <i>Vegetale</i> video <i>Dave and the Giant Pickle</i>. (V)
<p>Solomon Builds a Great Temple 1 Kings 5 - 8</p> <p>Memory Gem 2 Corinthians 9:7 1 Kings 8:13</p>	<ul style="list-style-type: none"> To show love to God we can do things for Him. <p>F-11</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit IV, Lesson 13b <i>Read With Me Bible</i> p192 <i>The Bible Story</i> Vol 4 p 146 	<ul style="list-style-type: none"> Make and wrap gifts to send to someone in need.(V,S) Construct a temple out of sugar cubes. (V,Ph) Construct a temple to scale from the dimensions in the Bible. (L/M,V) Sing <i>Joy Is the Flag</i> <i>Joy, Joy, My Heart Is Full of Joy</i> (M)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Solomon Asks for Wisdom 2 Chronicles 1:5:6:7:1-4 1 Kings 3:4-28</p> <p>Memory Gem James 1:5 2 Chronicles 1:1 1 Kings 4:30</p>	<ul style="list-style-type: none"> To have God's wisdom is far more important than wealth. <p>F-5</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit IV, Lesson 13a <i>Read With Me Bible</i> p 186 <i>The Bible Story</i> Vol 4 p 130 OTE pp 86, 100,102 <i>Little Tree</i>* <i>Kids on the Rock!</i>^ p 13 	<ul style="list-style-type: none"> Read some of the Proverbs, and illustrate. (L,V) Prepare moral dilemmas that require students to decide what to do when confronted with controversial issues. (L,R) Sing <i>Wisdom</i> * <i>Wise Like You</i>^ (M) Brainstorm wise actions/words etc. (L/M,R)
<p>Daniel and His Friends Stand Firm Daniel 1</p> <p>Memory Gem 1 Corinthians 16:13</p>	<ul style="list-style-type: none"> God will bless those who stand true to Him. <p>F-10</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit II, Lesson 5 <i>Themes For Kids</i> Level 4,5 - p 124 <i>Gospel Light</i> Middler Fall A p 51 <i>My Bible Friends</i> Book 9 	<ul style="list-style-type: none"> Prepare a banquet and discuss food choices. (S,L) Study healthy eating/cooking. (L,L/M) HEALTH LINK Prepare a skit that demonstrates standing up for what is right with a group of friends. (Ph) Prepare moral dilemmas that require students to decide what to do when confronted with controversial issues. (L,R) Sing <i>Dare to be a Daniel</i>.* (M)

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		<ul style="list-style-type: none"> • <i>The Bible Story</i> Vol 6 p 9 • <i>Kids Sing Praise</i> p 45 	
<p>Daniel's Friends in a Fiery Furnace Daniel 3 Revelation 2:10</p> <p>Memory Gem Daniel 3:27</p>	<ul style="list-style-type: none"> • God will bless us when we stand true to Him. <p>F-16</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit II, Lesson 7 • <i>Read With Me Bible</i> p 223 • <i>Themes For Kids</i> Levels 1,2,3 p 71, 130 • <i>Gospel Light</i> Middler Fall A p 57 • <i>The Bible Story</i> Vol 6 p 38 • <i>OTE</i> p 166 	<ul style="list-style-type: none"> • Prepare a skit showing people standing up for what is right. (Ph) • Prepare moral dilemmas that require students to decide what to do when confronted with controversial issues. (L,R) • Brainstorm times when the class members have had to stand alone because of their commitment to God. Discuss how this feels. (L,R)) • Make a 3D collage of the men in the fiery furnace, adding a velcro picture of Jesus. (V) • Discuss what it feels like close to a fire. What do things smell like after they have been burnt? Compare this to the experience of the three friends in the furnace. (R) • Interview the three friends. Video. (L) • Sing and/or perform <i>It's Cool in the Furnace</i> (M,Ph) • View <i>Vegetable Is</i> video <i>Rack, Shack and Benny</i>. (V)
<p>Daniel in the Lions' Den Daniel 6</p> <p>Memory Gem Daniel 6:26</p>	<ul style="list-style-type: none"> • God will reward us when we stand true to Him. <p>F-16</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit II, Lesson 10 • <i>Read With Me Bible</i> p 237 • <i>Gospel Light</i> Middler Fall A p 69 • <i>My Bible Friends</i> Book 9 • <i>The Bible Story</i> Vol 6 p 55 • <i>Old Testament Activities</i> pp 28-30 • <i>F-M-N</i> p 63 • <i>OTE</i> p 167 	<ul style="list-style-type: none"> • Visit a zoo and see the lions, or watch a video featuring lions. (Ph, V) • Write down the feelings of the king when he found out about the trap that was laid for him and Daniel. Discuss his feelings through the night, on his arrival at the lions' den, and on finding Daniel alive. (L) • Role-play different characters in the story. • Write a diary entry for each of the different characters. (L) • Make a large wall collage of Daniel, angels and lions in the lions' den. (V) • View <i>Vegetables</i> video <i>Where's God When I'm Scared?</i>(V) • Play <i>Lion's Den Tag</i> with 3 lions and 1 Daniel. Person is frozen when tagged by lion, and only Daniel can 'unfreeze' people because he's full of faith. (Ph) • Make prayer dates with God, 3 times a day, as did Daniel. Write time, place and topics on a piece of paper. (R) <p>Sing <i>Daniel in the Lion's Den</i>. (M)</p>

L.3

LOWER

<p>Jonah, a Reluctant Messenger Jonah 1 - 2</p> <p>Memory Gem Jonah 2:9</p>	<ul style="list-style-type: none"> We cannot run away from God. God takes care of each one of us even when we do not realise it. <p>F-10</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit II, Lessons 1-2 <i>Read With Me Bible</i> p 244 <i>Themes For Kids</i> Levels 1,2,3 p 20 <i>Gospel Light</i> Middler Summer A <i>The Bible Story</i> Vol 6 p 177 <i>F-M-N</i> p 69 <i>O TE</i> p 178 <i>Kids Sing Praise*</i> p 45 	<ul style="list-style-type: none"> Make a large fish and draw Jonah in the fish. (V) Make a sand model of the story. (V) Design a folding card on which the fish swallows Jonah when the card is opened. (V) Prepare a puppet play depicting the story of Jonah. (Ph) Complete a feelings chart throughout the story of Jonah. (R) Dramatise the story of Jonah in three acts. (Ph) Play <i>To Nineveh, to Nineveh, let (name) come in-eveh!</i> with the same rules as <i>Red Rover</i>. (Ph) Sing <i>You Can't Hide From the Lord.*</i> (M)
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NEW TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Wise and Foolish Builders Matthew 7:24-29, Luke 6:46-49</p> <p>Memory Gem John 14:15</p>	<ul style="list-style-type: none"> Always let God be the basis for your decision making. <p>F-10</p>	<ul style="list-style-type: none"> <i>Walking in His Steps</i> Unit I, Lesson 7 <i>Themes For Kids</i> Level 1-3 p 67 Level 4,5 pp 29,122 <i>Matthew Video</i> <i>The Bible Story</i> Vol 8 p 73 <i>The First Sunday Sing-a-long*</i> p 61 	<ul style="list-style-type: none"> Build a model house on sand and one on rock. Make waves in the tray and watch what happens to each of the houses. (Ph, L/M) Draw contrasting pictures of each house on the sand and rock. (V) Sing <i>The Wise Man Built His House upon the Rock</i> and <i>Sandy Land*</i> as a medley. (M) Make up actions for the story and video the song. (M, Ph) Make a flipbook depicting what happened to each of the houses. (V) Video storyboards - children draw and colour a background, then draw and cut out the 2 men, their houses etc. Set up video recorder on a tripod, and film the story in sequence, moving items in small increments for each frame. The final result is an animated production similar to a cartoon. (L, Ph)

L3

<p>Zacchaeus Meets Jesus Luke 19:1-10</p> <p>Memory Gem Luke 19:10</p>	<ul style="list-style-type: none"> • God sees the good in each one of us. • We respond to the love of God. <p>F-10(M)</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit I, Lesson 4 • <i>Read With Me Bible</i> p 356 • <i>Themes For Kids</i> Level 1,2,3 - p 15, 37 • <i>My Bible Friends</i> Book 10 • <i>The Bible Story</i> Vol 8 p 49 • <i>Instant Art for Bible Worksheets</i> p 35 • <i>Kids Praise! Chorus Book*</i> p 103 	<ul style="list-style-type: none"> • Make a collage of Zacchaeus up the tree with Jesus and the crowd underneath. (V) • Re-enact the story of Zacchaeus in the school playground. Use sheets to dress up. (Ph) • Write the conversation between Jesus and Zacchaeus when dining together. (L) • Assist children to make a list of people they can befriend. (L, S) • Sing <i>Zacchaeus Was a Wee Little Man.*</i> (M)
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ADDITIONAL STORIES

TYPE OF STORY	TEACHING FOCUS	SUGGESTED RESOURCES
<p>Select stories appropriate to young children about historical or contemporary characters who:</p> <ul style="list-style-type: none"> • have demonstrated a personal relationship with God; • have lived, or still live exemplary moral lives; • represent strong models for children to emulate. <p>(These should be of personalities with whom children can readily identify and appreciate.)</p>	<ul style="list-style-type: none"> • Trust in Jesus • Personal trustworthiness • Willingness to do what Jesus wants of us • Honesty • Truthfulness 	<ul style="list-style-type: none"> • <i>Great Stories for Kids</i> Jerry D Thomas (5 vols) • <i>Bedtime Stories</i> Arthur S Maxwell • <i>Stepping Stones</i> Dorothy Eaton Watts • Local sources

OUR RELATIONSHIP WITH GOD

L.4 Shows a willing response to Jesus as a personal friend.

Biblical Principles

God Loves

- He wants us to enter into a personal relationship with Him through Jesus.
- Our devotional habits and lifestyle stem from our relationship with God.

God Communicates

- God communicates with us through His Word and His Creation.
- We maintain our relationship with God through prayer and by reading His Word.

Performance Descriptors

Children will:

- Enjoy reading Bible stories and praying.
- Memorise and repeat Bible verses.
- Use some Bible verses to help with daily living
- Want to show they love God and to please Him.
- Respect the wishes of parents and teachers.
- Try to decide and follow what is right.
- Be willing to admit and show remorse after wrong decisions or behaviour.

ASPECT OF DEVELOPMENT	SUGGESTED ACTIVITIES
<p>Bible</p> <ul style="list-style-type: none"> • Developing interest, positive attitudes and habits towards the Bible. 	<ul style="list-style-type: none"> • Use a contemporary, age-appropriate Bible. (L) • Learn the books of the Bible through a variety of games, or to a song. (L, M) • Rewrite some Bible stories from the perspective of different characters. (L, R) • Write letters to God as your special Friend. (L, R) • Write a letter to a Bible character. (L) • Use sign language for a few key words in the Memory Gem. (L, V, Ph) • Repeat the Memory Gem from the blackboard. After each repetition of the Memory Gem a word is rubbed out. • Use musical instruments to replace certain words in the Memory Gem. (L, V, Ph, M) • Write text references on straws (1 reference per straw) and place straws in a pile. When it is the player's turn he/she must pick up a straw without moving any other straws. The player then quotes the verse referred to on the straw before picking up another straw. The player with the most straws at the end is the winner. (L, S) • Use newspapers or magazines and cut out the letters to make up the words of the memory gem. (L, V, Ph) • Write the Memory Gem on a piece of heavy card and decorate the paper. Cut out the sheet to make a jigsaw. (L, V, Ph) • Make a flipbook dividing each Memory Gem into three sections. Students match the different sections. (L, V)

<p>Bible</p> <p>(Cont)</p>	<ul style="list-style-type: none"> • Write the words of a Memory Gem on separate pieces of cardboard. Place one piece under each student's seat before class. Students work together to form the Memory Gem. (L, S) • Draw a 'Hop Scotch' pattern on the floor with masking tape. Break the Memory Gem into equal parts and have the student repeat the section of the Memory Gem each time they hop in the square. (L, Ph, S) • Divide class into groups to compose a tune to accompany the Memory Gem. (L, M, S) • Divide the class into two teams. On the word, 'Go', the first member of each team runs to the blackboard and begin writing the Memory Gem. Every 5 seconds players return and tag the next person in line who then runs to the board and continues writing the text. The winning team is the first team to finish the text. (L, Ph, S) • Play <i>Verse Volley</i> with balloons. In pairs, children bat balloon back and forth as they repeat the verse, one word for each bat. Start verse again if balloon hits the ground. (L, Ph, S) • Learn Scripture songs. (M) • Develop a class journal for Bible/devotional reading using a large display book. Elicit responses from children for inclusion in the diary. Keep diary on display. (L, V, S) • In 'show-and-tell' sessions, children share stories and impressions they have experienced in devotions and personal reading from a children's Bible. (L, R, S)
<p>Prayer</p> <ul style="list-style-type: none"> • Developing positive attitudes and habits towards personal prayer. 	<ul style="list-style-type: none"> • Peg written prayers on a prayer-line in the classroom. (L, V) • Use a variety of prayer styles in the classroom. (L, • Learn some prayers from the Bible e.g. The Lord's Prayer. (L) • Five-finger prayer - your thumb is close to you so it will remind you to pray for those close to you (family and friends). Next comes your pointer finger. This finger reminds you to pray for those people you want to point to Jesus. The third finger is strong and represents those in authority. Pray for the pastors, teachers, missionaries and other 'big' people for whom you want to pray. The fourth finger is the weakest finger and reminds you to pray for the weak and sick. The smallest finger reminds you to pray for yourself. (L, Ph, V) • Write a 'please' and 'thank you' prayer list on the board and then review the list at the end of each week. (L, S) • Make a prayer book so that those who cannot think of anything to say may choose to read a prayer from the book. • Make a prayer book with different prayer topics on each page. (L, V) • Place prayer requests in a treasure box and at the end of the week or month check the treasure box for answered prayers. (L, V, S) • Keep a prayer journal - write requests, joys, feelings, praise, answers etc. Check when requests are answered. (L, R) • Pray for a specific public figure once a week. (L, S) • Pray for the missing students from the class each day. (L, S) • Send notes to those people for whom you prayed. (L) • Students choose a friend to pray for. (L, S) • Write special things to pray for every day on a calendar at the beginning of every month. (L, S) • Pray around the world - select a country to pray for each week / month. Research the country and write to religious organisations

L. 6

LOWER SCHOOL

	in the country, letting them know that you are praying for them. (L, S)
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L.4

ASPECT OF DEVELOPMENT	SUGGESTED ACTIVITIES
<p>Prayer</p> <p>(Cont)</p>	<ul style="list-style-type: none"> • Prayer scatterboard - Place prayer needs, articles, posters of things we need to pray for onto a display board. (L, V, S) • Pray every day at the beginning and end of the day, at lunch and as special times arise each day. • Develop a range of different prayer groups to use throughout the week. • Allow children to pray in their first language if they are more comfortable. • Share stories of prayer from the Bible. • Teacher models how to pray. • Develop a prayer calendar for the children to follow during their own prayers at home. <p>Also see the resources list in Section E on teaching children to pray.</p>
<p>Lifestyle</p> <ul style="list-style-type: none"> • Developing practices, habits and characteristics consistent with Christian values. 	<ul style="list-style-type: none"> • Discuss stories about people who display desired characteristics. • Develop personal diaries where the children can reflect on lifestyle issues that affect them. • Present the children with simple moral dilemmas. • Make a point of highlighting behaviour that is exemplary. • Discuss stories where the character initially did something wrong but corrected his/her mistake. <p>Also see relevant aspects of the SPD Health and PE Syllabus.</p>

L.6

OUR RELATIONSHIP WITH GOD

L.5 Participates in group worship activities.

Biblical Principles

God Loves

- We show our love and appreciation to God in the way we respond to Him.
- One of the ways we show our love and appreciation of God is through praise and worship.

God Communicates

- God wants His family, the church, to show His love and character to the world.

Performance Descriptors

Children will:

- Participate willingly in class and school worship activities.
- Behave with reverence in class and school worship activities.

GROUP WORSHIP ACTIVITIES
<ul style="list-style-type: none"> • Sing worship songs. (M) • Sing a prayer. (M) • Participate in a chain prayer. (L, S, R) • Pray spontaneously throughout the day. (L, S, R) • Pray silently together. (L, S, R) • Participate in please and thank you prayers. (L, S, R) • Prepare a mime on the worship theme. (L, V, Ph, S) • Present a puppet play for a children’s story. (L, V, Ph, S) • Perform a drama on a spiritual topic. (L, V, Ph, S) • Participate in a Bible quiz. (L, S) • Use an OHP to illustrate stories being told. (V) • Play charades to guess Bible stories/characters. (Ph) • Children take a turn in conducting worship. (S) • Special guests present class or school worships. (L, V, S, R) • Take worship for another class/church/community group. (S)

OUR RELATIONSHIP WITH OTHERS

L.6 Appreciates stories about people relating to one another.

Biblical Principles

God Loves

- Jesus' life is a perfect example of how we should relate to one another as willing servants.
- We show our love to God by loving one another.

God Trusts

- God trusts us to care for and support one another unselfishly.

Performance Descriptors

Children will

- Express personal views about actions of a character.
- Express feelings about stories.
- Contribute appropriately to classroom interactions.
- Use language to enquire, explain and compare. Demonstrate interest in written Bible stories.
- Attempt to read Bible stories in suitable publications.
- Show interest in presenting ideas growing out of Bible stories in written, visual, dramatic or musical forms.

OLD TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Hannah's Gift to God 1 Samuel 1; 2:1-11</p> <p>Memory Gem Psalm 86:17 1 Samuel 1:15</p>	<ul style="list-style-type: none"> • God uses people who are prepared to do what He wants. <p>F-5,16</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit III, Lesson 12 • <i>Themes For Kids</i> Levels 1,2,3 - p41 • <i>Gospel Light</i> Fall Primary A Middler Summer A • <i>My Bible Friends</i> Book 4 • <i>The Bible Story</i> Vol 3 p 145 	<ul style="list-style-type: none"> • Talk about how Samuel (you) would have felt if you knew that your mother was going to give you to the priests at the age of 5. (R) • Ask a mother to come in and talk about how she would feel giving her son to the priests. (L) • Make a small bed roll and a miniature of the temple in a shoe box. (V) • Dramatise Samuel listening to God. (Ph)

NEW TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Jesus' Boyhood Luke 2</p> <p>Memory Gem Luke 2:40</p>	<ul style="list-style-type: none"> As Jesus grew up, He had the same kinds of pressure and worries that we have today. <p>F-9</p>	<ul style="list-style-type: none"> <i>Read With Me Bible</i> p 280 <i>Themes For Kids</i> Levels 1-3 p 52 <i>The Bible Story</i> Vol 7 p 63 <i>NTE P</i> 59 <i>Kids Praise!*</i> p 31 	<ul style="list-style-type: none"> Make a small boy out of cardboard. Reinforce the cutout to enable it to stand. Place figure in different scenes while telling about Jesus as a young boy. (L,V) Write and illustrate a big book showing the boyhood of Jesus. (L,V) Dramatise an interview with Joseph and Mary about what Jesus was like when He was growing up. (L) Mime some of the things Jesus may have done as a boy. Divide into two teams and guess. (Ph,S)
<p>Loving Your Enemies Matthew 5:11-12, 43-48 Matthew 20:20-28, Luke 9:46-48</p> <p>Memory Gem Matthew 5:44</p>	<ul style="list-style-type: none"> We should try to compliment good things done by other people. <p>F-18</p>	<ul style="list-style-type: none"> <i>Walking in His Steps</i> Unit I, Lesson 11 <i>Themes For Kids</i> Levels 1-3 p 64 <i>Matthew</i> Video <i>The Bible Story</i> Vol 8 p 62 <i>Kids on the Rock!*</i> p 29 <i>The Music Machine</i>^ 	<ul style="list-style-type: none"> Talk about how Jesus treated people who were His enemies. Make a board game in small groups. (L,V,S,L/M) Identify classroom problems and talk about how the children could overcome their problems with one another. (L,R) Tell Gladys Aylward's story and/or watch parts of <i>The Inn of the Sixth Happiness</i>. (L,V) Sing <i>Love is What Matters*</i> <i>Love, Love, Love Makes People Happy</i>^ (M)
<p>The Good Samaritan Luke 10:25-37</p> <p>Memory Gem Luke 10:27</p>	<ul style="list-style-type: none"> We should be kind and caring to all people. <p>F-10</p>	<ul style="list-style-type: none"> <i>Read With Me Bible</i> p 324 <i>Themes For Kids</i> Level 1,2,3 - p 36, 64 Levels 4,5 - p65 <i>The Bible Story</i> Vol 8 p 108 <i>NTE</i> p63 <i>Kids on the Rock!*</i> p 29 	<ul style="list-style-type: none"> Prepare a mime showing the different aspects of the story. (Ph) Ask the children to write their own version of a modern 'Good Samaritan'. (L) Interview the different characters in the story. (L) Prepare a mural with the characters covered in words that describe their role/character in the story. (V) Write a big book for the children to share with others. (L) Sing <i>Love Your Neighbour.*</i> (M) View <i>Vegetale</i> video <i>Are You My Neighbour?</i>. (V)

L.6

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>The Golden Rule Matthew 5:43-48</p> <p>Memory Gem Matthew 5:44</p>	<ul style="list-style-type: none"> Doing good to others. <p>F-21</p>	<ul style="list-style-type: none"> <i>Walking in His Steps</i> Unit 1, Lesson 11 <i>Themes For Kids</i> Level 1-3 p 64 <i>Matthew Video</i> <i>The Bible Story</i> Vol 8 p 62 <i>Scripture in Song*</i> 	<ul style="list-style-type: none"> Make a special <i>Golden Rule</i> bookmark. (V,L) Make a wall mural with the Golden Rule written on it. Have the children draw/paint different pictures depicting the <i>Golden Rule</i> theme. (V) Talk about the importance of the Golden Rule, considering the possible consequences of not following the rule. Role play these. (L,Ph) Write an acrostic for living by the Golden Rule. (L) Sing <i>Love the Lord Your God This is My Commandment*</i>. (M)
<p>Dorcas, the Antelope Lady Acts 9:36-43</p> <p>Memory Gem Galatians 6:9</p>	<ul style="list-style-type: none"> God honours faithfulness. <p>F-16</p>	<ul style="list-style-type: none"> <i>Walking in His Steps</i> Unit 3, Lesson 8 <i>Gospel Light</i> Junior Spring A p63 	<ul style="list-style-type: none"> Invite the local church Adcare leader to talk about what they do. Investigate working on a joint project. (S,L) Cook, sew or knit something to give to someone who needs it. (V) Write a script of what you think may have been said before and after Dorcas' revival. Act it out. (L,Ph) Write and illustrate a big book of Jesus restoring Dorcas. (L,V)

ADDITIONAL STORIES

TYPE OF STORY	TEACHING FOCUS	RESOURCES
<p>Select stories appropriate to young children about historical or contemporary characters, or familiar local identities who:</p> <ul style="list-style-type: none"> • have demonstrated unselfish acts of kindness and service to others; • represent strong models of unselfish service for children to emulate. <p>(These should be of personalities with whom children can readily identify and appreciate.)</p>	<ul style="list-style-type: none"> • Unselfishness • Compassion • Kindness • Commitment • Service 	<ul style="list-style-type: none"> • <i>Great Stories for Kids</i> Jerry D Thomas (5 vols) • <i>Bedtime Stories</i> Arthur S Maxwell • <i>Stepping Stones</i> Dorothy Eaton Watts • Local sources

OUR RELATIONSHIP WITH OTHERS

L.7 Shows a willingness to help other people.

Biblical Principles

God Loves

- Jesus was a perfect example of unselfish love and service.
- We all have abilities that can be used to help others.
- Our relationship to God is reflected in the way we relate to and serve others unselfishly.

God Is All-Knowing and All-Powerful

- God's law of life is a law of unselfish service.

Performance Descriptors

Children will:

- Participate willingly in activities to help and encourage others.

SERVICE ACTIVITY SUGGESTIONS

Typical choices:

Communication

- Make and send birthday cards to parents, teachers and fellow students. (L, V, Ph, S)
- Make and send get well cards to people who are known to be unwell. (L, V, Ph, S)
- Send thank you letters to anyone who helps the school (eg. Parents who help in classrooms, tuckshops, excursions, school functions, etc.). (L, V, S)
- Send letters or cards to students sitting Year 12 exams. (L, V, S)
- Send letters or messages of appreciation to members of the community who have achieved something special. (L, V, S)
- Send cards or flowers to those people in the close vicinity of the school. (L, V, S)
- Encourage 'secret friends'. (S)
-
-

Neighbourhood Friendship

- Share cooking with neighbours. (Ph, S)
- Make small gifts for house-bound people in the local area. (V, Ph, S)
-

Service to the Elderly

- Interact with local senior citizens. (S)
- Visits to nursing homes or retirement villages - singing, asking them prepared questions, displaying work etc. (L, V, Ph, S, M)
- Present a concert at the local retirement home. (L, V, M, Ph, S)
-

Community Service

- Prepare a display and/or musical presentation for a local public event. (L, V, Ph, S, M)
- Plant some trees to help local environmental programs. (Ph, S)
- Participate in clean up around the school in conjunction with the city council. (Ph, S)
- Participate in Clean Up Australia Day. (Ph, S)
- Adopt-a-Park or Street. (Ph, S)
- Prepare and place posters on quit smoking, safety houses etc in the local shopping centres. (L, V, Ph, S)
-

Relief Projects

- Accompany a responsible older person on an appropriate door-knock appeal. (S)
- Participate in fund-raising activities such as *40-Hour Famine*, *MS Read-a-Thon*, *Dr Barnardo Program*, *Jump-Rope-for-Heart*, etc. (L, V, Ph, S)
-

Church Life

- Prepare and participate in segments within worship services in local churches. . (L, V, Ph, S, M)
-

IMPORTANT:

**Projects should be carefully planned and organised using the planning pro-forma in Section E.
Care should be exercised also when planning with respect to risk and legal requirements.**

SECTION C

MIDDLE SCHOOL

(Age approximately 8-9 years)

Children in this age range continue to respond well to narrative, and remember facts and information in great detail.

Time and sequence and is now better understood.

However, thinking centres on what is concrete and tangible.

What is real is what is experienced.

Consequently, understanding aspects of the spiritual domain poses some challenges.

'Loving God' is best understood and lived out in concrete, practical terms.

These children tend to be legalists, preoccupied with what is right and wrong, fair and just.

**This is prime time for developing the children's knowledge base of the Bible narrative,
its sequence and pattern.**

Teaching should be multisensory, active, practical and varied.

Also refer to Section A for more detailed developmental profiles.

MIDDLE

TYPICAL DETAIL OF M1, 2, 3 AND 6

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>THE LAND OF PROMISE A Scarlet Cord Hangs from a Window Joshua 2 Memory Gem Joshua 1:9</p>	<ul style="list-style-type: none"> • God calls each of us for specific work. • God accepts us though we are all different. <p style="text-align: center;">F-10</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit III, Lesson 1 • <i>Read With Me Bible</i> p 144 • <i>Gospel Light</i> Junior Fall A p 27 • <i>The Bible Story</i> Vol 3 p 67 • Video: <i>Riot</i> by Carmen • <i>O TE</i> p 56 	<ul style="list-style-type: none"> • Make a big book to share with lower grades, showing action pictures of the story of Rahab. (L,V) • Discuss and role-play honesty vs lying. (L, Ph) • View and discuss <i>Riot</i> Video. (L,V) • Make red-rope reminders by plaiting together 3 strips of red material. (V) • Re-enact Rahab hiding the spies. (Ph) • Compose and perform a 'Rahab Rap'. (M) • Compose a Readers Theatre script on the story. (L, S)

Major Heading

Story Title

Bible Reference & Recommended Memory Gem

Focus

Link to Fundamental Understanding
(See Section E)

Suggested Resources

See availability details in Section E.
Teachers may also have access to other resources they have acquired..

Suggested Activities

These are **suggestions**. Codes in brackets indicate a link with the 'multiple intelligences'. (See key below)
Teachers are encouraged to create additional activities of their own or draw them from resources.

Key to Multiple Intelligences

- L = Linguistic, Verbal
- L/M = Logical/Mathematical
- V = Visual (Spatial)
- Ph = Physical (Kinesthetic)
- S = Social (Interpersonal)
- R = Reflective (Intrapersonal)
- M = Musical

See fuller detail in Section A *Methodology (Multiple Intelligences)*

RECOMMENDED RESOURCES

- SDA 4-Year Cycle (R&H)
 - *How It All Began*
 - *When God Chose a People*
 - *God's Messengers*
 - *Walking in His Steps*
- Children's versions of the Bible
- *Forever Stories* Kit
- *The Bible Story* Arthur S Maxwell (R&H)
- *Come Meet Jesus* Kit (Program Guides, Videos and Music CDs. Released late 1998 in conjunction with Net-98)
- *Themes for Kids* (Levels 4, 5) Teachers' Resources, Music Cassettes and Songbooks (Beacon Media)
- *Gospel Light* Series
- *Shining Star* Series
- *Forget-Me-Not Bible Story Activities* (Group) (Code: F-M-N)
- *The Children's Worker's Encyclopaedia of Bible Teaching Ideas – Old Testament* (Group) (Code: OTE)
- *The Children's Worker's Encyclopaedia of Bible Teaching Ideas – New Testament* (Group) (Code: NTE)
- *Fun-to-Learn Bible Lessons, K-3, Vol 1* (Group)
- *Fun-to-Learn Bible Lessons, Grades 4 and Up* (Group)
- Videos: *Matthew* and *Acts*
- *Jungle Doctor's Fables* Paul White (ANZEA)
- *Jungle Doctor's Monkey Tales* Paul White (ANZEA)
- Music Collections eg.
 - *Kids on the Rock!* (Gospel Light)
 - *Kids Praise! Chorus Book* (Maranatha)
 - *The Music Machine* (Birdwing)
 - *Psalty's Super Songbook* (Maranatha)
 - *Scripture in Song* Books 1-3 (Scripture in Song)
 - *Sing for Joy* (R&H)
 - *Sing a Song of Scripture* (Lillenas)
 - *SDA Hymnal*

FOR AVAILABILITY, SEE RESOURCES IN SECTION E

INTRODUCTION TO MIDDLE SCHOOL STORIES

IMPORTANT: Awareness of time and sequence typically emerge in children at this age. (See page C-55.)

For this reason, this section should be completed *before* beginning the Middle School material, both as an introduction and a frame of reference to what follows in the remainder of the program.

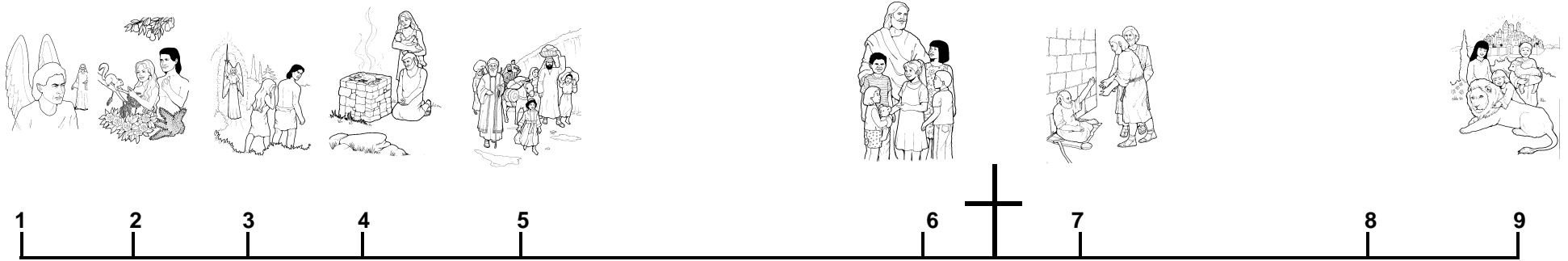
THE STORY OF SALVATION

RECAPITULATION OF MAJOR LOWER SCHOOL STORIES, AND INTRODUCING A TIMELINE

STORY CLUSTERS	RESOURCES	SUGGESTED ACTIVITIES
<p>1. Lucifer Brings Sadness Into the Universe</p> <ul style="list-style-type: none"> • Lucifer becomes jealous. • Lucifer persuades others to join him. • The rebels have to leave Heaven. 	<ul style="list-style-type: none"> • <i>Forever Stories</i> Bk 1 and video 	<ul style="list-style-type: none"> • Create a timeline on the classroom wall ready to insert key reference points (See example on page C-51). • Recap major stories that cluster around each of the key reference points.
<p>2. God's New World Is Created</p> <ul style="list-style-type: none"> • The natural world is created. • Humans are created. • The first family is formed. 	<ul style="list-style-type: none"> • <i>Forever Stories</i> Bk 1 and video 	<ul style="list-style-type: none"> • Have children prepare material to illustrate the key reference points. (Blackline masters included in Section E may be photocopied, expanded and coloured for this purpose.)
<p>3. The Fall Spoils This Earth</p> <ul style="list-style-type: none"> • Adam and Eve choose their own way. • The beginning of suffering, sadness and death. • God gives people another chance. 	<ul style="list-style-type: none"> • <i>Forever Stories</i> Bk 1 and video 	<ul style="list-style-type: none"> • Keep this timeline as a permanent feature. Relate and add future stories to the timeline as they are introduced throughout the Middle School program. • At various stages, remove pictures from the timeline (if possible) and play games based on putting stories in correct sequence.

<p>4. Learning About God's Plan</p> <ul style="list-style-type: none"> • Cain and Abel are born. • The sacrificial lamb shows God's plan. • Abraham is declared Father of God's people. • A promised child is born. • God provides a sacrifice. 	<ul style="list-style-type: none"> • <i>Forever Stories</i> Bk 2 and video 	<ul style="list-style-type: none"> • Have children create a list of other important stories and find out where they would appear on the timeline. • Have children work as a group to find ways of creating additional pictures for other important stories in between existing points on the timeline.
<p>5. From Slavery to Freedom</p> <ul style="list-style-type: none"> • Blood is painted on the door posts. • The Exodus takes place. • A sanctuary is built. 	<ul style="list-style-type: none"> • <i>Forever Stories</i> Bk 3 and video 	<ul style="list-style-type: none"> • Create a sequence of simulated stained-glass windows in the classroom using large outlines, marker pens and tempera colour.
<p>6. Jesus Comes to Live with Us</p> <ul style="list-style-type: none"> • The coming is announced. • Jesus is born. • Jesus works and teaches. • Jesus is betrayed and put to death. • Jesus comes back to life. • Jesus' return is promised. • Jesus returns to Heaven. 	<ul style="list-style-type: none"> • <i>Forever Stories</i> Bks 3 - 5 and video 	<p>Recommended reference for additional development of the timeline:</p> <p><i>The Big Picture Bible TimeLine</i> Carol Eide (Gospel Light)</p>
<p>7. The Christian Church Begins</p>	<ul style="list-style-type: none"> • <i>Forever Stories</i> Bk 4 and video 	
<p>8. Jesus Returns</p>	<ul style="list-style-type: none"> • <i>Forever Stories</i> Bk 5 and video 	
<p>9. Our Earth Is Renewed</p>	<ul style="list-style-type: none"> • <i>Forever Stories</i> Bk 5 and video 	

SUGGESTED LAYOUT FOR TIMELINE



GOD'S RELATIONSHIP WITH US

M.1 Understands Bible stories portraying aspects of God's character and redemptive action.

Biblical Principles

God Creates

- He created a perfect world and entrusted it to our care.
- We are created in the image of God.

God Loves

- He loves us unconditionally and consistently.
- Our world changed radically when Adam and Eve sinned.
- Sin has changed how well we reflect God.
- God took the initiative to redeem and restore fallen creation.

God Communicates

- He still communicates with us today.
- Jesus, God's Son, came to show us what God is like and to die for man's salvation.

God Is All-Powerful

- Jesus rose from the dead, and promised to return and take us to the new home He is preparing for us.

Performance Descriptors

Children will

- Suggest the main point or principle reflected in stories
- Contribute appropriately to classroom interactions
- Use language to discuss and explain ideas growing out of the stories
- Present ideas and understandings of the Bible stories in oral, written, visual, dramatic or musical forms

OLD TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
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<p>THE LAND OF PROMISE A Scarlet Cord Hangs from a Window Joshua 2</p> <p>Memory Gem Joshua 1:9</p>	<ul style="list-style-type: none"> • God calls each of us for specific work. • God accepts us though we are all different. <p>F-10</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit III, Lesson 1 • <i>Read With Me Bible</i> p 144 • <i>Gospel Light</i> Junior Fall A p 27 • <i>The Bible Story</i> Vol 3 p 67 • Video: <i>Riot</i> by Carmen • <i>O TE</i> p 56 	<ul style="list-style-type: none"> • Make a big book to share with lower grades, showing action pictures of the story of Rahab. (L,V) • Discuss and role-play honesty vs lying. (L, Ph) • View and discuss <i>Riot</i> Video. (L,V) • Make red-rope reminders by plaiting together 3 strips of red material. (V) • Re-enact Rahab hiding the spies. (Ph) • Compose and perform a 'Rahab Rap'. (M) • Compose and present a Readers Theatre script on the story. (L, S)
<p>And the Walls Came Tumbling Down Joshua 6</p> <p>Memory Gem Isiah 64:5a</p>	<ul style="list-style-type: none"> • God rewards us for obedience. • Salvation is available to each of us. • God is all powerful. <p>F-10</p>	<ul style="list-style-type: none"> • <i>Read With Me Bible</i> p 149 • <i>Themes For Kids</i> Levels 1,2,3 p 124 • <i>Gospel Light</i> Junior Fall A p 39 • <i>The Bible Story</i> Vol 3 p 88 • CD Game: <i>Battle of Jericho</i> • <i>F-M-N</i> p 42 • <i>O TE</i> p 57 	<ul style="list-style-type: none"> • Study the story in a suitable Bible version, using one of the simple Bible study methods listed in Section E. (L, L/M) • In groups, discuss, then report to the class the important lesson conveyed by this story. (L, L/M, S) • In groups of 3, plan a strategy to enter a walled city. After 5 mins, compare with God's plan in Joshua 6:2-20. (L/M,S) • Sing <i>Joshua Fought the Battle of Jericho</i> and make up motions. (M) • Build the city of Jericho out of cardboard boxes, marching around the wall once a day for six days, then seven times on the seventh day. Attach a string to a key box so that the walls fall at the appropriate time. (V,Ph) • Make trumpets and a model ark to use when marching around the walls of Jericho. (V) • View <i>Vegetales</i> video <i>Josh and the Big Wall</i>. (V) • Joshua is remembered as a man of faith. Think about what you'd like to be remembered for and write it on a card. (R)
<p>Ruth and Boaz Ruth 2-4</p> <p>Memory Gem Ruth 1:16</p>	<ul style="list-style-type: none"> • God honours those who honour Him. • God redeems and restores as Boaz did. • God uses us to share His truth in all circumstances. 	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit III, Lessons 10,11 • <i>Themes For Kids</i> Levels 4,5 p 69 • <i>The Comic Book Bible</i> pp 62-64 (Barbour) • <i>O TE</i> pp 68-71 • <i>SDA Hymnal*</i> 469 	<ul style="list-style-type: none"> • Write a diary about Ruth and her travels. (L) • Dramatize episodes from the story of Ruth, Naomi and Boaz. (Ph) • Accompany the dramatization with a Readers Theatre presentation. (L, S) • Visit a farm or watch a video and observe how wheat is harvested today. Compare with harvesting in Ruth's day. Glean in the playground for a short time to understand the

	F-16,21		<p>difficult work that Ruth had to do. (Ph)</p> <ul style="list-style-type: none"> • Discuss the issue of helping the poor, then brainstorm ways to do this today. (L) • Using the music of <i>Leaning on the Everlasting Arms*</i>, compose new words (e.g. 'Gleaning, gleaning, Ruth was gleaning grain in the field...' etc.). (M) • Make a textured mural of Ruth gleaning. (V) • In groups, discuss, report back, and create a class list of the personal qualities displayed by the main characters in the story of Ruth and Boaz.
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>KINGS OF ISRAEL God's Warning About a King - Saul 1 Samuel 8 -10</p> <p>Memory Gem Joshua 24:15</p>	<ul style="list-style-type: none"> • It is wise to follow God's advice. • God gives us the right directions for the future. <p>F-18</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit IV, Lesson 1 • <i>Read With Me Bible</i> p 171 • <i>Themes For Kids</i> Levels 4,5 p104 • <i>The Bible Story</i> Vol 3 p 160 	<ul style="list-style-type: none"> • Make a list of class rules and discuss the consequences of disobedience. (L) • Using a concordance, make a list of 'warnings' that God has given in the Bible that are applicable to us today. (L/M,L) • Role play Saul being anointed and crowned king. (Ph) • Using the music of <i>I Will Wear a Crown</i>, compose new words (e.g. 'Saul will wear a crown...'). (M) • Sketch designs for a crown and royal garments for King Saul. Make the crown. (V)
<p>David and Saul 1 Samuel 19 – 2 Samuel 5</p> <p>Memory Gem Romans 12:17</p>	<ul style="list-style-type: none"> • God blesses those who follow His instructions. <p>F-7</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit IV, Lessons 10 -12 • <i>Themes For Kids</i> Levels 1,2,3 - p 122 • <i>Gospel Light</i> Primary Fall A • <i>The Bible Story</i> Vol 4 p 38 • <i>Sing a Song of Scripture*</i> p 32 	<ul style="list-style-type: none"> • Prepare two cardboard cut out characters representing David and Saul. Use on an OHP to tell the story. (L,Ph) • Prepare a puppet play highlighting the contrasting characters of David and Saul. (Ph) • Write a short script about David and Saul's first meeting. (L) • Write a character description and a 'job' application for King from both David and Saul. (L) • Re-enact David sparing Saul's life in 1 Sam 24. (Ph) • Sing some of David's Psalms e.g. <i>How Excellent Your Name*</i>. (M) • Draw a sketch of what you think David looked like. (V)
<p>David Crowned</p>	<ul style="list-style-type: none"> • God will protect 	<ul style="list-style-type: none"> • <i>When God Chose a People</i> 	<ul style="list-style-type: none"> • Each student makes a crown with his/her name on it and passes

<p>King 2 Samuel 5:1-15 1 Chronicles 12:38-40 2 Samuel 4:4-9</p> <p>Memory Gem Romans 12:17</p>	<p>those who are faithful to Him.</p> <ul style="list-style-type: none"> • A person chosen by God can do marvelous things. <p>F-7</p>	<p>Unit IV, Lessons 13</p> <ul style="list-style-type: none"> • <i>Themes For Kids</i> Levels 1,2,3 - p 140 • <i>The Bible Story</i> Vol 4 p 73 • <i>SDA Hymnal*</i> 223, 229 	<p>it around the class so other class members can write the good qualities of that student. (V,L)</p> <ul style="list-style-type: none"> • Discuss the feelings of the older brothers when David was chosen. How would you have felt? (L,R) • Sing some hymns that talk about kings being crowned e.g. <i>Crown Him with Many Crowns*</i>, <i>All Hail the Power*</i>. (M) • Prepare a banquet to welcome in the new school prefects. (L/M,S) • Paint a mural of David being crowned king. (V) • Role-play a coronation service. (Ph) • Discuss, share and list qualities displayed by David that we can emulate. (L, S)
<p>MESSENGERS FOR GOD Elijah Is Fed By Ravens 1 Kings 17: 1-6</p> <p>Memory Gem Psalm 46:1</p>	<ul style="list-style-type: none"> • Trust in God and He will provide for our needs. <p>F-7</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit I, Lesson 2 • <i>Read With Me Bible</i> p 194 • <i>Gospel Light</i> Middler Fall A p 3 • <i>My Bible Friends</i> Book 6 • <i>The Bible Story</i> Vol 5 p 16 • <i>Scripture in Song Bk 1*</i> p 27 	<ul style="list-style-type: none"> • Prepare a diorama of the scene with Elijah by the brook. (V) • Write a short drama highlighting the story from the raven's point of view. Re-enact using puppets. (L,Ph) • Keep a simple diary on the feelings of Elijah as the brook's water-level kept dropping. (L) • Make a raven mobile. (V) • Video a news item telling about what happened to Elijah. (L) • Sing <i>Be Still and Know *</i>. Compose an additional verse. (M) • Sing <i>Seek Ye First!</i> • Look for other stories of God's provision eg. Rickenbacker's party in a life-raft, George Muller and his home for children, etc. (L)
<p>Elijah Faces Satan on Mount Carmel 1 Kings 18:1-40</p> <p>Memory Gem Deuteronomy 4:39</p>	<ul style="list-style-type: none"> • God sometimes uses dramatic ways to capture the attention of others. • When God is put to the test He will reign supreme. <p>F-16</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit I, Lessons 4-6 • <i>Read With Me Bible</i> p 201 • <i>Themes For Kids</i> Levels 1,2,3 pp 29,88 • <i>Gospel Light</i> Middler Fall A p 15 • <i>My Bible Friends</i> Book 6 • <i>The Bible Story</i> Vol 5 p 26 • <i>O TE</i> p 89 	<ul style="list-style-type: none"> • Prepare a drama about the happenings on Mount Carmel. (Ph) • Accompany the drama with a Readers Theatre presentation. (L, S) • Build an altar in the classroom and discuss the happenings of the story around the altar. (V,L) • Build an altar in the playground and then soak the sticks and try to light the wood. Try to light dry timber. Compare and discuss. (L/M,V,L) • Make a mural depicting fire from heaven burning the wood. (V) • Think individually how you would have felt if you had been present on the mountain. Share with the class. (R, L, S)

<p>Elisha Is Called to Serve God 1 Kings 19:19-21 2 Kings 2:1-18</p> <p>Memory Gem Hebrews 10:23</p>	<ul style="list-style-type: none"> • God will lead us in the right direction. • God will give us strength to do what He asks of us. <p>F-16</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit I, Lessons 7-8 • <i>Read With Me Bible</i> p 208 • <i>Gospel Light</i> Middler Fall A p 21 • <i>The Bible Story</i> Vol 5 p 55 	<ul style="list-style-type: none"> • Sing <i>Be Bold, Fear Not</i> (M) • Make a small mantle and sew in different Bible texts that would have encouraged Elisha. (V,L) • Make a chariot that will go to the ceiling. (Tape a straw onto the back of the chariot and thread two pieces of fishing line through the straw. Attach one end of the line to the roof. Pull apart the two pieces of line to make the straw/chariot slide up to the roof). (V,Ph) • Make a mural of a chariot, surrounded by angels, going to Heaven. (V) • Re-enact Elijah's translation to heaven accompanied by music from <i>Chariots of Fire</i>. (M,Ph)
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Isaiah Speaks for God Isaiah</p> <p>Memory Gem Isaiah 40:31</p>	<ul style="list-style-type: none"> • God knows the future as well as the past and present. • God will lead in our lives if we allow Him. <p>F-17</p>	<ul style="list-style-type: none"> • <i>The Bible Story</i> Vol 5 p 149 • <i>OTE</i> p 147 • <i>Scripture in Song Bk 3*</i> 	<ul style="list-style-type: none"> • Use one of the simple Bible study approaches in Section E to prepare a character study of Isaiah. (L) • Present a puppet play on the life of Isaiah. (Ph) • Write a <i>This is Your Life</i> book for Isaiah. (L) • Draw a time line of events and prophecies that happened in Isaiah's lifetime. (L/M) • Interview Isaiah and his acquaintances. (L) • Paint a mural depicting scenes from Isaiah's prophecies. (V) • Sing the memory verse <i>They that Wait Upon the Lord*</i> (M) • Sing <i>Our God Is an Awesome God</i> (M)
<p>Jeremiah Warns Jerusalem Jeremiah</p> <p>Memory Gem Jeremiah 1:6-8</p>	<ul style="list-style-type: none"> • God loves us consistently. • Sin has changed how well we reflect God. <p>F-17</p>	<ul style="list-style-type: none"> • <i>The Bible Story</i> Vol 5 p 177 • <i>OTE</i> p 151 • <i>Scripture in Song Bk 1*</i> p 44 	<ul style="list-style-type: none"> • Build a mini city of Jerusalem with a wall around it. Use stones and plasticine for the wall. (V) • Discuss reasons why Jeremiah is called the 'Weeping Prophet'. (L) • Interview Jeremiah in the pit to discover why he is there. (L) <p>Sing <i>Jeremiah 29:13*</i>. (M)</p>
<p>GOD PRESERVES HIS</p>	<ul style="list-style-type: none"> • God will use a variety of circumstances to enable us 	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit II, Lesson 6 	<ul style="list-style-type: none"> • Sculpt a replica of the image in Daniel 2 from Das or other quick-drying materials. (V)

<p>PEOPLE</p> <p>Nebuchadnezzar's Dream</p> <p>Daniel 2</p> <p>Memory Gem Daniel 2:47</p>	<p>to lead others to Him.</p> <p>F-7</p>	<ul style="list-style-type: none"> • <i>Themes For Kids</i> Levels 1,2,3 - p 68 • <i>The Bible Story</i> Vol 6 p 15 	<ul style="list-style-type: none"> • Draw a picture of the image and cut out the different parts from coloured paper. (V) • Make a replica of the image in the playground and bowl a large 'stone' at it to represent the stone that broke the image. (V,Ph) • Interview Nebuchadnezzar before and after Daniel interpreted the dream. (L) • Role play <ul style="list-style-type: none"> a. Nebuchadnezzar and his magicians b. The dream c. Daniel telling the King of his dream. (Ph) • Write and perform a Readers Theatre on one of the above. (L)
<p>A King Eats Grass</p> <p>Daniel 4</p> <p>Memory Gem Daniel 4:34</p>	<ul style="list-style-type: none"> • God's predictions will come to pass. • Even the most exalted are humbled before God. <p>F-7</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit II, Lesson 8 • <i>The Bible Story</i> Vol 6 p 44 • <i>Scripture in Song Bk 3*</i> 	<ul style="list-style-type: none"> • List the changes in the kingdom when the king could no longer rule. Make a before and after comparison. (L/M,L) • Discuss why the king was placed in this position and the change in him after the experience. (L/M,L) • Draw a mural of the king in the paddock and contrast this with his life in the palace. (V) • Sing <i>He is Exalted*</i> and talk about why God is exalted above everyone. (M) • In groups, discuss and share with the class what important lessons are taught in this story. (L, L/M, S) • Sing <i>King of Kings and Lord of Lords</i> (M)
<p>Writing on the Wall</p> <p>Daniel 5</p> <p>Memory Gem Daniel 5:11</p>	<ul style="list-style-type: none"> • God is in control of the heavens and earth. <p>F-7</p>	<ul style="list-style-type: none"> • <i>Read With Me Bible</i> p 230 • <i>Themes For Kids</i> Levels 1,2,3 – p 68 • <i>Gospel Light</i> Middler Fall A p 63 • <i>The Bible Story</i> Vol 6 p 49 	<ul style="list-style-type: none"> • Write secret messages in lemon juice. Iron the message to read. (L,Ph) • Prepare different puzzles with 'secret messages' for the children to solve. (L/M) • Paint encouraging messages on the classroom window. (V) • Make a photodrama of each scene in the story (Freeze-photographs). (Ph,V) • Compose a Bible rap or a Readers Theatre script on the writing on the wall. (M) <p>In groups, discuss and share with the class what this story tells us about God. (L, L/M, S)</p>

NEW TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>JESUS, A LOVING FRIEND The Samaritan Woman John 4:1-43</p> <p>Memory Gem John 4:23</p>	<ul style="list-style-type: none"> • God loves us unconditionally. • God forgives. <p style="text-align: center;">F-10</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit IV, Lesson 2 • <i>Themes For Kids</i> Levels 4,5 p 71 • <i>The Bible Story</i> Vol 7 p 145 • <i>NTE</i> p 81 • <i>SDA Hymnal*</i> 493 	<ul style="list-style-type: none"> • Make a well to sit in the middle of the classroom. During worship time ask the children to write things they would like to ask forgiveness for and place in the well. At the end of the day burn the papers and discuss the meaning of God forgiving sins. (L,R,V) • Draw a cartoon strip showing the significance of the water of life. (V) • Write a diary entry of that day as if you were the woman at the well. (L) • Role-play the interaction between Jesus and the woman at the well. (Ph) • Sing <i>Fill My Cup, Lord*</i>. (M)
<p>Jesus Visits Mary and Martha Luke 10:38-41</p> <p>Memory Gem Luke 10:42</p>	<ul style="list-style-type: none"> • Jesus needed friends just like we do. <p style="text-align: center;">F-21</p>	<ul style="list-style-type: none"> • <i>Read With Me Bible</i> p329 • <i>Themes For Kids</i> Levels 1,2,3 p 87, 112 • <i>The Bible Story</i> Vol 8 p 98 • <i>NTE</i> p 63 	<ul style="list-style-type: none"> • Visit friends of the school to deliver special cooking etc. (L/M,S) • Begin a card ministry to those who need encouragement. (V,L) • Introduce a Secret Friend program. (S) • Commence a thematic unit on Friendship. • In tandem, role play Mary and Martha while Jesus is visiting, moving from one scene to the other to underline the contrast. (Ph) • Retell the story in the first person as either Mary, Martha or Lazarus. (L) • Make an acrostic poem using the word 'friends'. (L)
<p>A Centurion's Faith Impresses Jesus Luke 7:1-10</p>	<ul style="list-style-type: none"> • God gives us confidence to approach Him. <p style="text-align: center;">F-9</p>	<ul style="list-style-type: none"> • <i>The Bible Story</i> Vol 8 p 15 	<ul style="list-style-type: none"> • Pair children to lead each other blindfolded around the room to experience faith in action. (Ph,L/M) • Re-enact the interaction between Jesus and the centurion. (Ph) • Rewrite the story from the servant's perspective. (L) • Sing <i>He's Able.*</i> Compose a second verse. (M)

<p>Memory Gem Luke 7:9</p>			<ul style="list-style-type: none"> • Make a paper plate plaque about faith. (V)
<p>Lazarus Lives Again John 11 Memory Gem John 11:40</p>	<ul style="list-style-type: none"> • Only God has the power to restore life. F-9 	<ul style="list-style-type: none"> • <i>Read With Me Bible</i> p 334 • <i>The Bible Story</i> Vol 9 p 22 • <i>F-M-N</i> p 95 • <i>NTE</i> p86 	<ul style="list-style-type: none"> • Use one of the Bible study approaches in Section E to understand the story and its significance. (L, L/M) • Prepare a press release about the miracle. (L) • Present a puppet portrayal of the event.(Ph) • Draw the sequence of events and cut them up in a jigsaw. (V) • Make a promise box highlighting the promises of Jesus. (L) • Write an obituary for Lazarus, then a letter to the editor explaining what happened to him. (L) • Find and play some recorded music that might be suitable to play at a funeral. Then find some music for celebration. (M) • Commence and continue a ministry of encouragement for people in the school or church community who are grieving. (Cards, food, phone calls etc.) (S) • Talk together about what Lazarus was 'doing' while he was dead. (L, L/M, S)

<p>Jesus and Peter Walk on Water Matthew 14:22-36 Mark 6: 45-56</p> <p>Memory Gem Isaiah 41:13</p>	<ul style="list-style-type: none"> • When we are afraid, Jesus is there to comfort us. • God loves us unconditionally. <p>F-9</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit IV, Lesson 13 • <i>Read With Me Bible</i> p318 • <i>Themes For Kids</i> Levels 4,5 p124 • <i>Gospel Light</i> Primary Spring B p21 • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 8 p 47 • <i>F-M-N</i> p 77 • <i>OTE</i> p 45 	<ul style="list-style-type: none"> • Discuss and list modern-day miracles, including things reported in the news. (L) • Role-play situations where children are afraid. Class offers solutions to the situations. (Ph) • Make a wall plaque of a verse to encourage children when they are afraid. (V) • Discuss the saying 'Pride goeth before a fall.' Think up other sayings. (L) • 'Paint' with frozen paint-cubes (liquid tempera paint mixed with water in ice-cube trays) to illustrate the story. (V) • Using buckets, spray bottles, colanders, funnels, bottles with lids and LOTS of water, make music to hear some of the sounds the disciples may have heard on their boat trips. (M) • In groups, compare and contrast this miracle with others in the Bible. Read and compare Mark 6:45-56; John 2:1-11; and Mark 6:30-44. What is revealed about Jesus? Share group responses with class. (L/M) • Think about how we can keep our eyes on Jesus, then share your thoughts with others in the class. (R, S)
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Peter Finds a Coin in a Fish Matthew 17:24-27</p> <p>Memory Gem Mark 12:17</p>	<ul style="list-style-type: none"> • Sometimes God meets our needs in unexpected ways. • Communication with God is important. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 8 p 88 • <i>ADRA</i> posters. 	<ul style="list-style-type: none"> • Design and make an envelope for tithes and offerings. (V) • Conduct a fundraising coin trail (in the shape of a fish) for a worthwhile charity. (S,Ph) • Make a 'pool' of paper fish with paper clips attached. 'Fish' with a magnet on a string. Write a promise on each fish. (V,L) • Rewrite the story from the fish's perspective. (L)

<p>JESUS, THE TEACHER Jesus Teaches the Disciples to Pray Matthew 6:9-13</p> <p>Memory Gem Matthew 6:9-13</p>	<ul style="list-style-type: none"> • God provides and cares for all our needs. • God is a loving Father to Us. <p>F-3</p>	<ul style="list-style-type: none"> • <i>Read With Me Bible</i> p 298 • <i>Themes For Kids</i> Levels 4,5 pp 7-9 • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 8 p 66 • <i>Gospel Light</i> Primary Summer A p15 	<ul style="list-style-type: none"> • Look at the picture of 'Praying Hands'. What do you think the artist is trying to say through the picture? (V,L) • Trace around hands and make a collage of hands that are praying. (V) • Memorize the Lord's Prayer. (L) • Sing <i>The Lord's Prayer</i>. Add hand movements and gestures that express the meaning. (M,Ph) • Write and perform a Readers Theatre on the Lord's Prayer. (L) • Use one of the simple Bible study methods in Section E and discover what each part of the prayer is looking at. Share your thoughts with others. (L, L/M, S)
<p>• Who Will be the Greatest? Mark 9:33-37; 10:35-45 Matthew 20:20-28, Luke 9:46-48</p> <p>Memory Gem Mark 9:37</p>	<ul style="list-style-type: none"> • Sin has spoilt God's perfect image. • Jesus gives the example of a faithful servant and friend. <p>F-7</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit I, Lesson 10 • <i>Themes For Kids</i> Level 4,5 p 42,106 • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 8 p 94 • <i>Kids Praise Chorus Book*</i> P 75 • <i>Scripture in Song Book 2 ^</i> P 256 	<ul style="list-style-type: none"> • Compose and present a Readers Theatre script portraying Jesus' act of humility. (L, S) • In groups, discuss and share with the class what you think Jesus was trying to teach His disciples. What lessons apply to us today? (L, L/M, R, S) • Role-play each child being king for a day. What changes would he/she make? (L,Ph) • Watch a foot-washing service to observe the kind of humility that Jesus displayed. (Ph) • Sing <i>Make Me a Servant*</i> <i>Brother, Let Me be Your Servant^</i> <i>Great is the Lord</i> (M) • Make a mural of Mark 9:36. (V)
<p>Party Behaviour! Luke 14:1, 7-14</p> <p>Memory Gem Luke 14:11</p>	<ul style="list-style-type: none"> • God honours humility and unselfishness. <p>F-16</p>		<ul style="list-style-type: none"> • Plan and host a party. (Ph,L/M)) • Sing <i>The Wedding Banquet</i> but change the words slightly to fit this parable. (M) • Make a plaque of Luke 14:11. (V) • Write and perform a Readers Theatre on Luke 14:8-14. (L)
<p>Jesus Sums Up the Commandments Matthew 22:34-40</p> <p>Memory Gem</p>	<ul style="list-style-type: none"> • God's laws are essential to our well-being and happiness. <p>F-18</p>	<ul style="list-style-type: none"> • <i>Themes For Kids</i> Levels 1,2,3 - p17, 61 • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 9 p 15 	<ul style="list-style-type: none"> • Draw cartoon characters depicting different aspects of love. (V) • Sing <i>Love the Lord Your God</i>. <i>Just Let Me Say How Much I Love You</i> (M) • Debate the question, "Who is my neighbour?" (L)

Matthew 22:37-39			<ul style="list-style-type: none"> • Write and act out vignettes showing examples of people loving God and their neighbour. (Ph,L) • As a class, brainstorm ways we can show love to our neighbours. (L/M,L)
STORIES JESUS TOLD The Parable of the Banquet Luke 14:1,15-24 Revelation 3:20 Memory Gem Luke 14:14	<ul style="list-style-type: none"> • God accepts every one of us alike. F-9	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit I, Lesson 3 • <i>Themes For Kids</i> Levels 1,2,3 p 98 • <i>The Bible Story</i> Vol 8 p 121 	<ul style="list-style-type: none"> • Write <i>inability to accept</i> cards, stating reasons for non-attendance. (L) • Discuss feelings of rejection or acceptance. (L) • Plan a banquet at school and invite special guests. (Ph,L/M) • Sing <i>The Wedding Banquet</i>. (M) • Re-write the parable with modern-day excuses for not attending the banquet. Dramatize. (L,Ph) • Draw and/or paint a sequence of 3 pictures depicting the issuing of invitations, refusal of them, and going to the highways and byways to recruit guests. (V)
The Pharisee and the Tax Collector Luke 18:9-14 Memory Gem Psalm 86:5	<ul style="list-style-type: none"> • Pride separates us from God and others. F-9	<ul style="list-style-type: none"> • <i>Themes For Kids</i> Levels 4, 5 pp 85-86. • <i>Matthew</i> Video 	<ul style="list-style-type: none"> • Dramatize the contrast between the two men. (Ph) • Research the background and the roles of Pharisees and tax collectors. (L,L/M) • Write and perform a Readers Theatre on Luke 18:10-14. (L) • Sing <i>Jesus, I Just Want to Thank You</i> (M) • In groups, discuss and share why pride spoils relationships both with God and others. (L, L/M, S)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
The Parable of the Tenants Luke 20:9-19 Memory Gem Luke 19:10	<ul style="list-style-type: none"> • God showed ultimate love by allowing His son to die for us. • We have the choice to accept God's love for us. F-9	<ul style="list-style-type: none"> • <i>Themes For Kids</i> Level 1-3 p 136 • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 8 p 136 	<ul style="list-style-type: none"> • Dramatize the parable and video the presentation. Add sound effects where necessary. (Ph,M) • Invite in the church treasurer to discuss the responsibilities of stewardship. (L) • Write and perform a Readers Theatre on Luke 20:9-18. (L) • Discuss as a class the link between the parable and Jesus' death on the cross and represent visually. (L, L/M, S) • In groups, discuss, then share suggestions as to how we can

			refuse or accept Jesus' love. (L, L/M, S)
<p>GOD'S PLAN IS FULFILLED</p> <p>Jesus Cleans Up the Temple</p> <p>Matthew 21:12-17 Mark 11:15-19</p> <p>Memory Gem Matthew 21:13</p>	<ul style="list-style-type: none"> • Even when facing death Jesus continued teaching and doing acts of love. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit II, Lesson 2 • <i>Matthew</i> Video • <i>Forever Stories</i> Vol 4 p 36 • <i>Forever Stories</i> Funbook 4 • <i>The Bible Story</i> Vol 9 p 44 	<ul style="list-style-type: none"> • Discuss then write what you would do if Jesus came to your church. Suggest what you would do. (L,L/M, R) • Re-enact Jesus cleansing the temple. (Ph) • Model a church and other items in the story from plasticine, then video / photograph different scenes, sequencing them into a presentation. (V,Ph) • Produce a radio commentary on the happenings of the day by interviewing different characters. (L) • Compose a rap called <i>My House is a House of Prayer</i>. (M)
<p>The Plot to Kill Jesus</p> <p>Matthew 22:15-22, 34-40; 26: 1-5, 14-16, Mark: 12: 13-17, 28-34; Luke 20: 20-26</p> <p>Memory Gem Matthew 22:37</p>	<ul style="list-style-type: none"> • If we love God with all our heart, mind and strength we will love others. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit II, Lesson 3 • <i>Matthew</i> Video • <i>Forever Stories</i> Vol 4 p 50 • <i>Forever Stories</i> Funbook 4 • <i>The Bible Story</i> Vol 9 p 78 	<ul style="list-style-type: none"> • Make a booklet showing 'My love to God' and 'My love to others'. (L) • Present a puppet play on the plot to kill Jesus. Invite audience participation. (Ph) • Write about a time when your conscience stopped you from doing something you knew was wrong. (L,R) • Suggest other questions the Pharisees may have asked to try and trick Jesus. How might He have replied? (L/M, R) • Design and make a denarius. (V) • Write and present a dramatized Readers Theatre using the Bible references listed. (L, L/M, V, S)
<p>The First Communion Service</p> <p>Matthew 26:17-30 Luke 22:7-23</p> <p>Memory Gem Galatians 5:13 (Last part)</p>	<ul style="list-style-type: none"> • We remember that by Jesus' death He overcame Satan, freed us from sin and promised us eternal life. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit II, Lessons 4-5 • <i>Read With Me Bible</i> p 366 • <i>Themes For Kids</i> Levels 4,5 pp 43, 107 • <i>Matthew</i> Video • <i>The Bible Story</i> Vol 9 p 55 • <i>Scripture in Song Bk 2*</i> 	<ul style="list-style-type: none"> • Simulate a communion service with the children. Do not force participation. (NOTE: Encourage reverence and respect. (Ph, V, R) • In groups, depict scenes from the first communion. (Ph,S) • Make unleavened bread and discuss its significance in the communion service (L/M,L). • Prepare a project on the symbolism of a communion service. (L,V) • Sing <i>This is My Body*</i>. (M)

		p 215	<ul style="list-style-type: none"> Pictorially represent what the communion service means to you. (R, V) Discuss how thinking about the communion service helps us to think about what Jesus did for all of us. (L, L/M, R, S)
Jesus Goes to Gethsemane Matthew 26:31-44, Mark 14:32-42, Luke 22:31-46, Memory Gem Matthew 26:39	<ul style="list-style-type: none"> Because God loves us He permitted His only son to suffer for us. <p>F-7,9</p>	<ul style="list-style-type: none"> <i>Walking in His Steps</i> Unit II, Lesson 6 <i>God Is Like This</i> Unit 40 <i>Read With Me Bible</i> p 374 <i>Gospel Light</i> Middler Spring A <i>Matthew Videos</i> <i>The Bible Story</i> Vol 9 p 73 	<ul style="list-style-type: none"> Prepare a model of the Garden of Gethsemane depicting the figures praying. (V) Draw a picture map of the events leading up to the Passion Week. (V,L/M) Make a mural depicting the different events that happened in the garden. (V) Watch the segment of a video showing the events which occurred in the Garden of Gethsemane. Write down the feelings of the different characters at different times in the story. Record your personal response. (V,L,R) Dramatize the scene in the garden. (Ph) Sing <i>Oh How He Loves You and Me</i> (M)
Peter Disowns Jesus Mark 14 Luke 22 Memory Gem Mark 14:31	<ul style="list-style-type: none"> God loves us unconditionally and consistently. <p>F- 4</p>	<ul style="list-style-type: none"> <i>Read With Me Bible</i> p388 <i>Themes For Kids</i> Levels 4,5 p 101 <i>Matthew Video</i> <i>The Bible Story</i> Vol 9 p 78 	<ul style="list-style-type: none"> Use puppets to act out Peter's denial. (Ph) Write down promises that have been broken. Think of ways to right any of the broken promises. (L) Make an origami rooster as a reminder of the importance of keeping promises. (V) Discuss true friendship. (L) Make a list of Bible characters who demonstrated true friendship. List the attributes they showed. (L/M) Share secret friend fun. (S) Compose a 'Rooster Rap' on Mark 14:66-72. (M) In groups, discuss and share ideas on how we can show our loyalty to Jesus. (L, L/M, S)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
Jesus Appears to 500 Matthew 28:16-20, 1 Corinthians 15:6	<ul style="list-style-type: none"> God communicates with us today. God longs to encourage and reassure us with His 	<ul style="list-style-type: none"> <i>Walking in His Steps</i> Unit II, Lesson 14 <i>Read With Me Bible</i> p 400 <i>Matthew Video</i> 	<ul style="list-style-type: none"> Use artwork to show contrasting feelings between Jesus' death and reappearing (e.g. black/ white, positive/negative, colourful depictions of joy etc.). (V,R) Discuss the <i>Great Commission</i> and reflect on the part you

<p>Memory Gem Matthew 28:18</p>	<p>presence. F-9</p>	<ul style="list-style-type: none"> • <i>The Bible Story</i> Vol 9 p 161 	<p>can play in its fulfillment. Write down your commitment and ways you can show this in your life and behaviour. (L,R)</p> <ul style="list-style-type: none"> • Create hand movements for the above. (Ph)
<p>Jesus Returns to Heaven Luke 24:50-53, Acts 1:6-11 Memory Gem John 14:1-3</p>	<ul style="list-style-type: none"> • God is all powerful. • God loves us and reinforces His plan to save us. <p>F-9</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit II, Lesson 15 • <i>Read With Me Bible</i> p 402 • <i>Forever Stories</i> Vol 5 p 24 • <i>Forever Stories</i> Funbook 5 • <i>The Bible Story</i> Vol 9 p 187 • <i>Instant Art for Bible Worksheets</i> p 41 	<ul style="list-style-type: none"> • Interview various eyewitnesses at the scene. (L) • Make a collage of the ascension scene. (V) • Write and perform a Readers Theatre on Acts 1:6-11. (L, S)) • Use pre-recorded music, or create your own to make a dramatic <i>Ascension</i> soundtrack. • Sing <i>There Is a Redeemer</i> (M) • Video storyboards - children draw and colour a background, then draw and cut out Jesus, the disciples etc. Set up video recorder on a tripod, and film the story in sequence, moving items in small increments for each frame. The final result is an animated production similar to a cartoon. (V,Ph)
<p>The Promise of Jesus' Return Matthew 24:30-31, Revelation 1:7, Isaiah 25:9, 1 John 3:2, 1 Corinthians 15:51-58, 1 Thessalonians 4;16,17 Memory Gem Matthew 24:30</p>	<ul style="list-style-type: none"> • God has planned for our future. <p>F-24</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit IV, Lesson 16 • <i>Read With Me Bible</i> p436 • <i>Themes For Kids</i> Level 1,2,3 p78 Level 4,5 p 36 • <i>Matthew</i> Video • <i>Forever Stories</i> Vol 5 p 36 • <i>Forever Stories</i> Funbook 5 • <i>The Bible Story</i> Vol 8 p 160 • <i>SDA Hymnal</i>* 216 	<ul style="list-style-type: none"> • List and illustrate the different signs of Jesus' coming. (L,V) • Create a poster advertising the second coming. (V) • Plan a treasure hunt where all 'signs' lead to the treasure. (L/M) • Make a mural of the second coming. (V) • Sing <i>Jesus is Coming Again</i>* 213 <i>When He Cometh</i>* 218 <i>When the Roll is Called Up Yonder</i>* (M) • Talk about people you know whom you will see again at the second coming. Write their names on a crown shape. (L, R, S) • Discover from the Bible what the second coming will be like, then dramatize. (Ph) • In groups, discuss and share how we might be prepared for Jesus' return. (L, L/M, R, S)

GOD'S RELATIONSHIP WITH US

M.2 Understands stories about the development of God's church.

Biblical Principles

God Loves

- God took the initiative to restore humanity's broken relationship with Him.
- When we respond to God, we relate to one another as part of His family, the church.

God Trusts

- God wants His family, the church, to reflect His love and character to others.

Performance Descriptors

Children will

- Suggest the main point or principle reflected in stories.
- Contribute appropriately to classroom interactions.
- Use language to discuss and explain ideas growing out of the stories.
- Present ideas and understandings of the Bible stories in written, visual, dramatic or musical forms.

NEW TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>THE CHRISTIAN CHURCH BEGINS</p> <p>Pentecost Acts 1:12-14; 2</p> <p>Memory Gem Acts 1:14</p>	<ul style="list-style-type: none"> • The Holy Spirit will enable us to spread the Gospel effectively. <p style="text-align: center;">F-16</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit III, Lesson 1 • <i>Read With Me Bible</i> p 404 • <i>Acts</i> Video • <i>The Bible Story</i> Vol 10 p 9 • <i>Bible Cutouts</i> p 29 • <i>God is in the House*</i> • <i>SDA Hymnal</i>^ 672 • <i>Scripture in Song` 2</i> p 359 	<ul style="list-style-type: none"> • Write a recount of the events as they happened at Pentecost. (L) • Interview a person who experienced Pentecost. (L) • Prepare a window mosaic made from cellophane depicting the Spirit flame at Pentecost. (V) • Cut out flames and write personal commitments on each flame. Place these above the photos of each child in the class. (V,L,R) • Make a flow chart to show events as they happened at Pentecost. (L/M) • Sing songs about the Holy Spirit e.g. <i>Holy Spirit, Come*</i>; <i>Spirit of the Living God</i>^; <i>Holy Spirit, Thou Art Welcome`.</i> (M)

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SCHOOL

MIDDLE

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Choosing Seven Deacons Acts 4: 32-37, 6: 1-7 1 Timothy 3:8-13</p> <p>Memory Gem 1 Timothy 3:13</p>	<ul style="list-style-type: none"> It is important to choose carefully men and women for Christian leadership. <p>F-13</p>	<ul style="list-style-type: none"> <i>Walking in His Steps</i> Unit III, Lesson 3 <i>Acts</i> Video 	<ul style="list-style-type: none"> Invite a minister or deacon to come and talk to the class about the deacon's role. (L,Ph) Using one of the Bible study methods in Section E, examine 1 Timothy 3, listing the prerequisites for being a deacon. (L,L/M) Preview the offices in a local church, briefly considering what each entails. Students analyse their abilities and interests, and think about which jobs might suit them. (R,L/M) Sing <i>Help Me Find My Place</i>*. (M)
<p>Ananias and Sapphira Try to Deceive Acts 4: 32-35, 5: 1-11</p> <p>Memory Gem 1 John 2:21</p>	<ul style="list-style-type: none"> God requires us to be honest in our dealings with the church and each other. <p>F-18,20</p>	<ul style="list-style-type: none"> <i>Themes For Kids</i> Levels 1,2,3 p 30 <i>Acts</i> Video <i>The Bible Story</i> Vol 10 p 27 	<ul style="list-style-type: none"> Read the passage, retell and discuss (L) Talk about tithing. (L) Instigate a reward system that includes tithing. (R,S) Modernise the story of Ananias and Sapphira and dramatise. (Ph) Discuss the implications the story has for our lives today. Write about it. (L) Make up a Bible rap about the importance of honesty. (M) Discuss in groups, then create a class list of ways we can give to God. (L, R, S)
<p>Stephen Gives His Life for Jesus Acts 6: 8-15; 7</p> <p>Memory Gem John 15:13</p>	<ul style="list-style-type: none"> Sometimes hardships are used to strengthen the church. <p>F-11,13</p>	<ul style="list-style-type: none"> <i>Walking in His Steps</i> Unit III, Lesson 4 <i>Themes For Kids</i> Levels 4,5 p 108 <i>Acts</i> Video <i>The Bible Story</i> Vol 10 p 31 	<ul style="list-style-type: none"> Re-enact Stephen's trial. (Ph) Create a Readers Theatre from the passage in the Bible. (L) Play Chinese whispers to illustrate how easy it is to start rumours. (Ph) Discuss martyrdom. Make up an acrostic poem using this word. (L) How would you feel if you were Stephen? A priest? God? Write or draw about it. (R,L,V) Sing <i>No Mountain High Enough</i>. (M)

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<p>THE FIRST CHRISTIAN MISSIONARIES Philip Meets An Ethiopian Acts 8</p> <p>Memory Gem Acts 8:39</p>	<ul style="list-style-type: none"> Baptism symbolises the change in peoples' lives. <p>F-14</p>	<ul style="list-style-type: none"> <i>Read With Me Bible</i> p411 <i>Gospel Light</i> Primary Spring B <i>Acts</i> Video <i>The Bible Story</i> Vol 10 p 38 <i>SDA Hymnal*</i> 330 	<ul style="list-style-type: none"> Discuss the concept that Christianity is for everyone. (L) Sponsor a child in a third world country. (R) Attend and/or re-enact a baptism. (Ph) Watch the global mission videos of thousands being baptised in PNG. (V) Discuss baptismal vows and what they mean. (L) Sing <i>Lord I Give You My Heart</i> <i>Take My Life and Let It Be*</i> (M) Spend some personal time reflecting on how I might prepare for baptism in my daily life now. (R)
<p>Saul Turns Around Acts 9: 1-22</p> <p>Memory Gem 2 Corinthians 5:17</p>	<ul style="list-style-type: none"> God speaks to us. We all respond to God in some way. <p>F-10</p>	<ul style="list-style-type: none"> <i>Walking in His Steps</i> Unit III, Lesson 6 <i>Gospel Light</i> Primary Summer B p 21 <i>Acts</i> Video <i>The Bible Story</i> Vol 10 p 35 <i>Themes For Kids</i> Levels 4,5 p 88 <i>F-M-N</i> p 98 	<ul style="list-style-type: none"> Compare conversion with the life cycle of a butterfly. (L/M) Add food colouring to glue. 'Paint' butterfly on wax paper (at least 4 colours), ensuring all colours touch each other. When dry, peel off. Smooth side will stick to a window. (V) Prepare a puppet show featuring the happenings on the road to Damascus. (Ph) Write entries for Saul's diary before conversion. (L) Write the story of how Christ changed you. (R) Set 2 Corinthians 5:17 to music. (M)
<p>Paul Speaks for God Acts 22: 3-11; 26: 9-18</p> <p>Memory Gem Romans 1:16</p>	<ul style="list-style-type: none"> When we love Jesus we want to share Him with others. <p>F-16</p>	<ul style="list-style-type: none"> <i>Read With Me Bible</i> p 415 <i>Gospel Light</i> Middler Spring A p 51 <i>Acts</i> Video <i>The Bible Story</i> Vol 10 p 42 <i>SDA Hymnal*</i> 202 	<ul style="list-style-type: none"> List and compare characteristics of Saul and Paul. Discuss implications for our lives. (L,L/M,R) Visit retirement villages to share Jesus. (Ph,L) Make cards to send to people reported for various reasons in the local newspaper. (L,V) Sing <i>Pass It On</i> <i>Tell it to Every Kindred and Nation*</i>, (M) Reflect, then share with the class how I might share God's love with the world. (R, S)
<p>Peter's Ministry Develops Acts 10,11,12: 1-23</p>	<ul style="list-style-type: none"> We are each called to do a special work for God's church. 	<ul style="list-style-type: none"> <i>Walking in His Steps</i> Unit III, Lesson 10 <i>Read With Me Bible</i> p 408 <i>Acts</i> Video 	<ul style="list-style-type: none"> Make a timeline of Peter's life. (L/M) Draw a wall mural of Peter's vision. (V) Compare Peter's life with that of other disciples. (L,L/M) List the offices in a local church, briefly considering what

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MIDDLE

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Memory Gem Psalm 19:14	F-13	<ul style="list-style-type: none"> • <i>Kids on the Rock</i>* p 115 	<p>each entails. Students analyse their abilities and interests, and think about which offices might suit them. (R,L/M)</p> <ul style="list-style-type: none"> • Sing <i>Let My Words</i>*. (M)
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Paul and Barnabas Walk the World Acts 11: 19-26 12: 25, 13: 2-4, 14: 6-20</p> <p>Memory Gem Acts 22:15</p>	<ul style="list-style-type: none"> • By working together, we support one another. • God wants us to witness to others. <p>F-16</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit III, Lesson 11 • <i>Gospel Light</i> Middler Summer A p 75 Middler Spring A p 33 • <i>Acts</i> Video • <i>The Bible Story</i> Vol 10 p 69 • <i>Psalty's Super Songbook</i>* p 36 	<ul style="list-style-type: none"> • Adopt a missionary and correspond with the family throughout the year. (L, S) • Accompany an older person helping in the ADRA appeal, working in pairs. (S) • Sing <i>The Body Song</i>* and talk about working together. (M) • Prepare a large world map and plot the paths of missionaries. (L/M) • Prepare a 'gallery' of different missionaries and add a brief summary of the main events in their lives. (V, L) • Re-enact some of the missionary adventures. (Ph) • Invite some returned missionaries to come and talk to the children. Prepare questions to ask them. (L) • Read a serial story about missionaries. e.g. <i>Nyla and the White Crocodile</i> - Norma Youngberg <i>Taught by a Tiger</i> - Norma Youngberg <i>Dookie, Sookie and Big Mo.</i> (L)
<p>Peter Is Freed from Prison Acts 12: 1-23</p> <p>Memory Gem Acts 12:11</p>	<ul style="list-style-type: none"> • God is able to perform the impossible. <p>F-13</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit III, Lesson 10 • <i>Themes For Kids</i> Levels 1,2,3 p 54 Levels 4,5 p 82 • <i>Acts</i> Video • <i>The Bible Story</i> Vol 10 p 57 • <i>Sing for Joy</i>* p 40 	<ul style="list-style-type: none"> • Draw Peter behind bars. Cut slits and slide the bars to set him free. (V) • Role play the interaction between <ol style="list-style-type: none"> a. Peter and the guards b. Peter and the angel c. Peter, Rhoda and the people at Mary's house. (Ph) • Write and perform a Readers Theatre on one of the above. (L) • Sing <i>He's Able.</i>* Compose a second verse. <i>Shout to the Lord</i> (M)
<p>Priscilla & Aquilla Work for God Acts 16: 13-15, 18:1-</p>	<ul style="list-style-type: none"> • God wants us to do the best we can. <p>F-16</p>	<ul style="list-style-type: none"> • <i>Gospel Light</i> Primary Summer B p 27 • <i>Acts</i> Video 	<ul style="list-style-type: none"> • Prepare a character study of Lydia. (L) • Brainstorm how each student can witness to his/her own family. Write an action plan. (L/M,L) • Sew/knit a quilt with each child preparing a small section. Sew together to make a lovely pattern (like salvation). (V)

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<p>3</p> <p>Memory Gem Colossians 3:17</p>			<ul style="list-style-type: none"> • Tie-dye or draw with a candle on material. (V) • Pitch a tent and conduct the lesson in it. (Ph) • List songs about spreading the gospel and sing as a medley. (M) • In groups, discuss what less and Priscilla. Share with the
<p>Spread the Good News! Acts 19:1-12</p> <p>Memory Gem Revelation 14:6</p>	<ul style="list-style-type: none"> • Our commission from God is to show His love to the people we meet. <p>F-16</p>	<ul style="list-style-type: none"> • Acts Video 	<ul style="list-style-type: none"> • Watch videos of Global Mission projects. (V,L) • Invite a returned missionary to come and talk about their part in the spread of the Gospel in other countries. Write a summary of their stories. (L) • Compose a Bible rap on spreading the good news. (M) • Write and perform a skit demonstrating ways to spread the good news. (Ph) • Reflect on ways you can make a personal commitment to spread the good news. Write and post a letter to yourself committing to one of these ways. (R) • Sing <i>Pass It On</i> <i>People Need the Lord</i> (M)
<p>A Bonfire at Ephesus Acts 19:17-20</p> <p>Memory Gem Acts 19:20</p>	<ul style="list-style-type: none"> • God wants us to rid ourselves of habits that may prevent Him working in our lives. <p>F-10</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit III, Lesson 14 • Acts Video • <i>The Bible Story</i> Vol 10 p 100 	<ul style="list-style-type: none"> • Make a mural showing the bonfire at Ephesus. (V) • Write and perform a Readers Theatre on Acts 19:17-20. (L) • In groups, discuss the kinds of books, videos and video games that might fall into the same category as the books at Ephesus. Share results with the class, and make a class list. Display. (L, L/M, R, S) • Compose a Bonfire Rap, enumerating various items that should be on it. (M) • Make personal <i>Choose-to-Remove</i> commitments. (R)
<p>Paul Is Shipwrecked Acts 27</p> <p>Memory Gem Acts 27:36a</p>	<ul style="list-style-type: none"> • God wants us to encourage each other in difficult circumstances. <p>F-13</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit III, Lesson 15 • <i>Read With Me Bible</i> p 430 • <i>Gospel Light</i> Middler Spring A • Acts Video • <i>The Bible Story</i> Vol 10 p 118 	<ul style="list-style-type: none"> • In groups of four, imagine you are the first mate on the ship when it wrecked. Write accounts of the shipwreck from his perspective. (L,S) • Make a treasure chest of Jesus' promises. (L,V) • Create sound effects for the storm and shipwreck using readily available materials e.g. rhythm instruments, fans, paper etc. (M) • Make miniature shipwrecks. Shape a ship, people and sea creatures from aluminium foil, place in a 2-litre soft drink bottle and fill 2/3 with

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		<ul style="list-style-type: none"> • <i>F-M-N</i> p 106 	<p>water. Add blue food colouring, 1/2 cup cooking oil and shake. (V)</p> <ul style="list-style-type: none"> • Sing <i>Side By Side</i> (M) • Spend personal quiet time, then share with the class responses to 'When I'm in deep trouble, I can/must.....' (R, L, S)
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>THE CHRISTIAN CHURCH GROW</p> <p>God Leads the Church Throughout History</p> <p>Acts 7:38 Isaiah 56:7 Revelation 12:12-17 1 Peter 2:4-6</p> <p>Memory Gem 1 Peter 2:9</p>	<ul style="list-style-type: none"> • It is important to know where we have come from and where we are going as a group of Christians. <p>F-3</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit IV • <i>Acts</i> Video • <i>Keepers of the Flame</i> Video series.* • <i>SDA Hymnal</i>^ 214 • <i>Hillsongs</i> Series 	<ul style="list-style-type: none"> • Place the major events of the church through history on a timeline. (L/M) • Research the origin of your church by interviewing church members. (L) • Interview older church members and find out the changes that have taken place in the church during their lifetime. (L) • View the video series, <i>Keepers of the Flame</i>*. (Ph) • Do a life sketch on Ellen G White. Illustrate one of her visions. (L,V) • Sing <i>We Have This Hope</i>^. <i>Great Southland</i>* <i>This Kingdom</i>* (M) • Paint a mural of the night the stars fell. (V)

OUR RELATIONSHIP WITH GOD

M.3 Understands stories about relationships between people and God.

Biblical Principles

God Trusts

- God gives us the choice to respond to His love.
- We glorify God in the way we live as individuals.
- We glorify God by identifying, encouraging, supporting, and worshiping with one another.

God Communicates

- We need to remain in touch with God in order to live and grow .
- We keep in touch with God through the Bible, prayer and worship.

Performance Descriptors

Children will.

- Suggest the main point or principle reflected in stories.
- Contribute appropriately to classroom interactions.
- Use language to discuss and explain ideas growing out of the stories.
- Present ideas and understandings of the Bible stories in oral, written, visual, dramatic or musical forms.

OLD TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Rahab Hangs Out a Red Cord Joshua 2</p> <p>Memory Gem Joshua 2:11b</p>	<ul style="list-style-type: none"> • God can use all types of people if we give our hearts to Him. <p>F-10</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit III, Lesson 1 • <i>Gospel Light</i> Junior Fall A p 27 • <i>The Bible Story</i> Vol 3 p 74 • <i>God Is in the House</i>[^] • <i>Kids Praise! Chorus Book</i>[*] p 109 • <i>OTE</i> p 56 	<ul style="list-style-type: none"> • Build a 'brick' wall from Lego and hang a scarlet cord from one window. (Ph) • Draw a picture of the wall and thread a red cord from behind to let down when appropriate. (V) • Narration: Student or teacher reads the story of Rahab from contemporary Bible translation as students act out events. (Ph) • Sing songs about giving your heart to God e.g. <i>I Give You My Heart</i>[^], <i>Into My Heart</i>[*]. (M) • Retell the story in the first person as either Rahab, one of the spies or one of the king's men. (L) • Draw a filmstrip sequence of events in one of the scenes involving Rahab and the spies. (V,L)

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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Gideon and the Fleece-Test Judges 6</p> <p>Memory Gem Judges 6:12</p>	<ul style="list-style-type: none"> God will give us signs of His leading if we will only trust Him. <p>F-7</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit III, Lesson 7 <i>Gospel Light</i> Junior Fall A p 57 <i>The Bible Story</i> Vol 3 p 119 <i>OTE</i> p 62 	<ul style="list-style-type: none"> Place a fleece on the ground overnight. Examine the results. Discuss how impossible it would be to get the opposite result. (L/M) Sing songs from musical about Gideon, <i>Zeroes into Heroes</i>. (M) Role play the interaction between: <ol style="list-style-type: none"> Gideon and the angel in the winepress Gideon and the preparing of his army Gideon and the Midianites. (Ph) Write and perform a Readers Theatre on one of the above. (L)
<p>Gideon and the Faithful 300 Judges 6, 7</p> <p>Memory Gem 1 Corinthians 16:13</p>	<ul style="list-style-type: none"> It is important that we do what God asks even if it does not make much sense at the time. <p>F-16</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit III, Lesson 8 <i>Read With Me Bible</i> p 152 <i>Themes For Kids</i> Levels 4,5 p 25 <i>Gospel Light</i> Summer Primary B Junior Fall A p 57 <i>The Bible Story</i> Vol 3 p 121 <i>SDA Hymnal</i> 482 	<ul style="list-style-type: none"> Draw graphs illustrating the different sizes of the two armies. (V,L/M) Play a game of <i>Capture the Flag</i> with 90% of the students on one side. Discuss the feelings of unfairness. (Ph,L) Play a game with the best players on one side and all the rest of the class on the other (unequal numbers). Discuss the probability of winning. Describe how the soldiers would have felt when the two armies met. (L) Make a list of characteristics God was looking for through the different tests made on the army. (L) Continue with <i>Zeroes into Heroes</i>. (M) Sing <i>Father, Lead Me Day by Day</i>*
<p>Samson Struts His Strength Judges 13-16</p> <p>Memory Gem Proverbs 3:5</p>	<ul style="list-style-type: none"> God gives us special gifts but can take them away if we abuse them. <p>F-7</p>	<ul style="list-style-type: none"> <i>Read With Me Bible</i> p 156 <i>Gospel Light</i> Summer Primary B Junior Fall A <i>The Bible Story</i> Vol 3 p 130 <i>F-M-N</i> p 46 <i>Sing a Song of Scripture</i>* p 16 	<ul style="list-style-type: none"> Write a letter Samson may have written to his parents whilst in gaol. (L) Read the lifestyle that was prescribed for Samson and compare this to our own lifestyle. (L,L/M) Try testing the children's strength in different situations (e.g. lifting dumbbells, pulling open a locked door, tug-o'-wars) and then compare with Samson's strength. (Ph,L/M) Write a couple of riddles for the children to solve and then share with them Samson's riddle. (L) Draw a filmstrip sequence of events of one of the scenes involving Samson. (V,L) Make up a verse about Samson to <i>I Wonder How It Felt</i>*. (M) Play <i>Blind Samson's Tag</i>. (Ph) Think of one guideline for your life that would help you avoid disaster and write it down. (R)

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<p>Saul Disobeys God 1 Samuel 15: 1-31</p> <p>Memory Gems 1 Samuel 15:22b Psalm 119:60</p>	<ul style="list-style-type: none"> When we obey God, we can't go wrong, even though it won't always seem to be working out. <p>F-7</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit IV, Lesson 2 <i>The Bible Story</i> Vol 3 p 174 <i>Jungle Doctor's Monkey Tales</i> p 57 	<ul style="list-style-type: none"> Draw the two faces of Saul - with and without God. (V) Choose one of the memory gems and reflect upon obedience. How obedient are you? Write down an example of a time you disobeyed with serious consequences. (R) Read as a class, 'Famous Monkey Last Words' by Paul White*. Discuss the lesson it presents. (L, L/M, R, S) Choose one of the memory gems and make a decorative plaque. (V) Sing <i>To Obey is Better Than Sacrifice</i> - Keith Green. (M) In quiet time, reflect on 'Each day I obey God by....'. Share with the class. (R, S)
<p>David Sings a Shepherd's Psalm Psalm 23</p> <p>Memory Gem Psalm 23</p>	<ul style="list-style-type: none"> God loves us and wants to be with us in good times and bad. <p>F-4</p>	<ul style="list-style-type: none"> <i>Read With Me Bible</i> p 218 <i>Themes For Kids</i> Levels 1,2,3 pp 11,12, 139, 156 Levels 4,5 p 52 <i>Gospel Light</i> Primary Spring B p 3 <i>Kids on the Rock!</i> ^ p 103 <i>It's About Time</i> <i>SDA Hymnal</i>* 552 <i>Sing a Song of Scripture</i> 	<ul style="list-style-type: none"> Learn and present the 23rd Psalm as a Readers Theatre or choral reading. (L, S)) Draw a series of pictures for each text or visual image and place them in sequence on a scroll. (V) Make a pack of memory cards, one with a text on it, and one with a corresponding picture. (L, V) Make a mural of the Good Shepherd with His sheep. (V) Sing <i>The Lord is my Shepherd*</i> <i>The New 23rd Psalm</i> <i>His Sheep am I</i> <i>If I Were a Shepherd</i>^ (M) Make a list of 'Rules for a Shepherd'. (L) Use a concordance to look up all the verses that mention shepherds and compare and classify them. (L/M) Choreograph movements and create a soundtrack to accompany a reading of the 23rd Psalm. (Ph,M)\
<p>God Gives Solomon Wisdom Proverbs Ecclesiastes 1 Kings 3:16-28</p> <p>Memory Gem James 1:5</p>	<ul style="list-style-type: none"> God uses ordinary people to do extraordinary things. <p>F-16</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit IV, Lesson 13b <i>Read With Me Bible</i> p 222 <i>Themes For Kids</i> Levels 4,5 p 15 <i>The Bible Story</i> Vol 4 p 159 	<ul style="list-style-type: none"> Write a book of proverbs. (L) Make an illustrated Proverbs Big Book. (L,V) Read and illustrate a different proverb each day and have the children share it with their family. (L,V,S) Play charades with selected proverbs written on cards. (Ph) Fit some of the Proverbs to a well-known tune, or compose a Proverb rap. (M) Write <i>My Proverb</i>. Write using a calligraphy style to put on the

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MIDDLE SCHOOL

		<ul style="list-style-type: none"> • wall at home. (L, R, V, Ph) • Read and discuss Solomon's wisdom as reflected in the story of the two women who claimed the same baby. Role-play the story. (L, L/M, R, V, Ph)
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Solomon Turns from God 1 Kings 6 1 Kings 11: 1-13, 28-40</p> <p>Memory Gem Exodus 20:3</p>	<ul style="list-style-type: none"> • God wants us to use faithfully the abilities He has given us. <p>F-7</p>	<ul style="list-style-type: none"> • <i>The Bible Story</i> Vol 4 p 162 	<ul style="list-style-type: none"> • Read the lead up to the change in Solomon. Discuss what we can learn from this. (L) • Draw a timeline of the events in Solomon's life. (L/M) • Research and draw Solomon's Temple. (L, V) • Construct a family tree, beginning with David. (L/M) • Sing <i>His Banner over Me Is Love</i>. (M) • In groups, discuss what might have been the causes of Solomon's fall. Share this with the class. (L, L/M, S)
<p>Elisha Sees God's Army 2 Kings 6: 8-23</p> <p>Memory Gem Luke 6:27,28</p>	<ul style="list-style-type: none"> • God enjoys helping us when we are in need. <p>F-7</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit I, Lessons 14-15 • <i>Gospel Light</i> Middler Fall A • <i>The Bible Story</i> Vol 5 p 89 • <i>Scripture in Song Bk 2*</i> p 360 	<ul style="list-style-type: none"> • In the school playground, re-enact the story of Elisha and God's army. Hide some of the children to appear when talking about Elisha seeing the army. (Ph) • Use a film of red cellophane to cover a picture and make the army of God appear on a picture. (Draw the main picture in red with light blue angels drawn in the background. They will 'appear' when the red cellophane is placed over the top.) (V) • Write and perform a Readers Theatre on 2 Kings 6:8-23. (L) • Sing <i>Open Our Eyes*</i> (M) • How does the thought of God's army being there even when I can't see it, help me? Reflect and share. (R, S)
<p>Josiah Reigns as King 2 Kings 22: 1-10, 2 Chronicles 34: 1-18, Proverbs 20:11</p>	<ul style="list-style-type: none"> • God can use both young and old people if we are willing to listen to the Holy Spirit. <p>F-16</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit II, Lesson 3 • <i>Themes For Kids</i> Levels 1,2,3 p 34 • <i>The Bible Story</i> Vol 5 p 170 	<ul style="list-style-type: none"> • Discuss the responsibilities placed upon this eight-year-old king. Write down the things that a child would/would not be able to do if he/she were king. (L,R) • Pretend that each child was king for a day and make a list of all the changes he/she would try to implement. (L,R) • Draw a timeline of Josiah's reign and list all the positive things he did for his people. (L/M,L)

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<p>Memory Gem Proverbs 20:11</p>			<ul style="list-style-type: none"> Design a voting poster for Josiah as king. Incorporate the strengths of his reign. (V) Sing/dramatise <i>Good Kings Come in Small Packages</i>. (M, Ph)
<p>Joash, the Boy King 2 Chronicles 22-24</p> <p>Memory Gem Ephesians 5:15,16</p>	<ul style="list-style-type: none"> God can use us in different ways to spread His word and love. <p>F-20</p>	<ul style="list-style-type: none"> <i>Read With Me Bible</i> p 216 <i>Gospel Light</i> Middler Summer A p 63 <i>My Bible Friends</i> Book 7 <i>The Bible Story</i> Vol 5 p 111 	<ul style="list-style-type: none"> Read the story and list the difficulties in keeping a small child hidden. (L) Write a report on the overthrow of the wicked queen. (L) Place a money box at the door of the classroom to collect for an outreach activity. (S) Make a model temple out of wafers and icing. (V) Write the memory verse on 10 pop sticks, then mix up and reassemble in the correct order. (L) Re-enact Joash rebuilding the temple. (Ph) Using the references provided, make character studies of Ahaziah, Athaliah, Jehoiada and Joash. Reflect and share, 'Jesus has chosen me to.....' (R, S)
<p>Hezekiah Stops the Clock 2 Chronicles 29-32</p> <p>Memory Gem Psalm 86:12</p>	<ul style="list-style-type: none"> God raises different people at different times to carry on His work. <p>F-16</p>	<ul style="list-style-type: none"> <i>Gospel Light</i> Middler Summer A p 69 <i>The Bible Story</i> Vol 5 p 127 	<ul style="list-style-type: none"> Look at shadows on the classroom wall and note which way they move. Make a sundial and read the time. Watch the way the shadow always moves. Discuss the reason for this and then talk about the shadow moving back as a sign to Hezekiah. (L/M,L) Identify something that God may tell you to change in your life. Pray about this each day. (R) Make a list of different people in the Bible who were involved in miracles. Make a collage of their pictures and miracles. (L,V) Write a prayer to the tune of a known song e.g. <i>Mary had a Little Lamb</i>. (M) Re-enact the turning back of the sun, and Hezekiah's reaction to it. (Ph) Sing <i>For I'm Building a People of Power</i> (M)
<p>Ezra Writes for the King Ezra 7:10-16; 10:1-3</p> <p>Memory Gem</p>	<ul style="list-style-type: none"> God blesses us when we are faithful to Him. <p>F-7</p>	<ul style="list-style-type: none"> <i>The Bible Story</i> Vol 6 p 100 <i>OTE</i> pp 105-107 	<ul style="list-style-type: none"> List Ezra's duties as the king's scribe. (L) Appoint a different child each day to be class scribe and write down the events that happen every day. (L) Paint a mural of the altar and temple that Jeshua and Zerubbabel rebuilt. (V) Read Ezra 6:3-5 and in pairs, draw a picture of the temple as you

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Isaiah 40:8			imagine it. How many stones? Workers? Equipment? Time to build? (L/M) <ul style="list-style-type: none"> • Choose one of the episodes from the book of Ezra and dramatise. (Ph) • Sing songs that remind us about the Bible. (M)
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
Nehemiah Builds Jerusalem's Walls Nehemiah 1-6:16; 2:2-8; 4:1-23 Memory Gem Galatians 6:9	<ul style="list-style-type: none"> • We can accomplish great tasks when we have the Holy Spirit with us. <p style="text-align: center;">F-11</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit II, Lesson 11 • <i>Themes For Kids</i> • <i>Gospel Light</i> Summer Primary B p 75 • <i>The Bible Story</i> Vol 6 p 111 • <i>OTE</i> pp 108-113 • <i>Jungle Doctor's Fables</i> p 13 	<ul style="list-style-type: none"> • Build a Lego wall around a model city. (Ph,V) • Compare cities of today and cities in Bible times. (L,L/M) • Discuss the importance of a city wall in Biblical times. (L) • Divide the children into the different work groups needed to build the wall and simulate the problems that Nehemiah encountered. (Ph,S) • Read and discuss 'The Great Wall'* by Paul White. (L, L/M, S) • Compose a song either about wall-building, or a song of encouragement whilst wall-building. (M)

NEW TESTAMENT STORIES

Jesus Is Anointed with Perfume Matthew 26: 6-13, Mark 14: 3-11, Luke 7: 35 John 12:1-8 Memory Gem Matthew 26:11	<ul style="list-style-type: none"> • We can show our love for Jesus in the things we do. <p style="text-align: center;">F-9</p>	<ul style="list-style-type: none"> • <i>Read With Me Bible</i> p 362 • <i>Themes For Kids</i> • <i>Matthew Video</i> • <i>The Bible Story</i> Vol 9 p 28 • <i>Sing a Song of Scripture</i> * p 102 	<ul style="list-style-type: none"> • Role-play the different characters in the story. Discuss the feelings of each during the story. (Ph,L) • Write a page in the diary of Mary and Martha, highlighting their different feelings. (L) • Make a perfumed sachet or pot pouri in the classroom and at home as a reminder of the story. (V) • Reflect on what Mary did. Would you be willing to show your love for Jesus in such a public way? How can I show my love for Jesus? (R) • Sing <i>Make Me a Servant</i>*. (M) •
Nicodemus Faces Being Born Again John 1: 12 John 3: 1-3	<ul style="list-style-type: none"> • Following Jesus means a change in our lives. <p style="text-align: center;">F-10</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit I, Lesson 8 • <i>Themes For Kids</i> Levels 1,2,3 p 98 • <i>The Bible Story</i> Vol 7 p 139 	<ul style="list-style-type: none"> • Invite a pastor or church leader to come and relate 'born again' experiences. (L) • Invite a worker from Drug Arm (or similar) to come and share his/her conversion experience with the children in the class and how it has changed his/her life dramatically. (L) • Prepare a puppet presentation on Nicodemus. Ph)

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<p>Memory Gem John 3:16,17</p>			<ul style="list-style-type: none"> • Search for songs/hymns about conversion and sing some of them e.g. <i>Born Again</i> – Evie; <i>Change My Heart Oh God</i> (M) • Make a paper plate plaque with John 3:16 on it. (V) • Paint a mural depicting John 3:16. (V) • Take a moment to consider whether you have been born again. (R)
<p>A Widow Gives Everything Mark 12: 41-44</p> <p>Memory Gem 1 Samuel 16:7b</p>	<ul style="list-style-type: none"> • God is most interested in the reason why we do things. <p>F-20</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit I, Lesson 13 • <i>Themes For Kids</i> Level 4,5 • <i>The Bible Story</i> Vol 8 p 141 	<ul style="list-style-type: none"> • Make up a biography for the widow to fill in some of the details of her life. (L) • Talk about occasions in the children’s lives when they have been embarrassed about not having the same as everyone else. Role play one of these times. (L) • Research Bible-time coins and work out their comparative worth today. (L/M) • List all the groups who benefit from church offerings. (L) • Paint the widow giving her offering in the temple. (V) • Using a familiar offering song such as <i>Go, Little Pennies</i> or <i>Hear the Pennies Dropping</i>, modify the words to fit this story. (M)
<p>An Ungrateful Servant Matthew 18:21-35</p> <p>Memory Gem Matthew 18:21-22</p>	<ul style="list-style-type: none"> • God wants us to forgive others as freely as He has forgiven us. <p>F-21</p>	<ul style="list-style-type: none"> • <i>Matthew Video</i> • <i>The Bible Story</i> Vol 8 p 128 	<ul style="list-style-type: none"> • Find the answer for the sum mentioned in the Memory Gem. Cut out / glue on 490 words ‘forgive’ around a picture of Jesus and the disciples. Is this literally what Jesus meant? (L/M, V) • Rewrite the parable of the ungrateful servant in a modern-day setting. (L) • Role play the interaction between the king and his servant. (Ph) • Sing <i>Freely, Freely</i>. (M) • Reflect upon who in the parable you are most like. (R) •
<p>Coming, Ready or Not! Matthew 25: 1-13</p> <p>Memory Gem Matthew 25:13</p>	<ul style="list-style-type: none"> • God wants us alert and ready for when He returns. <p>F-24</p>	<ul style="list-style-type: none"> • <i>Walking in His Steps</i> Unit I, Lesson 14 • <i>Themes For Kids</i> Levels 4,5 p 40 • <i>Matthew Video</i> • <i>The Bible Story</i> Vol 8 p 178 • <i>OTE</i> p 29 • <i>SDA Hymnal</i>* 595 	<ul style="list-style-type: none"> • Make little lights from buttons, oil, wicks and saucers. (V) • Light two little lamps and continually keep feeding one with fuel and neglect the other. Discuss what happens. (L/M) • Sing <i>Give Me Oil in My Lamp</i> <i>This Little Light of Mine</i> <i>Let Every Lamp be Burning</i> *. (M) • Role-play the interaction between a. the virgins b. the bridegroom and the virgins, both wise and foolish. (Ph) • Write and perform a Readers Theatre on one of the above. (L)

M.3

MIDDLE SCHOOL

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<p>Talents – Invested or Buried Matthew 25:14-30</p> <p>Memory Gem Matthew 25:23</p>	<ul style="list-style-type: none"> God has given us abilities we can use for Him. <p>F-16,20</p>	<ul style="list-style-type: none"> <i>Themes For Kids</i> Levels 4,5 p 112 <i>Matthew</i> Video <i>The Bible Story</i> Vol 8 p 183 <i>The Music Machine*</i> 	<ul style="list-style-type: none"> Role play the interaction between the master and his servants. Evaluate the relative motives of the servants. (Ph) Assist students to identify their talents. Make a mural/collage of their talents. (R,V) Invite a musician into the classroom to talk to the children about regular practice to maintain their ability. (L) Sing <i>Practice Makes Perfect*</i>. (M) Write and perform a Readers Theatre on Matthew 25:14-30. (L)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Sorting Sheep from Goats Matthew 25: 31-46</p> <p>Memory Gem 1 Samuel 16:7b</p>	<ul style="list-style-type: none"> God can tell what we are like on the inside. <p>F-7</p>	<ul style="list-style-type: none"> <i>Matthew</i> Video <i>The Bible Story</i> Vol 8 p 187 	<ul style="list-style-type: none"> Read the story of <i>Papa Panov</i> by Tolstoy. Discuss the significance of not knowing whom you are serving. (L) Show an old book to the class and ask them to guess what it is like inside. Open the book and show new pages. Discuss how we cannot tell what something or someone is like on the inside - only Jesus knows our motives. (L/M, L) Make two murals - one with the sheep and goats mixed, and the other with them separated. (V) Write and perform a Readers Theatre on Matthew 25:31-46. (L) Visually depict as a series of pictures the examples of Christian kindness in verses 35-36. (V) Act out either the examples above, or the separation of the sheep and the goats. (Ph) Listen to Keith Green's <i>The Sheep and the Goats</i>. (M) •
<p>The Sower Sows Seed Mark 4: 26-29</p> <p>Memory Gem Hosea 10:12</p>	<ul style="list-style-type: none"> God gives us freedom to choose how we will respond to Him. <p>F-16</p>	<ul style="list-style-type: none"> <i>Themes For Kids</i> Levels 4,5 pp 30, 50 <i>The Bible Story</i> Vol 8 p 103 	<ul style="list-style-type: none"> Talk about how farms or nurseries plant seed. Compare these methods with those used in Bible times. (Ph, S, L/M) Place seed in the different ground types mentioned in the parable. Watch the seed over the next few weeks and discuss the outcome. (L/M) Listen to the musical <i>Antshillvania</i> and discuss the 'riddle' mentioned. (M) Write a 'big book' on the parable of the sower. (L) Make seed pictures. (V)

M.3

MIDDLE SCHOOL

			<ul style="list-style-type: none"> • Sing <i>I Have Decided</i>. (M) •
<p>A Rich Fool Loses Out Luke 12:13-34 Matthew 6:19-34</p> <p>Memory Gems Matthew 6:19-34 Matthew 6:33</p>	<ul style="list-style-type: none"> • Heaven should be more important to us than anything on this earth. <p>F-16</p>	<ul style="list-style-type: none"> • <i>God Is Like This</i> Unit 10 • <i>Scripture in Song Bk 1*</i> p 96 	<ul style="list-style-type: none"> • Tell the story of <i>Midas and the Golden Touch</i>. (L) • Write and perform a modern-day parable about storing treasure in heaven. (L) • Sing <i>Seek Ye First*</i>. (M) • Write and perform a Readers Theatre on either Matthew 6:25-34 or Matthew 16:19-24. (L) • Make two murals - one depicting treasure on earth, and the other treasure stored in heaven. (V) • Reflect on Matthew 6:25-34 and share what things worry you the most. Discuss God can help us with these worries. (L, L/M, R, S)

<p>The Fruitless Fruit Tree Luke 13: 1-9</p> <p>Memory Gem John 15:4</p>	<ul style="list-style-type: none"> • God wants us to use our own talents to help others. <p>F-16</p>	<ul style="list-style-type: none"> • <i>God Is Like This</i> • Unit 9 • <i>Hillsongs*</i> 	<ul style="list-style-type: none"> • Discuss how we can nurture others to follow Jesus. (L) • Look at trees that produce fruit and those that do not. Can you pick the difference by just looking? (Ph,L) • Make a large fig tree in the classroom and then place 'fruits' on the tree when someone does something nice. Allow the tree to continue to 'bear' fruit for a term. (V,S) • Compose a simple tune for John 15:4. (M) • Sing <i>Lord I Give You My Heart</i>. * • Consider the Fruit of the Spirit (Galatians 5:22). How many are apparent in your life? (R)
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ADDITIONAL STORIES OF PEOPLE WHO HAVE HAD A STRONG RELATIONSHIP WITH GOD

TYPE OF STORY	TEACHING FOCUS	SUGGESTED RESOURCES
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M.3

MIDDLE SCHOOL

<p>Select stories appropriate to young children about historical or contemporary characters who:</p> <ul style="list-style-type: none">• have demonstrated a personal relationship with God;• have lived, or still live exemplary moral lives;• represent strong models for children to emulate. <p>(These should be of personalities with whom children can readily identify and appreciate.)</p>	<ul style="list-style-type: none">• Trust in Jesus• Personal trustworthiness• Willingness to do what Jesus wants of us• Honesty• Truthfulness	<ul style="list-style-type: none">• <i>Great Stories for Kids</i> Jerry D Thomas (5 vols)• <i>Bedtime Stories</i> Arthur S Maxwell• <i>Stepping Stones</i> Dorothy Eaton Watts• Local sources
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OUR RELATIONSHIP WITH GOD

M.4 Develops personal devotional habits and Christian lifestyle.

Biblical Principles

God Loves

- He wants us to enter into a personal relationship with Him through Jesus.
- Our devotional habits and lifestyle stem from our relationship with God.

God Communicates

- God communicates with us through His Word and His Creation.
- We maintain our relationship with God through prayer and by reading His Word.

Performance Descriptors

Children will:

- Enjoy reading Bible stories and praying.
- Memorise and repeat Bible verses.
- Use some Bible verses to help with daily living.
- Want to show they love God and to please Him.
- Respect the wishes of parents and teachers.
- Try to decide and follow what is right.
- Be willing to admit and show remorse after wrong decisions or behaviour.

ASPECT OF DEVELOPMENT	SUGGESTED ACTIVITIES
<p>Bible</p> <ul style="list-style-type: none"> • Becoming familiar with the Bible. • Memorising Scripture 	<ul style="list-style-type: none"> • Use a high interest, readable Bible. (L) • Learn the Books of the Old and New Testament through a variety of games. (L) • Match books to stories found in the Bible. (L, L/M) • Study the design of the Bible, i.e. Old and New Testament, chapters and verses. (L, L/M) • Prepare quiz books from all the stories told in class. Match references to questions for the children to look up. (L, L/M, S) • Rewrite Bible stories from the perspective of different characters. (L, L/M, R) • Make stories into plays or dialogues and then present them. (L, L/M, S, V, Ph) • Write letters to particular characters. (L, L/M, R) • Use sign language for a few key words. The children repeat the verse using appropriate sign language. (L, Ph) • Play games using the Memory Gems, eg. • Write the Memory Gem on the blackboard and then after each repetition of the Memory Gem a word is rubbed out. (L, S) • Write text references on straws (1 per straw) and place straws in a pile. When it is the player's turn he/she must pick up a straw without moving any other straw. The player then must quote the verse referred to on the straw before picking up another straw. The player with the most straws at the end is the winner. (L, S) • Sing the Memory Gems, eg. Scripture songs. (<i>Scripture in Song</i> Vols 1,2 <i>Scripture Praise</i> (M)

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<ul style="list-style-type: none"> • Developing habits involving the personal use of the Bible 	<ul style="list-style-type: none"> • Draw pictures to match memory work. (V) • Ask parents to assist with memory work at home. (L) • Pray to ask for God's guidance. (R) • Read a passage and discuss possible meanings. (L, L/M, R, S) • Journal entries arising from Bible study discussions. (L, R) • Relate outcomes to own life. (R) • Apply ideas that have been discussed from the Bible. (R) • Study the books of the Bible in depth rather than skimming through. (L, L/M, R) • Learn Bible study skills through the study of the Books of the Bible. (L/M) (Also see Section E) • Use the Bible to read the story used in Worship or Bible. • Use a Children's Dictionary, Bible Atlas or illustrated resource books for additional information. (L, L/M, R) • Use a Junior Concordance to find texts without references. (L, L/M)
<p>Prayer</p> <ul style="list-style-type: none"> • Developing familiarity with prayer 	<ul style="list-style-type: none"> • Identify prayers in the Bible. (L) • Learn some prayers from the Bible. (L) • Discuss what children can thank Jesus for, ask Jesus for, and then engage in sentence prayers to give ideas for the reluctant children. (L, R) • Pray for specific things in own life. (L, R) • Begin and maintain a prayer journal - write requests, joys, feelings, praise, answers etc. Check when requested and when answered. (L, R) • Learn ways to structure prayer - the components of prayer ACTS - (Adoration, Confession, Thanksgiving, Supplication). (L, L/M, R) • 5 finger prayer - your thumb is close to you so it will remind you to pray for those close to you (family and friends). Next comes your pointer finger. This finger reminds you to pray for those people you want to point to Jesus. The third finger is strong and represents those in authority. Pray for the pastors, teachers, missionaries and other 'big' people for whom you want to pray. The fourth finger is the weakest finger and reminds you to pray for the weak and sick. The smallest finger reminds you to pray for yourself. (L, L/M, R) • Pray for a specific public figure once a week. (L, R) • Pray for individual children each day working the way through the class each term. (L, R) • Pray for the missing students from the class each day. (L, R) • Have a prayer roster so the children can plan their prayers in advance. (L, S) • Compose a prayer of the week centering on thanksgiving or concerns of the week. (L, R) • Write a 'Please' and 'Thank you' list on the board and then review the list at the end of each week. (L, R, S) • Write a prayer at the beginning of the year and make a prayer book so that those who cannot think of anything to say may choose to read a prayer from the book. (L, R, S)

	<ul style="list-style-type: none"> • Students choose a friend to pray for. (S) • Write special things to pray for every day on a calendar at the beginning of every month. (L, R)
<p>Prayer (Cont.)</p> <ul style="list-style-type: none"> • Developing personal prayer habits. 	<ul style="list-style-type: none"> • Write a letter to God telling Him how you would like your relationship to develop. Write about yourself, what you appreciate about God and what kind of friendship you desire. (L, R) • Pray around the world - Select a country to pray for each week/month. Research the country and write to religious organisations in the country letting them know that you are praying for them. (L, R, S) • Prayer Scatterboard - Place prayer needs, articles, posters of things we need to pray for onto a display board. • Go on a prayer walk - select an area that will take approximately 30 mins. As you walk pray for the people in the different houses or in the area. When you have completed your walk, talk with the others of any impressions that you have of what the prayer walk did for you. (L, R, Ph, S) • Every day pray that God will lead a person with special needs to you so that you may show them Jesus. (R, S) • Attribute chart - List one attribute of God from Psalm - form into a banner. (R, V, Ph) <ul style="list-style-type: none"> • In a prayer journal record praise, requests and answered prayer. (L, R, S) • Pray often throughout the day. (L, R) • Develop a range of different prayer groups to use throughout the week. (L, R) • Allow children to pray in their first language if they are more comfortable. (L) • Share stories of prayer from the Bible. (L, S) • Develop a prayer calendar for the children to follow during their own prayers at home. (L, S) • Pray for people with special needs in other parts of the world. (See <i>You Can Change the World</i> Jill Johnstone) (L, R, S) <p>Also see the resources list in Section E on teaching children to pray</p>
<p>Lifestyle</p> <ul style="list-style-type: none"> • Developing appropriate practices, habits and characteristics consistent with Christian values. 	<ul style="list-style-type: none"> • Discuss stories of people who exemplify spirituality and identify their commendable qualities. (L, L/M, R, S) • Develop personal diaries where the children can keep records of their spiritual experiences each day. (L, R) • Present the children with various moral dilemmas. E.g. Is it ever right to tell a lie? (L/M, R, S) • Make a point of highlighting behaviour that is exemplary. • Discuss stories where the character initially did something wrong but corrected his/her mistake. (L/M, R) <p>Also see relevant aspect of the SPD Health and PE Syllabus</p>

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OUR RELATIONSHIP WITH GOD

M.5 Participates in, and contributes to group worship activities.

Biblical Principles

God Loves

- We show our love and appreciation to God in the way we respond to Him.
- We can show our love and appreciation for God through praise and worship.

God Communicates

- God wants His family, the church, to show His love and character to the world

Performance Descriptors

Children will

- Participate and contribute willingly in different ways in class and school worship activities.

GROUP WORSHIP ACTIVITIES

- Visit a retirement village and present a programme. (L, V, Ph, M, S)
- Contribute to the church service in special situations and programs. (L, V, Ph, M, S)
- Participate in religious concert performances. (L, V, Ph, M, S)
- Shopping centre performances e.g. Christmas Carols,
- Pray in a variety of ways e.g. Prayer partners, chain prayers. (L, R)
- Participate in Bible quizzes and other worship games (L, S)
- Participate in puppets-in-church productions (L, V, Ph, M, S).
- Perform dramas on spiritual topics. (L, V, Ph, S)
- Enact Bible stories using cutouts on an OHP.
- Conduct worship outside occasionally. (Ph, S, V)
- Roster students to organise and conduct worships. ((L, V, Ph, M, S).
- Invite relatives of students to come and take worship. (L, S)
- Invite students from other classes to come and take worship. (L, S)
- Join in with different classes for worship. (S)
- Have themes in worship based on topical/calendar events. (L, S)
- Take worship for another community or group. (L, V, Ph, M, S)
- Children presents object lessons. (L, V)

- Use a CD or cassette for backing music when singing. (M)
- Make a class promise box. (L, S)
- Make promise boxes from the Memory Gems throughout the year (L, S)
- Share personal testimonies. (L, S)

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GROUP WORSHIP ACTIVITIES

- Share testimonial stories from around the world. (L, S)
- Participate in sentence prayers, sometimes holding hands in a circle.. (L, R, S)
- Prayer pairs - Divide class into pairs. Discuss what each can pray for the other and then pray. (L, R, S)
- Make a list of things to pray for on the blackboard (introduction to prayer journals). (L, R)
- Everyone in the group places a small prayer request or thanks to God. All the pieces are placed in a box and shuffled. Each person then takes out someone else's prayer and reads it in smaller groups, sharing their concern or praise to the Father. (L, R, S)
- Share with others your ideas of God on a video tape and then show it to your small group and discuss the requests and praise in the prayers. (V, S)
- Draw a prayer onto butcher's paper - share your drawings with others and place around the room as a reminder.
- Sing grace/ prayers. (L, M, S)
- Publish a book of answered prayers. (L, S)
- Children place requests on a special board or box. Once a week these requests are collected and made the focus of prayer. (L R, S)
- Compose a class prayer and have the class pray aloud together each day before the regular prayer. (L, S)
- Re-write a prayer from the Bible - publish and illustrate it for others to use if they desire. (L, V, R)
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M.6

OUR RELATIONSHIP WITH OTHERS

M.6 Understands stories about people relating to one another.

Biblical Principles

God Loves

- Jesus' life is a perfect example of how we should relate to one another as willing servants.
- We show our love to God by loving one another.

God Trusts

- God trusts us to care for and support one another unselfishly.

Performance Descriptors

Children will

- Suggest the main point or principle reflected in stories.
- Contribute appropriately to classroom interactions.
- Use language to discuss and explain ideas growing out of the stories.
- Present ideas and understandings of the Bible stories in oral, written, visual, dramatic or musical forms.

OLD TESTAMENT STORIES

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Family Ties Ruth 1</p> <p>Memory Gem Ruth 1:16b</p> <p>* See also M 1 p C-65</p>	<ul style="list-style-type: none"> • Our lifestyle and attitude to others show our love for Jesus. <p>F-16</p>	<ul style="list-style-type: none"> • <i>When God Chose a People</i> Unit III, Lesson 9 • <i>Themes For Kids</i> Levels 1,2,3 p150 • <i>Gospel Light</i> Middler Summer B p 3 Primary Summer B p 69 • <i>The Bible Story</i> Vol 3 p 137 • <i>F-M-N</i> p 51 • <i>OTE</i> p 68 	<ul style="list-style-type: none"> • Write a story about Orpah, imagining what might have become of her. (L) • Read aloud Ruth 1:16-17 and discuss the meaning of loyalty. Who is your 'Naomi'? Would you commit to them as Ruth did? Tell them about your loyalty. (R) • Using pop sticks and ribbon, make a wall hanging of the memory gem. (V) • Write a report card on the character qualities of Ruth e.g. faithfulness, trust, loyalty (L/M) • Re-enact the scene between Naomi, Ruth and Orpah. (Ph) • Fit the Memory Gem to a simple tune. (M)

STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Two Loyal Friends 1 Samuel 18:1-4; 19:1-7; 20</p> <p>Memory Gem Proverbs 17:17a</p>	<ul style="list-style-type: none"> Loyalty and self-sacrifice are important qualities of true friendships. <p>F-16, 21</p>	<ul style="list-style-type: none"> <i>When God Chose a People</i> Unit IV, Lesson 9 <i>Themes For Kids</i> Levels 1,2,3 pp 80, 112 Levels 4,5 p 107 <i>Gospel Light</i> Primary Fall A <i>The Bible Story</i> Vol 4 p 20 	<ul style="list-style-type: none"> Retell the story of Mephibosheth, emphasising how David looked after him because he was Jonathan's son. (L) Sing <i>Friends</i> Michael W Smith <i>Forever Friends</i> Sandi Patti <i>Friends are There When You Need Them.</i> (M) Create a presentation on the theme <i>Friendship.</i> (L, V, M) Read the Bible verses in 1 Samuel 20 and make a list of the ways David and Jonathan expressed their friendship for each other. (L, L/M) Role play the interaction between David, Jonathan and Saul in 1 Samuel 20. (L, V, Ph) Consider who your true friends are. Either write them a note or offer a prayer of thanksgiving. (R)
<p>A Widow's Need Is Met 1 Kings 17:7-24</p> <p>Memory Gem Psalm 77:14</p>	<ul style="list-style-type: none"> God is concerned when we experience difficulties. <p>F-16</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit I, Lesson 3 <i>Read With Me Bible</i> p 196 <i>Themes For Kids</i> Levels 1,2,3 p 100 <i>Gospel Light</i> Middler Fall A p 9 <i>The Bible Story</i> Vol 5 p 21 <i>O.T.E</i> p 88 	<ul style="list-style-type: none"> Make small loaves of damper, noting how the ingredients go together. (L/M, V, Ph) Prepare lunch for the class, intentionally holding back some of the food. Draw attention to the dilemma, and discuss alternatives. Eventually bring out more food to resolve the problem. (L, L/M, R, S) Write a prayer the widow may have prayed when each morning there were still enough supplies. (L, R) Prepare a drama focusing on the sharing aspect of the story. (L, V, Ph) God displayed His power in this story. Identify songs that refer to God's power and sing some of them, e.g. <i>Our God Is An Awesome God.</i> (M) Brainstorm synonyms describing God's power. Choose one word and pencil onto 15 x 45cm card. Go over outline with glue, then affix wool to decorate. (V)
<p>The Never-ending Oil 2 Kings 4:1-7</p> <p>Memory Gem</p>	<ul style="list-style-type: none"> God is interested in supplying our needs. <p>F-16</p>	<ul style="list-style-type: none"> <i>God's Messengers</i> Unit I, Lesson 10 <i>Gospel Light</i> Middler Fall A p 27 <i>The Bible Story</i> 	<ul style="list-style-type: none"> Role play the interaction between Elisha and the widow. (Ph) Write and perform a Readers Theatre on 2 Kings 4:1-7. (L) Discuss the difference between 'needs' and 'wants'. Does God give us our wants? Why or why not? (L, L/M, R, S) Estimate how much oil would be needed to pay the creditors.

M.6

MIDDLE SCHOOL

Philippians 4:19		Vol 5 p 69	(L/M)
		<ul style="list-style-type: none"> • <i>Scripture in Song* Bk 1</i> p 184 	<ul style="list-style-type: none"> • Sing <i>Jehovah Jireh*</i>. (M) • Rewrite the story from the perspective of one of the widow's sons. (L)
<p>Antidote for Poison</p> <p style="text-align: center;">2 Kings 4:38-44</p> <p>Memory Gem Jeremiah 32:17</p>	<ul style="list-style-type: none"> • God has an antidote for every form of evil. <p style="text-align: center;">F-9</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit I, Lesson 10 	<ul style="list-style-type: none"> • Role play the interaction between Elisha and the prophets. (Ph) • Write and perform a Readers Theatre on 2 Kings 4:38-44. (L) • Create and make a stew. Re-enact the story (Ph, V) • Create a Bible rap entitled <i>Death in the Pot</i>. (M) • Draw the sequence of events and cut them up as a jigsaw. (V) • Discuss, What is an antidote? When are they used? What is an antidote for Satan's 'poison'? (L, L/M, R, S) •
<p>An Axe Floats</p> <p style="text-align: center;">2 Kings 6:1-7</p> <p>Memory Gem Jeremiah 32:17</p>	<ul style="list-style-type: none"> • God still uses His power for good. <p style="text-align: center;">F-16</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit I, Lesson 10 • <i>My Bible Friends</i> Book 8 • <i>The Bible Story</i> Vol 5 p 98 • *Sing for Joy p 40 	<ul style="list-style-type: none"> • Put a lump of iron into a bucket of water and see if it will float. (L/M) • Draw a picture of the river and people cutting trees. Add a strip of paper so when pulled it will make the axe float. (V) • Find other examples in Scripture when laws of nature are reversed by God to perform a miracle. (L/M, L) • Expand the story by suggesting extra details that are not mentioned in the biblical account. (L) • Pantomime: Act out the floating axe incident without saying any words. (Ph) • Sing <i>He's Able.*</i> Modify words of the verse to suit this miracle. (M) •
<p>A Son Is Restored to Life</p> <p style="text-align: center;">2 Kings 4:8-37</p> <p>Memory Gem 1 John 4:7</p>	<ul style="list-style-type: none"> • God has power over sickness and death. <p style="text-align: center;">F-16</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit I, Lesson 11 • <i>Gospel Light</i> Middler Fall A p 33 • <i>My Bible Friends</i> Book 6 • <i>The Bible Story</i> Vol 5 p 74 • <i>SDA Hymnal*</i> 526 	<ul style="list-style-type: none"> • Build a house from cardboard and add on a special room. (V) • Go out in the sun and take the temperature every 15 minutes on a hot day. Record these temperatures and discuss safety in the sun. (L/M,L) • Make a list of people who have been brought back to life through the power of God. (L) • Reflect on your own family, then write a short note to one member telling how important they are to you. (R) • Re-enact Elisha restoring the Shunamite woman's son to life. (Ph)

			<ul style="list-style-type: none"> • Reword the hymn <i>Because He Lives*</i> to fit this story. (M)
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STORIES	TEACHING FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>A Young Girl Helps a Man 2 Kings 5: 1-19</p> <p>Memory Gem 2 Kings 5:13</p>	<ul style="list-style-type: none"> • God can use even a child for good if they will allow Him. <p>F-16,21</p>	<ul style="list-style-type: none"> • <i>God's Messengers</i> Unit I, Lesson 12 • <i>Read With Me Bible</i> p 210 • <i>Themes For Kids</i> Levels 4,5 p 89 • <i>Gospel Light</i> Middler Fall A p 39 • <i>My Bible Friends</i> Book 5 • <i>The Bible Story</i> Vol 5 p 79 • <i>OTE</i> p 92 	<ul style="list-style-type: none"> • Interview <ul style="list-style-type: none"> a. Elisha to find out why he asked Naaman to do such a thing. b. Naaman to see why he changed his mind about going to the river. (L) • Write and perform a play from the perspective of the Little Maid. (L,Ph) • Write a biographical background for the Little Maid. (L) • Prepare a Reader's Theatre script for the story. (L) • Make a study of the disease leprosy to see why it was so fearful in those days. (L/M) • Compose alternate words to the tune of <i>Waltzing Matilda</i> - eg <i>Once a Little Captive Maid...</i> or <i>Once Captain Naaman...</i> (M) • Paint a mural of Naaman washing in the river. (V) • Discuss ways that God use children to help others. (L, R, S)
<p>A Life in the Balance Esther</p> <p>Memory Gem 2 Chronicles 15:7</p>	<ul style="list-style-type: none"> • God cares for His people. <p>F-11</p>	<ul style="list-style-type: none"> • <i>Gospel Light</i> Middler Fall A p 75 • <i>My Bible Friends</i> Book 7 • <i>The Bible Story</i> Vol 6 p 131 • <i>Instant Art for Bible</i> Worksheets p 24 • <i>F-M-N</i> p 58 	<ul style="list-style-type: none"> • Modernise Esther's story and then re-enact. (Ph) • Make a collage of Esther's dress before and after becoming queen. (V) • Locate Persia (modern Iran) on a modern map and write a report on the type of country Esther lived in. (L,L/M) • In groups of four, make up a song about Esther to a familiar tune e.g. <i>Twinkle, Twinkle Little Star</i>. (M,S) • Brainstorm beauty traits, listing inner or outer qualities in two columns. Discuss. (L/M) • Sing <i>Search Me, O God</i>. Reflect on the possibility of holding personal prejudices. (M, R) • Read modern day stories about God's care for His people, e.g Waldensees, Mission stories, etc.

ADDITIONAL STORIES

TYPE OF STORY	TEACHING FOCUS	RESOURCES
<p>Select stories appropriate to young children about historical or contemporary characters, or familiar local identities who:</p> <ul style="list-style-type: none"> • have demonstrated unselfish acts of kindness and service to others; • represent strong models of unselfish service for children to emulate. <p>(These should be of personalities whom children can readily identify with and appreciate.)</p>	<ul style="list-style-type: none"> • Unselfishness • Compassion • Kindness • Commitment • Service 	<ul style="list-style-type: none"> • <i>Great Stories for Kids</i> Jerry D Thomas (5 vols) • <i>Bedtime Stories</i> Arthur S Maxwell • <i>Stepping Stones</i> Dorothy Eaton Watts • Local sources

OUR RELATIONSHIP WITH OTHERS

M.7 Participates in serving other people.

Biblical Principles

God Loves

- Jesus was a perfect example of unselfish love and service.
- We all have abilities that can be used to help others.
- Our relationship to God is reflected in the way we relate to and serve others unselfishly.

God Is All-Knowing and All-Powerful

- God's law of life is a law of unselfish service.

Performance Descriptors

Children will:

- Participate willingly in serving others.

SERVICE ACTIVITIES

Typical choices:

Communication

- Make and send birthday cards to parents, teachers and fellow students. (L, V, Ph, S)
- Make and send get well cards to people who are known to be unwell. (L, V, Ph, S)
- Send thank you letters to anyone who helps the school (eg. Parents who help in classrooms, tuckshops, excursions, school functions, etc.). (L, V, S)
- Send letters or cards to students sitting Year 12 exams. (L, V, S)
- Send letters or messages of appreciation to members of the community who have achieved something special. (L, V, S)
- Encourage 'secret friends'. (S)
-

Service at School

- Help younger children with reading, games, etc. (L, Ph, S)
- Look out for the needs of handicapped or disabled children. (S)
-

Neighbourhood Friendship

- Make small gifts for house-bound people in the local area. (V, Ph, S)
-

Service to the Elderly

- Interact with local senior citizens. (S)
- Visits to nursing homes or retirement villages - singing, asking them prepared questions, displaying work etc. (L, V, Ph, S, M)
- Present a concert at the local retirement home. (L, V, M, Ph, S)
-

Community Service

- Prepare a display and/or musical presentation for a local public event. (L, V, Ph, S, M)
- Plant some trees to help local environmental programs. (Ph, S)
- Participate in clean up around the school in conjunction with the city council. (Ph, S)
- Participate in Clean Up Australia Day. (Ph, S)
- Adopt-a-Park or Street. (Ph, S)
- Prepare and place posters on quit smoking, safety houses etc in the local shopping centres. (L, V, Ph, S)
-

Relief Projects

- Accompany a responsible older person on an appropriate door-knock appeal. (S)
- Participate in fund-raising activities such as *40-Hour Famine*, *MS Read-a-Thon*, *Dr Barnardo Program*, *Jump-Rope-for-Heart*, etc. (L, V, Ph, S)
-

Church Life

- Prepare and participate in segments within worship services in local churches. . (L, V, Ph, S, M)
-

IMPORTANT:

**Projects should be carefully planned and organised using the planning pro-forma in Section E.
Care should be exercised also when planning with respect to risk and legal requirements.**

SECTION C

UPPER SCHOOL

(Age approximately 10-13 years)

Children should begin to develop a capacity for abstract thinking and a growing appreciation for symbolism during this stage.

Cognitive development is also associated with major emotional change.

Personal identity and worth are important factors.

Heroes are significant and influential.

There is an increased awareness of the wider community, and a heightened sense of fairness and justice.

Moral choosing tends to be on a reciprocal basis – right choices deserve appropriate rewards.

There is an increasing willingness for spiritual commitment and personal responsibility.

Meanings and relationships reflected by the Bible narrative begin to be better understood.

Teaching should be multisensory, active, practical and varied.

It should seek to stimulate a growing understanding of biblical themes growing out of clusters of stories and writings.

It should seek to elicit personal choice and commitment.

Also refer to Section A for more detailed developmental profiles.

TYPICAL DETAIL OF U1, 2, 3 AND 6

WHAT IS GOD LIKE? (F-2, 3)

BIBLE STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>God, the Father:</p> <ul style="list-style-type: none"> • Important questions about God: <ul style="list-style-type: none"> - What kind of person do we imagine God to be? - Why is it difficult to imagine what God is like? • The story of The Burning Bush (Exodus 3:1-6) tells us many things about God. <ul style="list-style-type: none"> - Why did God appear to Moses that way? - What ideas about God come to you from the story? - All powerful – Awesome – Holy – Supernatural - Not to be treated lightly – Keeper of promises - Concerned for people who want to believe in Him 	<ul style="list-style-type: none"> • Growing In Christ: <ul style="list-style-type: none"> <i>Know God</i> – Dyson (2) Winners – Coltheart (2) • <i>Themes For Kids</i> <ul style="list-style-type: none"> Levels 6, 7 – Concise Concordance • Songs: <ul style="list-style-type: none"> <i>Jehovah-jireh, My Provider</i> <i>Father We Love You</i> <i>Abba Father</i> <i>Father, I Adore You</i> 	<ul style="list-style-type: none"> • Draw sketches or paint pictures to represent your perception of God. Share and display these with the class and explain why you have drawn what you have. (V, R, L/M, L, S) • Class activity – list and display characteristics of God suggested by the class. (L, V, S) • Discuss questions from column 1 in groups, and share answers and observations with the class. (L, L/M, S) • Explore and build a class list of stories that reflect God's character. Note the characteristic described. (L, L/M, S)

Major
Heading

Link to
Fundamental
Understanding
(See Section E)

Suggested Resources

See availability details in
Section E.
Teachers may also have access
to other resources they have
acquired..

Suggested Activities

These are **suggestions**.
Codes in brackets indicate a link with the 'multiple
intelligences'. (See key below)
Teachers are encouraged to create additional activities of
their own or draw them from resources.

Bible Study Focus
and Sequence

Key to Multiple Intelligences

L = Linguistic, Verbal
L/M = Logical/Mathematical
V = Visual (Spatial)
Ph = Physical (Kinaesthetic)
S = Social (Interpersonal)
R = Reflective (Intrapersonal)
M = Musical

RECOMMENDED RESOURCES

- A range of translations and paraphrases of the Bible
- Junior Concordances
- *What Shall I Live For?* Teacher's Guide (R&H)
- *God Is Like This* Teacher's Guide (R&H)
- *Growing in Christ* Bible Study Manual (TTUC)
- *It's My Choice* (R&H)
- *Discover Jesus the Christ* (Study Guide)
- *Coming to Jesus: Growing in Him* (NAD)
- *Themes for Kids* (Levels 6,7)
Teachers' Resources, Music Cassettes and Songbooks (Beacon Media)
- *Gospel Light* Series
- *Shining Star* Series
- *Forget-Me-Not Bible Story Activities* (Code- F-M-N) (Group)
- *The Children's Worker's Encyclopedia of Bible Teaching Ideas* (Group)
 - *Old Testament* (Code – OTE)
 - *New Testament* (Code - NTE)
- Videos: *Matthew* and *Acts*
- *The Big Picture Bible TimeLine* (Gospel Light)
- *The Bible Project Book* (Doney)
- *SPD Themes Units*
 - *The Bible* (Christian)
 - *Relief Agency* (SPD)
 - *The Devil Is Alive and Active* (Mazzaferri-SPD)
- *Heritage* Series (Hook – SPD)
- *Stepping Stones* Junior Devotional (Watts) (R & H)
- *This Is the Day* Junior Devotional (Watts) (R & H)
- *Jungle Doctor* Series (White)
- *Show Me: Devotions for Leaders to Teach Kids* (Lingo – Group)
- Music Collections e.g.
 - *Kids on the Rock!* (Gospel Light)
 - *Kids Praise! Chorus Book* (Maranatha)
 - *The Music Machine* (Birdwing)
 - *Scripture in Song* Books 1-3 (Scripture in Song)
 - *Sing a Song of Scripture* (Lillenas)
 - *Sing for Joy* (R&H)
 - *Hillsong* Collections
 - *SDA Hymnal*
 - *Songs of Fellowship* (Kingsway)
 - *The First Sunday Sing-a-Long* (Maranatha)
 - *The 2nd Sunday Sing-a-Long* (Maranatha)
 - *The 3rd Sunday Sing-a-Long* (Maranatha)
 - *The 4th Sunday Sing-a-Long* (Maranatha)
(Book and Split-track Cassettes for each)

FOR AVAILABILITY, SEE RESOURCES IN SECTION E

**U.1
GOD'S RELATIONSHIP WITH US**

UPPER

U.1 Explains Bible stories and passages portraying aspects of God's character and redemptive action.

INTRODUCTORY UNIT: THE GREAT CONTROVERSY AND THE STORY OF SALVATION

It is important to the goals of the program that the pattern of Scripture is developed and reinforced in the minds of the children as a frame of reference for further understanding.

This pattern was introduced initially in the Middle School, but in the Upper School, the goal is to expand and consolidate this pattern.

REVIEW OF THE TIMELINE INTRODUCED IN THE MIDDLE SCHOOL

STORY CLUSTERS	RESOURCES	SUGGESTED ACTIVITIES
<p>1. Lucifer Brings Sadness Into the Universe</p> <ul style="list-style-type: none"> • Lucifer becomes jealous. • Lucifer persuades others to join him. • The rebels have to leave Heaven. <p>2. God's New World Is Created</p> <ul style="list-style-type: none"> • The natural world is created. • Humans are created. • The first family is formed. <p>3. The Fall Spoils This Earth</p> <ul style="list-style-type: none"> • Adam and Eve choose their own way. • The beginning of suffering, sadness and death. • God gives people another chance. 	<ul style="list-style-type: none"> • <i>The Big Picture Bible TimeLine</i> Carol Eide (Gospel Light) • Refer to references linked with these topics in Lower and Middle School, Section C. • Computer clip-art collections are a valuable source of additional illustrations. 	<ul style="list-style-type: none"> • Recap major stories that cluster around each of the key reference points. • Create a timeline on the classroom wall ready to insert key reference points (See example on page C-99). • Have children prepare material to illustrate the key reference points. (Blackline masters included in Section E may be photocopied, expanded and coloured for this purpose.) • Keep this timeline as a permanent feature. Relate and add future stories and topics to the timeline as they are introduced throughout the Upper School program. • At various stages, remove pictures from the timeline (if possible) and play games based on putting stories in correct sequence.

U.1

4. Learning About God's Plan

- Cain and Abel are born.
- The sacrificial lamb shows God's plan.
- Abraham is declared Father of God's people.
- A promised child is born.
- God provides a sacrifice.

5. From Slavery to Freedom

- Blood is painted on the door posts.
- The Exodus takes place.
- A sanctuary is built.

6. Jesus Comes to Live with Us

- The coming is announced.
- Jesus is born.
- Jesus works and teaches.
- Jesus is betrayed and put to death.
- Jesus comes back to life.
- Jesus' return is promised.
- Jesus returns to Heaven.

7. The Christian Church Begins

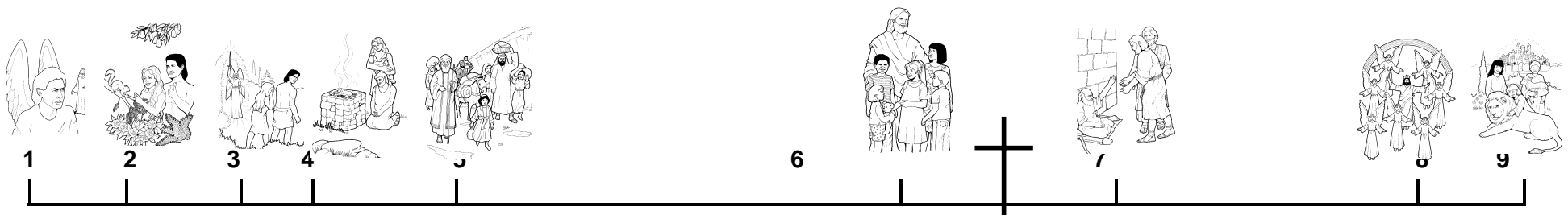
8. Jesus Returns

9. Our Earth Is Renewed

UPPER

- Encourage children to work as a group to create additional pictures for other important points on the timeline.
- Create a sequence of simulated stained-glass windows in the classroom using large outlines, marker pens and tempera colour.

SUGGESTED LAYOUT FOR TIMELINE



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UPPER

GETTING TO KNOW GOD'S WORD (F-1)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Finding your way round in the Bible <ul style="list-style-type: none"> A library of books. The OT & NT – what makes them different? The sections of the Bible • Background to the Bible <ul style="list-style-type: none"> Cultural backgrounds From rocks to books Archaeological discoveries People who wrote – Kings, shepherds, Gospel writers, etc. Languages of the Bible manuscripts. • What God's Word contains <ul style="list-style-type: none"> - Stories: <ul style="list-style-type: none"> Creation - Genesis 1, 2 The Fall - Genesis 3 God's interaction with people - Select own examples God's power to save and care for people - Exodus Mistakes people made - Judges 13 - 16 Record of Jesus' life - Matthew to John The beginning of the Christian church - Acts - Psalms - Letters - Paul and others in the NT - Prophecies: <ul style="list-style-type: none"> About nations and events - Daniel 2, 7 About the coming of Jesus - Isaiah 9:6; 53:5 - Guidance - Proverbs • Why was the Bible written? <ul style="list-style-type: none"> Psalm 119:105; John 20:30,31 2 Timothy 3:15; 1 Peter 2:2 	<ul style="list-style-type: none"> • <i>The Bible Project Book</i> – Meryl Doney • <i>SPD Themes Unit</i> Bev Christian • <i>God Is Like This</i> (Teacher's Guide) Lessons 2, 3, 44 • A variety of translations and paraphrases • A range of simple Bible study methods (See Section E) • <i>Growing In Christ: Winners</i> – Coltheart (9) <i>Things Happen</i> – Lemke (13) Edwards – (1) • <i>Growing In Christ: Know God</i> – Dyson (1) <i>Winners</i> – Coltheart (1) <i>Things Happen</i> – Lemke (8) • <i>SDA Hymnal</i> * 272 ** 286 	<ul style="list-style-type: none"> • Play <i>Bible Backgrounds</i> game (Doney: 8, 9). (L, L/M, V, S) • Have a fancy-dress lunch, dressing in Bible backgrounds themes, e.g. Egyptian, Greek soldier, Jewish priests, etc. (V, Ph, S) • Make clay tablets and experiment with cuneiform writing. Design a code and send messages. (V, L/M, Ph) • Make a scroll from homemade paper and write a favourite Bible verse in calligraphic style, or 'age' paper on which to write verses or send special messages of friendship and encouragement. (V, Ph, S) • Make a mural or display using illustrations or symbols to represent different groups of stories in the Bible. (Clip-art can be used if available.) Make a large poster in the shape of a loaf of bread ('Bread of Life'). Add the illustrations. (V, L/M) • Explore Bible stories (from first column) in a translation of your choice. In groups, discuss why each story fits into the particular category as listed. Reassemble and have group representatives report to the class. (L, L/M, R, S) • Compare stories from the four gospels. Why do some occur more than once? How are the stories different? Who was the writer of each story, and what particular audience did the writer have in mind? (L, L/M, R) • Complete selected worksheets from the <i>Growing in Christ</i> series. (L, R) • Sing <i>Give Me the Bible*</i> <i>Wonderful Words of Life</i> ** (M) Study the words and talk about the idea being shared. (L, L/M, R, S)

U.1

UPPER

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• The Bible was written and distributed in many ways:<ul style="list-style-type: none">Latin manuscriptsMystery playsStained glass windowsGutenberg and the printing pressJohn Wycliffe - translatorJohn Tyndale – translatorKing James VersionModern paraphrases and translations• The story of Mary Jones and the beginning of the Bible Society.• Many translations and paraphrases are available today. | <ul style="list-style-type: none">• <i>The Bible Project Book</i> – Meryl Doney• <i>SPD Themes Unit – The Bible</i> – Bev Christian• Bible Society material eg. <i>Mary Jones and Her Bible</i>• Translations and paraphrases:<ul style="list-style-type: none">King James VersionGood News BibleThe Living BibleNew International VersionThe MessageCD-ROM BiblesEtc. | <ul style="list-style-type: none">• Choose a suitable topic, and prepare and present a 'mystery play'. (L, V, S)• Make simulated stained glass windows to depict Bible themes. (V)• Invite a guest from the Bible Society to tell about Mary Jones, how she is connected with the Bible Society, and what the Society does. (L, S)• Find well known stories or passages. Compare the way different translations and paraphrases express them.<ul style="list-style-type: none">Why are they different?Which ones appeal to you?Why?What is the difference between a translation and a paraphrase?When would you use each of them? (L, L/M)• Organise and participate in a Bible Read-a-Thon. (L, S)• Organise and participate in a Readers Theatre presentation as part of the church service at the local church. (L, S)• Experiment with a Bible-related CD-ROM. Work out how to do searches. (L, L/M, V) |
|--|---|---|

U.1

UPPER

WHAT IS GOD LIKE?

(F-2 TO 5)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>God, the Father:</p> <ul style="list-style-type: none"> • Important questions about God: <ul style="list-style-type: none"> What kind of person do we imagine when we think of God? Why is it difficult to imagine what God is like? • The story of the burning bush shows us many things about God. Exodus 3:1-6 <ul style="list-style-type: none"> - Why did God appear to Moses that way? - What ideas about God come to you from the story? <ul style="list-style-type: none"> All powerful – Awesome – Holy – Supernatural Not to be treated lightly – Keeper of promises Concerned for people who want to believe in Him • A study of these stories and Bible passages tells us much about God. <ul style="list-style-type: none"> - Jeremiah 32:17 (All Powerful) - Psalm 19:1 (Glorious) - Psalm 139:7-10 (Ever Present) - John 3:16 (Loves Everybody) - Psalm 46:10 (Ruler of the Universe) - 1 John 1:5 (Holy) - Romans 3:25-26 (Judges Fairly) • According to the New Testament, Jesus called God, <i>Father</i> more than 200 times. <ul style="list-style-type: none"> - Why did He do that? • Many Bible stories show what God's character is like, e.g. <ul style="list-style-type: none"> Genesis 1-2 - A Powerful Creator Exodus - A Deliverer and Provider Genesis 22 - A Provider (<i>Jehovah-jireh</i>) Judges 6 - A Peace Giver (<i>Jehovah-shalom</i>) Luke 15:11-31 - A Forgiving, Restoring Father 	<ul style="list-style-type: none"> • <i>Growing In Christ: Know God</i> – Dyson (2) • <i>Winners</i> – Coltheart (2) • <i>Themes For Kids</i> Levels 6, 7 • Concise Concordance • Songs: <ul style="list-style-type: none"> <i>Jehovah Jireh, My Provider</i> <i>Father We Love You</i> <i>Blessed be the Lord, God Almighty</i> <i>Abba Father</i> <i>Father, I Adore You</i> 	<ul style="list-style-type: none"> • Draw sketches or paint pictures to represent your perception of God. Share and display these with the class and explain why you have drawn what you have. (V, R, L/M, L, S) • Class activity – list and display characteristics of God. (L, V, S) • In groups, discuss questions from column 1, then share answers and observations with the class. (L, L/M, S) • Explore and build a class list of stories that reflect God's character. Note the characteristic described. (L, L/M, S) • Use a concordance to find instances where Jesus spoke of His Father. Discuss what these examples are saying about God. (L) • Create a class mural or poster showing God's attributes. (V) • Sing songs that focus on God and His character. (M) • Make a sculpture, 3-dimensional art piece or a simulated stained-glass window to portray aspects of God's character. (V, Ph) • Create verse, Readers Theatre or graphics to portray God's characteristics and attributes. (L, V, R) • Create and perform a drama or musical of Luke 15:11-32, featuring the father welcoming home his prodigal son. (L, V, Ph, M, S)

God, the Son

(See also U1 - The Coming of Jesus p 112)

- Jesus asks His disciples a question.
Matthew 16:13-17
- Jesus tells His disciples about His relationship with His Father.
John 14:6-11
What did Jesus mean when He said, 'If you have seen me, you have seen the Father'?
Why did Jesus come to the earth as a human?
(Compare Hebrews 1:1-3)
- John describes Jesus as 'The Word'.
John 1:1-14
Explain what John meant in verse 14?
- The Jews question Jesus about His age.
John 8:53-59
- Jesus' attributes as described in Colossians 1:15-19
Like God in character – different only in humanness
Ageless
Creator
All powerful
Lifegiver
King of kings

- *Discover Jesus, the Christ* (Blagden)
- *Matthew* video
- *Concordance* CD-ROM
- *Growing In Christ:*
'Getting to Know the Son' Dyson (3)
'Getting to Know the Son' Coltheart (3)
'Discovering Jesus' Lemke (3)
- **Hillsong* Collections

- Survey neighbours and family, asking, "Who is/was Jesus?" (L, L/M, S)
- Sing songs that express attributes of Jesus. (M)
- Have students list some of their physical characteristics, then identify which parent or grandparent these characteristics came from. Is this what Jesus meant when He said "If you have seen me, you have seen the Father"? What did Jesus mean on this occasion? (L, L/M, S)
- Use a concordance or a Bible CD-ROM to find reference to "I Am". Why were the Jews so upset when Jesus spoke this way? (L, L/M)
- Create and perform a Readers Theatre script of John 1:1-14 from a modern translation or paraphrase. (L, S)
- Sing
*Jesus, What a Beautiful Name**
King of Kings and Lord of Lords
Jesus, Name Above All Names (M)

U.1

UPPER

(WHAT IS GOD LIKE? - Continued) (F-5)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>The Holy Spirit</p> <ul style="list-style-type: none"> • Jesus talks to His disciples about the Holy Spirit. John 14:16-18; 26,27 • What does the Holy Spirit do? Leads people to Jesus Comforts and encourages us Gives guidance on how to grow like Jesus Gives power for witnessing John 15:22, 26 John 16:7-13 • The Holy Spirit can be made to feel sad. Ephesians 4:20 • How does the Holy Spirit 'talk' to us? • The Bible uses many objects to represent the Holy Spirit and the way He works e.g. <ul style="list-style-type: none"> - Fire (Acts 2:3) - Wind (John 3:8) - Water (John 7:37-39) - A Dove (Matthew 3:15) - Oil (Matthew 25:1-13) 	<ul style="list-style-type: none"> • <i>Growing In Christ: 'Getting to Know the Spirit'</i> Dyson (4) 'Getting to Know the Holy Spirit' Coltheart (4) 'Finding Out About the Holy Spirit' Lemke (4) • <i>God Is Like This</i> (Teacher's Guide) Lesson 20 • <i>SDA Hymnal</i> 460 	<ul style="list-style-type: none"> • Identify things in nature that the Holy Spirit is sometimes likened to. What do these things tell us about the Holy Spirit? (R) • Using the hymn book or song books, find songs about the Holy Spirit or write a poem about the Holy Spirit and put it to music. Perform this piece of music either to the class or in worship. (L, R, M) • In groups, research, discuss, then share with the rest of the class: <ul style="list-style-type: none"> - What might make the Holy Spirit sad? and - How does the Holy Spirit communicates with us? (L, L/M, S) • Complete activity sheets as listed. (L, L/M) • Sing <i>Spirit of the Living God*</i> <i>Holy Spirit, Come</i> (M)

WHO ARE THE ANGELS?

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Angels are heaven's messengers. Luke 1:10-38; 2:8-14 Matthew 28:1-7 • Angels provide protection Daniel 3:28; 6:22 • How do we compare with angels? Psalm 8:5 • Other aspects of the ministry of angels Genesis 24:7, 40 1 Kings 19:5-8 Psalm 34:7 Matthew 24:31 Acts 12:7-10; 8:26; 27:23, 24 Hebrews 1:14 • The ministry of angels on special occasions Job 38:7 Matthew 13:41, 49 Acts 7:38, 53 1 Thessalonians 4:16 Revelation 20:1-3 	<ul style="list-style-type: none"> • <i>God Is Like This</i> (Teacher's Guide) Lesson 1 Lesson 2 Lesson 43 • <i>Growing in Christ:</i> 'Angels' Lemke (23) 	<ul style="list-style-type: none"> • Draw a poster size picture of you and your guardian angel. Write captions stating the ways angels protect. (V, L) • Make dioramas of Daniel in the lions' den and Daniel's friends in the furnace. Describe to the class how you would have felt standing for God while everybody else bowed to the image. Where might you expect your angel to be? (M, R, S) • Sing the action song <i>Daniel in the Lions' Den</i>. (M, Ph) • In three groups, have the class explore the Bible for stories involving angels. (L) • Relate an account of what an angel has done for you or someone you know. (L, R) • Learn memory verses related to angels caring for people. (L)

U.1

UPPER

GOD'S IDEA OF A PERFECT WORLD (F-6, 7, 19, 22)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>The Creation of the World</p> <ul style="list-style-type: none"> The Bible declares God to be the Creator. Genesis 1:1 Psalm 33:6,9 Hebrews 11:3 What does this really mean? Is there anything that God didn't create? Reviewing the Creation Story Events of the Creation week The logical sequence Literal days Genesis 1:5, 8, 13, 19, 23, 31 <p>LINK: Science Topic - Ecological Balance</p> <p>The Creation of Humanity</p> <ul style="list-style-type: none"> Creation of humans What made the special difference between the creation of man and woman and the rest of creation? <ul style="list-style-type: none"> a 'living soul' 'in the image of God' - what does that mean? the relationship between male and female Genesis 1:27-31; 2:4-25 Psalm 8 The first 'family' <p>LINK: Health/PE Area - 'Relationships'</p>	<ul style="list-style-type: none"> <i>It's Your Choice</i> 'Creation and the Sabbath' Part I pp 42-48 <i>Themes For Kids</i>, Levels 6,7 pp 4, 5, 68-74 <i>What Shall I Live For?</i> Lesson 1 'Perfect People in a Perfect Garden' Lesson 2 'Let's Celebrate'. (Part of) 	<ul style="list-style-type: none"> Create and perform a Readers Theatre script based on Genesis 1. (L, S) Make a time line for the days of creation. (L/M, V) Write a diary of the days of creation from an angel's point of view. (L, R) Construct a paper mache model of the world rotating around the sun. (V, Ph) Make a new species of animal and name it. (L/M) Watch a creation video. (V) Write a recount of the creation video. (L) Compose a creation song. (M, L) Draw a class creation mural. (V, S) Conduct an outdoor creation treasure hunt. (Ph, S) Draw a comic strip about creation. (V) Create and perform a Readers Theatre of Psalm 8. (L, S) Groups prepare reports and/or drawings on one aspect of the human body: <ul style="list-style-type: none"> the five senses circulatory system digestive the brain the temperature-control system. (L, L/M, V, S) Prepare a banner to celebrate when God made the first people. (V) Compare and contrast important differences between humans and animals. Prepare a list showing this comparison. (L/M, L)

Sabbath, the Birthday of the World

- God created the Sabbath.
Genesis 2:1-3
- The Sabbath is for our benefit.
Mark 2:27, 28
- God shows us how important and valuable the Sabbath is:
He wants us to 'remember' the Sabbath weekly;
Exodus 20:12
He reminded Israel by providing double manna on Friday;
Exodus 16
- Jesus kept the Sabbath during His life on earth.
Luke 4:16
Jesus also rested on the Sabbath when He died.
- How we respect God's holiday, the Sabbath.
Isaiah 58:13, 14
- Why do so many Christians worship on Sunday instead of Sabbath?

- *What Shall I Live For?*
Lesson 2
Let's Celebrate'.
- *It's Your Choice*
'Creation and the Sabbath'
pp 42-48
- *Growing In Christ:*
'God's Holiday'
Dyson (11)
'Sharing God's Holiday'
Coltheart
'A Day to Remember' (12)
'Who Changed the Day?'
'How to Keep the Sabbath Holy' (25)
'The Sabbath'
Lemke (16)

- Prepare a Sabbath program on the theme of keeping the Sabbath, utilising the Multiple Intelligences. (L, V, M, S)
- Select a Bible passage about the Sabbath. Prepare and present a Readers Theatre script based on that passage. (L, S)
- Compose a song about the Sabbath day. (M)
- Make a jigsaw puzzle or mobile of the days of creation, including the Sabbath. (V)
- Plan, prepare and serve a special Sabbath luncheon. Send out invitations. Write up the menu and recipes. (L, V, Ph, S)
- Visit a retirement village and sing gospel songs. After singing, in pairs, spend time with the residents. (S)
- In groups, discuss and list what Adam & Eve may have done on the Sabbath day before sin entered. (R, L, S)
- Compile a list of family Sabbath Activities. (L, S)
- Use e-mail to create a list of how others around the world keep Sabbath. (L, L/M)
- Draw a timeline to show where a change in the Sabbath was attempted. (L/M, V)

U.1

UPPER

WHAT HAPPENED TO GOD'S PERFECT CREATION? (F-8)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Satan pays Earth a visit. • Man separates himself from the Creator. The Great Controversy moves to the Earth. Genesis 3 • What did man lose by 'selling out' to Satan? Lost innocence Genesis 3:4 Became fearful of God Genesis 3:8 Lost the close relationship with God Genesis 3:9 The beginning of sorrow and death Genesis 3:16-19 Lost his beautiful home Genesis 3:23 Satan triumphed Genesis 3:13 • The results of Satan's efforts to spoil what God has made. Creation or evolution? Attempt to change God's Sabbath Family breakdown • The Bible calls man's separation 'sin', the result of which is 'death'. Romans 3:19-23 	<ul style="list-style-type: none"> • <i>What Shall I Live For?</i> (Teacher's Guide) Lessons 3 - 5 • <i>Themes For Kids</i>, Levels 6,7 pp 4, 102-104 • <i>It's My Choice</i> (Teacher's Guide) 'Salvation and the Great Controversy' pp 22-30 	<ul style="list-style-type: none"> • In groups, make a list of the changes that have come to humans and their environment, as a result of sin. (L, L/M, S) • Prepare and present the drama in <i>What Shall I Live For?</i> (Teacher's Guide) pp 16-20. If not available, create a drama depicting Lucifer's fall in heaven, and the temptation and fall of man, from the point of view of an onlooker from an unfallen world. (L, V, Ph, S) • Describe a type of work that would not be needed if sin had not entered our world. (L/M) • From a major newspaper, identify all the news items about problems resulting from sin. (L) • Through magazine cuttings, paint, etc. create a collage showing the difference between God's original creation and the present world. (V) • Mark Bible texts from Genesis, showing what man lost as a result of sin. (Note: These will be revisited in U1 – 'Everything Perfect Again'. (L, L/M) • Discuss the ways Satan has tried to destroy God's perfect creation, e.g. <ul style="list-style-type: none"> • through ideas based on evolution • families breaking down • Sabbath being changed. (L/M, S) • Complete unit from <i>It's My Choice</i>. (L) • Sing <i>Change My Heart, Oh God</i> (M)

GOD'S ANSWER TO MAN'S NEED

(F-9)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Foreshadows of Jesus, the Saviour , in the Old Testament: <ul style="list-style-type: none"> – The first promise Genesis 3:15 – Cain and Abel Genesis 4 – God Provides a Lamb for Abraham Genesis 22:1-19 – Joseph, the 'Saviour' of His Brothers Genesis 37, 39, 40, 41 – The Passover Exodus 12 – Food from Heaven Exodus 15:22-26, 16 – The Brass Serpent Numbers 21:4-9 John 3:14; 8:28; 12:32 – David 2 Samuel 2-5; 6:1-12 	<ul style="list-style-type: none"> • <i>What Shall I Live For?</i> Lesson 6 'From Trouble to Trust' Lesson 16 'God's Promises' Lesson 21 'Good Response to Bad Treatment' Lesson 22 'Using Power Wisely' Lesson 26 'Food from Heaven' Lesson 32 'Final Events in the Wilderness' Lesson 47 'A King After God's Own Heart' • <i>The Bible Story</i> Books 1-3 • Recommended Teacher's Reference: <i>Christ in All the Scriptures</i> A M Hodgkin 	<ul style="list-style-type: none"> • For each of the stories or instances listed: <ul style="list-style-type: none"> • Identify what aspect is pointing forward to Jesus. • State what lesson underlies each example. (L, L/M) • Rewrite Genesis 3:15 in simple language, to show its meaning. (L, L/M) • Create and present Readers Theatre scripts based on stories listed. (Use modern contemporary translations). (L, S) • Create a mural representing the stories listed. (V) • Groups select aspects of stories listed and create a diorama to represent an important idea. Others, in turn, suggest what idea is being conveyed. (V, Ph) • List the symbols used in the stories and explain what they represent. (L, L/M) • Sing <i>Behold, What Manner of Love</i> <i>Freely, Freely</i> <i>Amazing Grace</i> (M)

U.1

UPPER

GOD'S SCHOOLROOM IN THE DESERT

(F-23)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • God wants to 'live' among His people. Exodus 25:8 • God gives Moses details of the Sanctuary. <ul style="list-style-type: none"> The structure The furnishings The High Priest Exodus 25 - 27, 37, 38 <li style="padding-left: 40px;">The ceremonies Exodus 12:26,27; 13:14; 16:3-8 Leviticus 16; 23:5-8, 15-42 • The Sanctuary was a reflection of the Heavenly Sanctuary. Hebrews 8:1, 2, 5 • Foreshadows of Jesus in the Sanctuary. <ul style="list-style-type: none"> The Lamb Compare John 1:29; The Bread Compare John 6:35 The Light Compare John 9:5 The High Priest Compare Hebrews 4:14 	<ul style="list-style-type: none"> • <i>What Shall I Live For?</i> (Teacher's Guide) Lesson 28 'Meeting God on the Mountain' Lesson 30 'Holy Days and Festivals' • <i>The Bible Story</i> Book 2 p 163 • <i>Growing In Christ:</i> 'God's Kindergarten' Dyson (17) 'God's Kindergarten' Colthart (15) 	<ul style="list-style-type: none"> • Suggest places where we might imagine God to dwell. (L/M) • Research ways God showed evidence of His dwelling with Israel in the wilderness. (L, L/M) • In the playground, measure and trace the layout of the wilderness sanctuary. (Ph, V) • Make a scale model of the sanctuary and its furnishings. (L/M, Ph, V) • Re-enact some of the ceremonies, e.g. the daily sacrifice, the Day of Atonement. (V, Ph) • Create a mural depicting the various symbols pointing to Jesus in the sanctuary. (V, L/M) • Match items from the sanctuary with verses in the New Testament that show Jesus as their fulfillment. (L, L/M) • Research the stones on the High Priest's breastplate. Try to determine their current name, and, possibly, a specimen or picture of the stone. (L/M, V) • Find why names were written on the stones on the breastplate and also on the stones on each shoulder of the High Priest's garments. (L/M) • Explore the different animals (clean) used in different ceremonies to represent Jesus and His death. (L/M) • Sing <i>There Is a Redeemer</i> <i>Blessed Be the Rock</i> (M)

PRINCIPLES FOR HAPPY LIVING

(F-18)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • God gave His people 10 principles for living a happy life. Exodus 20:1-17 • What do the Psalms say about God's law? Psalm 19:7-10; 89:34 • Jesus' life was a perfect example of following God's principles. Matthew 5:17-20 • How did Jesus explain the two parts of God's law? Matthew 22:34-40 • The Ten Commandments teach us about who or what is most important: Relationship to God first; Families next; Other people before things; Things come last. • The 10 Commandments are present in the New Testament: Loyalty to God (Matthew 4:10) True worship (1 John 5:21) Reverence for God's name (1 Timothy 6:1) Honouring God as Creator (Mark 2:27, 28) Love and respect for parents (Matthew 19:19) Respect for life (Matthew 19:18) Purity (Matthew 19:18) Honesty (Matthew 19:18) Truthfulness (Matthew 19:18) Thankfulness (Romans 7:7) 	<ul style="list-style-type: none"> • <i>What Shall I Live For?</i> (Teacher's Guide) Lesson 27 'Ten Descriptions of Loving People' • <i>The Bible Story</i> Book 2, p 153 'Ten Golden Rules' • <i>Growing In Christ:</i> 'His Law' Lemke (20) • <i>Matthew</i> video 	<ul style="list-style-type: none"> • Write a list of rules for home and for school. Write a group statement explaining why rules at home and school are necessary and important. (L, L/M, S) • Compose a song about the commandments or find the song based on Psalms 19:7-10. (M) • Create or write a poem explaining one of the commandments. (L) • Discuss how we break the law of God every day. (L/M, S) • Make a chain representation of the Ten Commandments. Write each commandment on a link. Explain what will happen when you break the chain. • Rewrite the commandments in everyday language, highlighting key words in each commandment. Discuss the meaning. (L, L/M, S) • Write a list of the 10 most important things in your life. Rank each in order of importance. Categorise your list under the two headings: <i>God</i> and <i>Mankind</i>. (L, L/M) • Using the Bible passages found in Matthew, match each to the corresponding Commandments. (L/M) • Create tables of stone using cardboard or clay. (Ph, V) • Take each 'do not' and write its opposite principle, e.g. 'Do not steal' becomes, 'Share what you have with others'. (L, L/M)

U.1

UPPER

THE COMING OF JESUS

(F-9)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>His Birth, Childhood and Example (See also U.1 God - The Son p C-103)</p> <ul style="list-style-type: none"> Jesus' birth was foretold: Isaiah 7:14 Isaiah 9:6, 7 Luke 2:4-7 Matthew 1:18-23 The Messiah, Emmanuel Matthew 1:21-23 Jesus' family tree Matthew 1 Matthew 21:9 Jesus as a child Luke 2:41-52 Jesus set an example for us to follow: His baptism - Matthew 3:13-15 His resistance to temptation - Matthew 4:1-11 <p>His Miracles</p> <ul style="list-style-type: none"> Jesus' healing ministry was foretold: Isaiah 61:1,2 Luke 4:17:21 Jesus' ministry began with healing. Matthew 4:23-25 Jesus performed many miracles: Miracles of Healing – Lepers Matthew 8:1-17 The demon-possessed Matthew 8:23-34 The blind and dumb - Matthew 9:27-34 Raised the dead - Matthew 9:18-34 	<ul style="list-style-type: none"> <i>God Is Like This</i> Lessons 1 - 6 <i>The Bible Story</i> Books 7, Parts I, II <i>Matthew</i> video and <i>Discover Jesus, the Christ</i> 'Belonging to the Family' 'The Family of Jesus' 'The Genealogy of Jesus' 'The Birth of Jesus' 'Where Did It happen?' 'Temptation in the Wilderness' 'Living with Temptation Today' <i>God Is Like This</i> Lessons 24-35 <i>Discover Jesus, the Christ</i> 'Jesus Begins His Ministry' 'Faith Healing' 'What Kind of man Is This?' 'Many More Healed' 	<ul style="list-style-type: none"> Imagine you are an angel who will advertise or promote the advent of Jesus. Prepare a one page advertisement, using colour, words, and pictures. (R, L, V) Prepare and present a Readers Theatre describing the birth of Jesus. (L, S) Using a dictionary, find out the meaning of the term 'Messiah'. Then use words that best describe the term Messiah. e.g. lifesaver, rescuer, liberator. (L) Using a Bible commentary or dictionary, find the various other names for Jesus and their meaning. (L) Develop and discuss the list of Jesus' characteristics found in Isaiah 9:6,z 7, e.g. honesty, justice and caring. (L, L/M, S) With the help of parents, have students trace their family tree. Draw a tree. Fill the leaves with the names of family members. (L, V) Read through Matthew 1 and draw Jesus' family tree. (L, L/M) Role play events in Jesus' life: <ul style="list-style-type: none"> Jesus in the temple with the teachers of the Law Responding to His parents after they found him in the temple. Explaining to His mother why he gave his lunch away to the children next door. Explaining to His father, Joseph, why he came late to work in the carpentry shop. (L, V, Ph, S) Watch a video clip (either from the <i>Matthew</i> or <i>Discovery</i> video) on the baptism of Jesus. Compare (similarities) and contrast (differences) between the Bible story from Matthew 3:13-15 and the video clip. (V, L/M) List reasons why people commit themselves to particular tasks. (L/M)

Miracles involving physical things

Water to wine John 2:1-11

Bread for hungry people Matthew 15:29-39

Calmed a storm - Mark 4:35-41

Jesus' Teachings

Jesus' Parables –

The Sower - Matthew 13:1-23

The Weeds - Matthew 13: 24-30

The Hidden Treasure and the Pearl - Matthew 13:44-46

The Lost Sheep - Matthew 18:10-14

The Wedding Garment - Matthew 22:1-14

The Ten Virgins - Matthew 25:1-13

Wise ideas

The Sermon on the Mountain - Matthew 5-7

Making things right - Matthew 18:15-19

Betrayed, Crucified, Risen!

The Passion Week –

Triumphal entry into Jerusalem

Betrayed and sold

Rejected by the people

Crucified

Resurrection

Appears to many

Meets His followers

His Return to Heaven

Jesus' return to Heaven

The angel's assurance of Jesus' return

- *The Bible Story*
Book 7, Part IV
Book 8, Part I

- *Discover Jesus, the Christ*
'More Faith Miracles'
'The Kingdom of Heaven'
'The Sower'
'The Weeds'
'Little Parables'
'The Law of Jesus'
'Guidelines for Happy Living'
'Anointed and Betrayed'
to
'The Great Commission'

- *God Is Like This*
(Teacher's Guide)
Lessons 8 - 34

**SDA Hymnal* 403

- Write or tell a story from the perspective of a person who was healed. (L, R)
- Choose a story about a person who was healed by Jesus. Respond as a bystander, helper, Pharisee, sick person, etc. Explain why that person was chosen. (R, L, Ph)
- Prepare a news item or radio/TV report of a healing story and produce on the computer or present a news item for television or radio. (L, V)
- Role play students involved in conflicts and follow the biblical principle for resolution. (Ph, S)
- Discuss why people should treat others with respect. (L/M, S)
- Create a pictorial timeline of the events of the Passion Week. (V)
- Identify the characteristics Jesus showed in His behaviour during the Passion Week. Compare Isaiah 53:2-12. (L/M)
- Prepare and participate in a Readers Theatre focusing on Jesus, the Lamb of God. (L, S)
- Identify the prophecies fulfilled by Jesus. (L/M)
- Find and sing songs that focus on Jesus' death and resurrection.
*On a Hill Far Away**
He's Alive
- Write ,and participate in, a Passion Play to be presented in the local Church. (L, S)
- Prepare a scroll for the classroom wall and add Jesus' parting promise to His followers – Matthew 28:20. (V)

U.1

UPPER

THE FUTURE IS IN GOOD HANDS

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none">• The story of Nebuchadnezzar's dream shows us that God knows what will happen in the future. Daniel 2:31-47• The story of the writing on the wall in the king's banquet hall shows that earthly kingdoms cannot last forever. Daniel 5• Daniel's dream of the strange animals adds detail to earlier views of world kingdoms shown in Nebuchadnezzar's dream. Daniel 7:1-7• The Bible indicates that His knowledge of the future makes God the only true God. Compare Daniel 2:28 with Isaiah 42:9; 48:3-6• OPTIONAL: The year of Jesus' birth and death was foretold. Daniel 8:14; 9:21-27	<ul style="list-style-type: none">• <i>Growing in Christ</i>	<ul style="list-style-type: none">• Make a 2-dimensional man-size figure to represent the image in Nebuchadnezzar's dream. Represent the different metals and attach labels to represent the kingdoms symbolised. (L, V, Ph)• Research and explain where the story of the writing on the wall fitted into the sequence represented by the image. (L, L/M)• In groups, match up the animals of Daniel's dream with the metals of the image. Draw up a table to set out this comparison. (L/M, V, S)• Discuss why knowledge of the future is a test of the true God. (L/M, S)• OPTIONAL: With teacher assistance, draw a simple timeline to show the way the Messiah's time of death was prophesied. (L/M, V)

U.1

UPPER

YOU DON'T NEED TO WORRY ABOUT THE JUDGEMENT (F-23, 26)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Basic concepts: <ul style="list-style-type: none"> • Justice • Guilt and innocence • Verdict • Penalty • Substitution • The Bible talks about God judging everybody before Jesus comes back. 2 Corinthians 5:10 • Jesus' death on the Cross makes it possible for us to be friends with God again. Romans 3:23-26 (Modern version or paraphrase) Hebrews 9:26 Hebrews 10:10, 14 • Story of a innocent person who took the punishment for another who, in turn, went free. • It is possible to leave one's decision too late. Revelation 22:7-12 <p>LINK: Social Science - Social Systems - Law</p>	<ul style="list-style-type: none"> • <i>Growing in Christ:</i> 'Why I Don't Need to Be Afraid of God's Judgment' Dyson (18) • <i>SDA Hymnal*</i> 337 or 338 108 	<ul style="list-style-type: none"> • If possible, organise a field trip to the local court house. Have an official explain the legal process and how the courtroom functions. (L, L/M, V, Ph, S) • In groups explore and share answers to the questions: 'What are courts for?' 'Who are the people involved?' 'What is the function of each?' (L/M, S) • Reenact the story of the big boy who took a caning for the theft of a lunch by a small, hungry boy. Discuss the concept of substitution. Is it fair? Why or why not? Is it effective? (L/M, R) • Children express their feelings for the fact that Jesus offers forgiveness and life to anyone who wishes to have it. (R, L) • Sing <i>Redeemed*</i> <i>Amazing Grace*</i> <i>There Is a Redeemer</i> (M) • Draw or paint an impression of a heavenly courtroom scene, OR Draw an illustration in response to the words, 'Not guilty!' (V, R)

U.1

UPPER

LIFE AFTER DEATH? (F-25)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • All life comes from God. Genesis 2:7 • The first lie spoken on earth was: “You won’t die!” Genesis 3:4 • The Bible says that people are unconscious during death, and eventually return to dust. Psalm 146:4 Ecclesiastes 9:5-10; 12:7 Psalm 6:5 • Jesus called death ‘a sleep’: Jairus’ daughter - Mark 5:22-23, 38-42 Lazarus - John 11:11-14 • When Jesus died, He rested in a tomb until called to rise. Matthew 28 • When Jesus returns the second time, there will be a resurrection of people who have died throughout history. 1 Thessalonians 4:13-18 	<ul style="list-style-type: none"> • <i>God Is Like This</i> (Teacher’s Guide) Lesson 28 ‘When Sadness Turned to Joy’ Lesson 35 ‘Alive and Well’ • <i>It’s My Choice</i> ‘The State of the Dead’ pp 94-103 • <i>Growing in Christ:</i> ‘When I Die, Will I Be Dead?’ Dyson (19) ‘Why I Don’t Need to Be Afraid of Dying’ Coltheart (20) ‘Victory over Death’ ‘Life and Death’ Lemke (18) (24) 	<ul style="list-style-type: none"> • Search for and list stories from the Bible about people who were raised from the dead. (L) • Research where the people were during the time they were dead, e.g. Jairus’ daughter, Lazarus. (L/M) • Research: Why does the Bible refer to death as ‘a sleep’ in 1 Thessalonians 4:13. (L/M) • Create and perform Readers Theatres on Mark 5:22-23, 38-42 and 1 Thessalonians 4:13-18. (L, S) • Perform the drama of Lazarus being raised from death in <i>God Is Like This</i>, pp 183-190. (Ph, V, S) • Write an imaginary account of resurrection day in a graveyard when Jesus returns. (L, R) • Why does Satan try to make people think they become spirits after they die? (R, L/M) • Sing <i>Soon, and Very Soon</i> (M)

U.1

UPPER

JESUS' SECOND COMING

(F-24)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Jesus has promised that He will come back to earth for us John 14:1-3 • When Jesus comes, everyone will know about it. 1 Thessalonians 4:16-18 • Jesus did not leave us in the dark about His return. Matthew 24:1-51 • The Bible tells about signs in the last days to warn us of Jesus' soon return. • The return of Jesus will catch careless people unprepared. Matthew 25:1-13 1 Thessalonians 5:1-4 • The return of Jesus will be very dramatic. 2 Peter 3:10 • All will see Jesus' return. Revelation 1:7 • We all need to make sure we are ready to meet Jesus on His return. 2 Peter 3:10-14 	<ul style="list-style-type: none"> • <i>It's My Choice</i> 'The Second Coming of Jesus' pp 31-39 • <i>Discover Jesus the Christ</i> 'Signs of the Times' (Pts1, 2) Matthew 24:1-35 'When Will Jesus Return?' Matthew 24:36-51 'The Ten Virgins' Matthew 25:1-13 ALSO • <i>Matthew</i> video for these references. • <i>*SDA Hymnal</i> 213 	<ul style="list-style-type: none"> • Using a Bible dictionary or concordance, explore the New Testament to find as many references as possible to the Second Coming. (L) • Select a Bible passage, or collect a number of Bible verses and prepare a Readers Theatre. Perform in class or in a school worship. (L, S) • Sing <i>Lift Up the Trumpet*</i> (M) • Research to find how many signs of Jesus' Coming have been fulfilled. (L/M) • Write a poem or a song describing the scene when Jesus returns. (R, L, M) • Look for verses in the Bible that describe what the return of Jesus will be like, then draw or paint a picture of your impressions. (L, L/M, V, R) • Interpret the story of the Ten Virgins and explain the significance of the parable.

U.1

UPPER

EVERYTHING PERFECT AGAIN!

(F-27)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • After Jesus comes back, everything will be made new again. Revelation 21:1 • Heaven is a real place. Revelation 21:9-27 • All of the things that humans and the world lost by 'selling out' to Satan will be restored: <ul style="list-style-type: none"> – We will walk and live with God again Revelation 21:3 – Sadness, death and crying all past Revelation 21:4 – The curse of sin will be over Revelation 22:3 – We will be allowed back freely Revelation 21:25 – We will eat freely from the Tree of Life Revelation 22:14 – Life in the New Earth will be pure and honest Revelation 21:26 – Jesus will be there Revelation 22:3 – We will live in peace and harmony forever Revelation 22:14 Isaiah 65:25 <p style="text-align: center;">Compare this list with what was 'lost' on p 113.</p>	<ul style="list-style-type: none"> • Compare this material with U.1 - 'What Happened to God's Perfect Creation'? p C-108) • <i>Growing in Christ:</i> 'What on Earth is Heaven Like?' Dyson(16) 'The New Earth' Lemke (15) 	<ul style="list-style-type: none"> • Learn and sing 'When We All Get to Heaven'. (M) • Prepare and participate in a Readers Theatre based on selections from Revelation 21 and 22.. (L, S) • Compare and match Bible verses from p C-108 with what is to be restored in Revelation 21 and 22. Create and present a Readers Theatre with 'lost' and 'restored' elements alternating. Use a modern translation. (L/M) • Create a class poster featuring what we will enjoy in the New Earth. (V) • Calculate the physical size of the New Earth from the dimensions given in Revelation 21. (L/M) • Try to obtain or borrow specimens of stones and minerals that will be part of the New Earth's construction. (V, Ph) • Draw or paint impressions of what you imagine the New Earth will be like. (V) • Write a poem or a song about life in the New Earth. (L) • Discuss what 'eternity' might be like. (L/M, R, S) • Discuss and share what it really means to be able to 'walk' with Jesus in the New Earth. (L/M, R) • Have students express how they feel about the prospect of living in the New Earth with Jesus. (R, L)

GOD'S RELATIONSHIP WITH US

U.2 Explains Bible stories and passages about the development of God's church.

Biblical Principles

God Loves

- God took the initiative to restore humanity's broken relationship with Him.
- When we respond to God, we relate to one another as part of His family, the church.

God Trusts

- God trusts His family, the church, to reflect His love and character to others.

Performance Descriptors

Children will

- Explain simply the main point or principle reflected in stories and passages.
- Present ideas and understandings of the Bible stories and passages in oral, written, visual, dramatic or musical forms.

GOD CALLS A PEOPLE (F-11, 12)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>God has always tried to gather and guide His people.</p> <p>God's purpose through Abraham Review stories of Abraham's call</p> <ul style="list-style-type: none"> • The Call (Genesis 12:1-9) • Heavenly Visitors (Genesis 18) • God's Promises (Genesis 22:1-19) <p>God guides and preserves His people.</p> <p>Review stories of Joseph: (NOTE: Also see U.1 p109)</p> <ul style="list-style-type: none"> • From Beloved Son to Slave to Ruler <p>God wants His people to be free to follow and worship Him.</p> <p>Review stories of</p> <ul style="list-style-type: none"> • Slavery in Goshen (Exodus 1-4) • Moses 	<ul style="list-style-type: none"> • <i>What Shall I Live For?</i> (Teacher's Guide) Lesson 11 p 64 to Lesson 17 p 97 • <i>What Shall I Live For?</i> (Teacher's Guide) Lesson 21 p 127 to Lesson 22 p 133 Lesson 23 p 143 to Lesson 25 p 162 • <i>The Bible Story</i> Book 1 p 133 to Book 2 p 116 	<ul style="list-style-type: none"> • Pitch tents and set up camp in the playground or at a campout. (Ph) • Write a descriptive/imaginative story describing what it might have been like to accompany Abraham to Canaan. (L, R) • Prepare a drama about Abraham's visitors. (L, V, Ph) • Sing <i>My God Is an Awesome God</i> • Write promises, each cut into two odd shapes, distribute and find matching pairs, share and discuss promises. (L, V, Ph, S) • Mime scenes from the story of Joseph. (V, Ph) • Role-play Joseph and the rest of the class ask questions about God's leading in his life. (Ph, V, L/M, S) • Make a clothes-line for a timeline and peg representations of events in Joseph's life on it. (V, L/M) • Joint story-telling of the story of Joseph. (Someone begins telling story, stops at different point and asks another person to continue.) (L, S) • Pretend to be Joseph and write an autobiography. (R, L)

U.2

UPPER

- The Plagues (Exodus 4:27-31; 5:11; 12:1-36)
- The Exodus and the Red Sea Crossing

God's leading in the wilderness shows His love, purpose, care and patience in leading His people.

Review stories of Israel in the wilderness.

- Food From Heaven
- Ten Descriptions of Loving People (NOTE: Also see U.1 p 105)
- A Place to Meet God
- A Nation of Rebels
- Final Events
- At the Jordan

NOTE:

Look for opportunities to make links between stories in U.1, U.3 and U.6 to the growing relationship between God, His people, and significant individuals through whom He worked after Israel crossed the Jordan into the Promised Land.

Pentecost and the Birth of the New Testament Church

- Pentecost
- Transformed people - Peter and the Apostles
Acts 1:12-26
- The Church grows
Acts 2:14- 47; 3:1- 4
- Opposition and persecution
Acts 4:1-5:42
- Organising the Church
Acts 6:1-7
- Stephen, the first Christian martyr
Acts 6:8 - 7:60
- The Church persecuted and scattered
Acts 8:1- 40
- Saul's conversion
Acts 9:1- 43
- Peter's leadership

- *What Shall I Live For?*
(Teacher's Guide)
Lesson 26 p 170
to
Lesson 33 p 218
- *The Bible Story*
Book 2 p 117 to
Book 3 p 50

- *Acts* Video

- *God Is Like This*
(Teacher's Guide)
Lesson 48 p 274
to
Lesson 53 p 308

- *The Bible Story*
Book 10

- **SDA Hymnal*
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- Talk to someone who has been through tremendous suffering e.g. refugee, war veteran. Ask what helped him/her survive? (L)
- Discuss what slavery is. (L/M)
- Children imagine themselves as Israelite slaves and write a descriptive story. (R, L)
- Create a 3-D model of the Red Sea crossing. (V, Ph)
- Make a sequence of events. (L/M)

- Prepare a meal of wafers and honey. (Ph)
- Make a clay tablet for the Ten Commandments. (Ph)
- Design a mural depicting different events in the conquering of Canaan e.g. spies from Canaan, fall of Jericho. (V)
- Sing a victory song. (M)

- Discuss the change in the lives of Peter and the apostles and relate to personal change. (L/M)
- Discuss how churches grow and organise an outreach or service activity. See U.7 (L/M)
- Design a logo to symbolise the Spirit of God e.g. tongue of fire, dove - stained glass window. (R, V)
- Mime the stories of the early church e.g. Paul's conversion. (Ph, V)
- Discuss persecution and how people take a stand on principle. (L/M).
- Create an organisation chart comparing the early church and modern church structures. (L/M)
- Children imagine themselves as the Ethiopian, and list questions they might ask of Phillip. (R, L/M)
- List ways to share Christian faith with a non-Christian, and use one of these ways with someone. See U.7 (L/M, S)
- Research what it means to be prejudiced. (L/M)
- Sing
Give Me Oil in My Lamp
*The Church Has One Foundation**

U. 2

UPPER

Acts 10:1-12:18

THE BIRTH AND DEVELOPMENT OF THE CHRISTIAN CHURCH (F-11, 12)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • God has used faithful people to lead in difficult times in the development of the Christian Church. <ul style="list-style-type: none"> Luther Huss and Jerome Calvin Wesley • The Seventh-day Adventist Church is born. <ul style="list-style-type: none"> Ellen and James White Joseph Bates • The development of the Seventh-day Adventist Church in the South Pacific region can be traced through the following: <ul style="list-style-type: none"> Ellen White The Hare family John Fulton Andrew Stewart Kata Rangoso • The Seventh-day Adventist Church's ministry in Australia, New Zealand and the Pacific region is organised into various departments and groups: <ul style="list-style-type: none"> Churches Overseas missions Christian schools SDA Hospitals Health and welfare services ADRA Sanitarium Health Food Publishing and literature evangelists Media 	<ul style="list-style-type: none"> • <i>Heritage Series</i> Milton Hook 	<ul style="list-style-type: none"> • Faithful people: Research the life of a faithful person. Write and illustrate a statement of what that person believed. (L, L/M, R, V) • Write a song or sing a hymn that reflects his/her beliefs. (M) • Dramatise a significant incident in his/her life. (V, Ph) • What's in a name? Research the significance of the name <i>Seventh-day Adventist</i>?. (R, L/M, V) • Place the events leading up to the birth of the Seventh-day Adventist Church on a timeline. (L/M) • Design a book jacket for the biography of Joseph Bates or Ellen White. (V) • In groups discuss your ideal church and what it would be like. (R, L/M, S) • With partners, research an SDA pioneer and prepare an interview to present to the class. (L/M, S) • On a large wall map, locate and name places where the pioneers have worked. (V) • Groups place key facts on the wall map. (L) • Describe the feelings you would have as one of these pioneers in an unfamiliar country. (R) • Make a collection of artifacts and create some of your own to depict the work of the pioneers. (V, Ph) • Design a church and make a model of it. (L/M, Ph, V) • In a street directory, find the location of nearby churches. (L/M) • Write to the conference and ask for individual church membership numbers. Add these together to obtain the total for the conference. Record numbers beside the churches on the map. Analyse to see where the majority of members are. (L, L/M) • Colour in the different missions in the Pacific on a map. (V) • Write a letter of thank you to some ministers or teachers in mission areas. (L) • Design a leaflet advertising your school. Send to other church schools in Conference and ask for a copy of their advertising. (L, V)

	• <i>*Hillsong</i>	• Sing <i>Great Southland*</i>
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METAPHORS FOR THE CHURCH AND ITS PURPOSE (F-11, 12, 13)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Describing the church <ul style="list-style-type: none"> How does Paul describe the church? 1 Corinthians 12:27 Who does Paul say is the head of the 'body', or Church? Ephesians 5:23 How important are individuals to the overall body? 1 Corinthians 12:14-20 Membership - Privileges and Responsibilities • How does John describe the church in Revelation? Revelation 2; 12 • What is the purpose of God's church? <ul style="list-style-type: none"> Worship Psalm 95:6 Fellowship Hebrews 10:25 Acts 2:46 Learning from God's word Acts 2:42 Celebration of the Lord's Supper 1 Corinthians 11:25 Service to all mankind James 1:27 Sharing the Gospel Matthew 28:18-20 • What special gifts does the Holy Spirit give to the members of His church. <ul style="list-style-type: none"> 1 Corinthians 12:7-11 Ephesians 4:11, 12 Romans 12:6-8 	<ul style="list-style-type: none"> • <i>Growing In Christ:</i> 'The Family of God' Coltheart (20) 'His Body - The Church' Lemke (17) 'Unity, Spiritual Gifts, and Spiritual Fruit' (18) • <i>It's My Choice</i> 'The Sanctuary and the Three Angels' Messages' pp 104-114 • <i>*SDA Hymnal</i> 457 # <i>Songs of Fellowship</i> 	<ul style="list-style-type: none"> • Write and sing a school song. (M) • Health and Welfare: In groups create a role-play depicting a person needing and receiving help from Christians. (Ph, V, S) • ADRA: Study the ADRA posters and write an outline of ADRA's work. (L/M, L) • Write a letter to ADRA asking for a project. Raise funds for it. (Link with U.7 p 137.) (L, S) • Publishing: Collect magazines, leaflets and books that are published by Signs Publishing Company. (V) • Invite a literature evangelist to visit the class to talk about his/her ministry. (L, S) • Write a children's story or a children's page and seek publishing in the <i>Record</i> or <i>Signs</i>. (L) • Media: Make a video of your church and school for an Adventist media report. (V) • Add a music sound track to the video. (M) • Create a wall chart that summarises the ministry of the SDA Church. (L/M, V) • Design a poster depicting the Church with Christ as the head. (V) • Identify the special gifts the Holy Spirit has given to people known to the students. Identify which of these gifts some of them might feel God has given them. (R, L/M) • Complete and discuss activity sheets from the <i>Growing in Christ</i> series, as listed in Resources. (L, L/M, R) • Discuss the statements of belief printed in Section E. Why do churches write their beliefs in this way? (L, L/M, S) • Sing <i>I Love To Tell theStory*</i>

U. 2

UPPER

• What is special about the church before Jesus comes back? Revelation 14:12	579	<i>We Have Come Into His House</i> #
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OUR RELATIONSHIP WITH GOD

U.3 Explains stories and Bible passages about relationships between people and God.

Biblical Principles

God Trusts

- God gives us the choice to respond to His love.
- We glorify God in the way we live as individuals.
- We glorify God by identifying, encouraging, supporting, and worshiping with one another.

God Communicates

- We need to remain in touch with God in order to live and grow .
- We keep in touch with God through the Bible, prayer and worship.

Performance Descriptors

Children will.

- Explain simply the main point or principle reflected in stories and passages.
- Present ideas and understandings of the Bible stories in oral, written, visual, dramatic or musical forms.

U. 3

UPPER SCHOOL

A. RESPONDING TO JESUS (F-10)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • The Prodigal Son Luke 15:11-24 • There's a war going on! Genesis 3:15 • All of us have been on Satan's side in the war. Romans 3:23 • Jesus came to restore our place in God's family. John 3:16 • Because of Jesus we can now choose which side we want to be on. 1 Kings 18:21, 39 • We can be sure that we are on God's side and a part of His family. 1 John 5:11-13 1 John 1:9 John 1:12; 14:1-3 	<p>Recommended:</p> <ul style="list-style-type: none"> • <i>Coming to Jesus: Growing in Him</i> (First part) • <i>It's My Choice</i> 'Salvation and the Great Controversy' pp 22-27 • <i>Growing in Christ</i> Dyson 'God's Forgiveness' (6) 'Turn Around to God' (7) Coltheart 'Turn Around to God' (7) Lemke 'God's Gift - Eternal Life' (5) 'Accepting Jesus As Your Saviour' (6) 	<ul style="list-style-type: none"> • Read <i>Dangerous Journey</i>, or a children's version of <i>Pilgrim's Progress</i>, as a serial story. (L) • Using OHP transparency film, draw or trace illustrations representing stages of Pilgrim's journey. Project onto classroom windows and paint 'stained glass pictures', using textas and tempera colour. (V) <p>Alternatively, reproduce illustrations from <i>Coming to Jesus: Growing in Him</i>, using the same process. (V)</p> <ul style="list-style-type: none"> • Role-play aspects of Pilgrim's journey. (L, V, Ph, S) • Prepare and present a Readers Theatre of <i>The Prodigal Son</i>. (L, S) • Role-play aspects of the prodigal's experience. Have players express how they felt as they took the different roles. (L, R) • Explore what key objects in <i>The Prodigal Son</i> story might represent, e.g. the robe the father put on his son. (L/M)

U. 3

UPPER SCHOOL

b. GROWING AND REFLECTING JESUS (F-10)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Jesus talks about the Vine and the branches. John 15 • Jesus explains how we grow. Mark 4:26-29 • We are part of God's family John 14:2, 3 • God wants us to live as His children Colossians 2:6 • God wants to hear from us Psalm 92:1,2 ; 32:6 • God takes away bad feelings Isaiah 1:18 1 John 1:9 • Fruits of the Spirit 2 Timothy 3:15 Psalm 119:11 • God wants us to tell others Acts 1:8 1 Peter 3:15 • God stays with us Jude 24 • Our lifestyle and behaviour change when we trust and follow Jesus. Romans 6; 12:1,2 Titus 3:1-8 • Aspects of lifestyle in which we can glorify God <ul style="list-style-type: none"> – Moral and ethical choices and behaviour – Temperance and choice in eating and drinking – Abstinence from harmful substances – Physical fitness <p style="text-align: right;">LINK:</p> <p>Health/PE</p> <ul style="list-style-type: none"> – Rest and recreation – Viewing and listening (TV, music, computer games, etc.) 	<ul style="list-style-type: none"> • <i>Coming to Jesus: Growing in Him</i> (Last part) • <i>God Is Like This</i> (Teacher's Guide) Lesson 8 'Prescription for Becoming Full-Grown Christians' • <i>It's My Choice</i> 'Spirituality' pp 73-83 • <i>It's My Choice</i> 'Standards' – Parts I, IV, V pp 52-61 • <i>Growing in Christ</i> Lemke 'Keep the New Life Alive' (5) 'Things Happen When You Come to Jesus' (7) Coltheart 'Christians Are Winners' (8) 'Living for Jesus' (23) 'Keep the New Life Alive' (26) Dyson 'The Family of God' (9) 'Abiding in Jesus' (10) 'My Behaviour and Lifestyle'(22) • <i>SPD Unit – The Devil Is Alive and Well</i> (Stuart Mazzaferri) 	<ul style="list-style-type: none"> • Plant some seeds and observe how the seeds germinate and the plants develop according to Jesus' description in Mark 4:26-29. • Explain the lesson Jesus was trying to teach through this object lesson. • Measure the growth of a plant over a period of time. How can character growth be measured? • Study what makes the plant grow, and compare this with what makes a character grow and be healthy? • Make a simple circuit with a torch bulb, battery and wire. Demonstrate how to make the bulb light up. What analogy can be made? • Draw a large bowl of fruit. On each piece of fruit clearly write one of the fruits of the Spirit. • Groups describe the different aspects of lifestyle and what practices and behaviours are likely to bring honour to God. • Sing <i>I Just Keep Trusting My Lord</i> (M)

U.3

UPPER SCHOOL

C. GOD'S WORD GUIDES AND HELPS US (F-1)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Jesus compares God's Word with 'bread'. John 6 • God's Word is important for Christians. Matthew 4:4 • God gave us the Bible for good reasons. Psalm 119:105 John 20:30, 31 2 Timothy 3:15-17 1 Peter 2:2 • Psalm 19 refers to God's Word in a number of different ways. Verses 2, 15, 24, 71, 72, 89, 97, 130, 133, 165. • How to 'live by the Word'. <p>SEE ALSO U1 - 'Getting to Know God's Word'</p>	<ul style="list-style-type: none"> • <i>It's My Choice</i> 'Spirituality' Parts I, II, IV pp 73-83 • <i>It's My Choice</i> 'Standards' – Parts I, IV, V pp 52-61 • <i>Growing in Christ</i> Coltheart 'Keep the New Life Alive' Part 1 (26) Lemke 'Daily Bread – God's Word' (26) • <i>SDA Hymnal</i> * 272 ** 286 	<ul style="list-style-type: none"> • Find out why Jesus described God's Word as 'bread'. (L/M) • List all the different words Psalm 119 uses referring to God's Word. List all the things God's Word does for us. (L) • Write what you think it means to 'live by the Word'? (R, L) • Research why people have taken great risks to obtain or share the Bible, and share your thoughts with others. (L/M, S) • Experiment with Bible study strategies to understand Bible stories and passages. (See Section E.) (L/M) • Keep a personal worship journal. (R) • Sing <i>Give Me the Bible*</i> <i>Wonderful Words of Life **</i> (M)

U. 3

UPPER SCHOOL

d. PRAYER IS TALKING WITH GOD

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • Jesus Teaches Us How to Pray. Matthew 6:9-13 Luke 11:1-13 • Acceptable Prayer (The Pharisee & Publican) Luke 18:10-14 • George Muller - Man of Prayer. • Prerequisite to Effective Prayer: Quiet, calm attitude Psalm 46:10 • The Elements of Prayer (The ACTS of Prayer). <ul style="list-style-type: none"> – Adoration (Praise) Psalm 34:1-10; Psalm 107:8; Psalm 92:1 – Confession Isaiah 1:18; 1 John 1:9; Psalm 51:10 – Thanks 1 Thessalonians 5:18 – Supplication (Asking) Matthew 7:7-11; Luke 11:5-18 1 John 5:14 	<ul style="list-style-type: none"> • <i>The Bible Story</i> Vol 8 p 66 • <i>The Bible Story</i> Vol 8 p 141 • <i>God Is Like This</i> Lesson 39 Lesson 14 • <i>Gospel Light</i> Junior Spring B pp 51- 75 • <i>Growing in Christ</i> Coltheart 'Keep the New Life Alive' Part 2 (26) Lemke 'Living Water – My Prayer Time' (9) 	<ul style="list-style-type: none"> • Explore Bible stories and passages listed. As a group, discuss and decide on the principle or lesson in each, and how this relates to one's own prayer life. (L, L/M, R, S) • Research why prayer time is sometimes associated with 'Living Water' . (L/M) • Compile a blackboard list of things to pray for as an introduction to prayer journals. (L) • Develop a prayer journal. Write requests, joys, feelings, praise, answers, etc. Write the date when requested and when answered. (R, L) • Share with the class specific answers to prayer and personal feelings towards God. (R, L, S) • Compose a prayer of the week centering on thanks or concerns of the week. (R, L) • Apply the ACTS of prayer to personal prayers. (L/M, R) • Class Project: Search for examples of prayer in the Bible. e.g. Hannah's prayer in 1 Samuel 1:10,11, and David's prayer in Psalm 51. What are the special features of these prayers? (L) • Discuss whether George Muller's experience is possible for people living today. (L/M. R) • Sing <i>As the Deer</i> <i>Lord Make Me Like You</i> (M)

U.3

UPPER SCHOOL

e. RELATING TO GOD THROUGH WORSHIP (F-10, 14, 15, 19, 20, 21)

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<p>Baptism</p> <ul style="list-style-type: none"> Baptism is a symbol of a new life following Jesus. Mark 1:4 Acts 2:38 Why is baptism necessary? Matthew 3:13-17 What happens at baptism? Romans 6 How does the Bible say I should be baptised? Mark 1:9,10 Matthew 28:19 <p>The Lord's Supper</p> <ul style="list-style-type: none"> Footwashing: The Ordinance of Love John 13:1-14 The Breaking of Bread: The Ordinance of Sacrifice Luke 22:19 The Cup of Wine: The Ordinance of Forgiveness Matthew 26:27, 28 1 Corinthians 11:25 <p>The Sabbath</p> <ul style="list-style-type: none"> Why is the Sabbath sometimes called 'God's Holiday'? In keeping the Sabbath, we honour God as Creator. Exodus 20:8-11 Revelation 4:11 How can we honour God in the way we observe the Sabbath? Isaiah 58:13 When does the Sabbath begin? Leviticus 23:32 	<ul style="list-style-type: none"> <i>It's My Choice</i> 'Symbols' Parts I, II pp 62-71 'Baptismal Vows' pp 116-119 'How to Make the Baptismal Service Positively Memorable' pp 120-122. <i>Growing in Christ</i> Dyson 'What About Baptism?' (8) Lemke 'Baptism – Following Jesus All the Way' (1) 'Planning My Baptism' (25) <i>Growing in Christ</i> Coltheart 'Memorials of Jesus' (22) Lemke 'The Lord's Supper' (19) <i>Growing in Christ</i> Dyson 'Sharing God's Holiday' (12) Coltheart 'A Day to Remember' (12) 'How to Keep the Sabbath Holy' (25) Lemke 'The Sabbath' (16) 	<ul style="list-style-type: none"> Collect a range of symbols used in everyday life and then discuss how baptism is a symbol. (V, L/M, S) Discuss the difference between baptism and the practice of christening. (L/M) Complete activity sheets as listed. (L, L/M) Study the <i>Baptismal Vows</i> (Section E) and observe the baptismal procedure during a 'live' baptism. Discuss the symbolism as a class. (L, L/M, S) Explore the biblical significance of unleavened bread and leaven in the Bible. (L/M) Explore the significance of wine in the Bible, and its connection with the Lord's Supper. (L/M) Participate in a Communion Service. (Ph, S) Plan and participate in an Agape Feast for the class. (S) Help prepare the floral decorations for The Lord's Supper. (V, Ph) Create a poster depicting the Sabbath and its significance. (V) Explore things that Jesus did on the Sabbath. Discuss what this tells us about how we can best spend the Sabbath today. (L/M, S)

(Continuing – The Sabbath)

- How does God want us to 'keep' His Sabbath?
Luke 4:16
Acts 16:13
Matthew 12:10-12

ALSO SEE U1 – 'God's Idea of a Perfect World'

Stewardship

- Everything belongs to God/Jesus.
Romans 12:1-3
- Tithe is one-tenth of our income; we give it at church.
Malachi 3:10
- What tithes and offerings are used for.

Reverence and Respect for God and Who He Is

- Moses meets God in a Burning Bush
Exodus 3:5
- God deserves our respect and reverence
Genesis 17:3
- We should recognise God's majesty
Job 37:23-24
- We should be reverent in places of worship
Leviticus 19:30

- *It's My Choice*
'Standards' Parts I, II, III, IV
pp 52-61
- *Growing in Christ*
Dyson
'We Are God's Managers' (10)
Coltheart
'We Are God's Managers' (17)
Lemke
'Stewardship' (19)

- *Songs of Fellowship*
*379
**453
^579
^ 569

- In groups, list ways to be stewards both of God's world and of what we personally possess. Report back to the class. (L, L/M, S)
- Explore why God has asked Christians to practise stewardship in the form of tithing and giving offerings. (L/M)
- Discuss appropriate behaviour for a worship service. (L/M, S)
- Identify and sing songs that refer to:
 - God's majesty and awesome nature, e.g.
*Majesty**
*Awesome God***.
 - Worship, e.g.
We Have Come Into His House^
We Are Standing (Holy Ground) ^^ (M)
- Discuss the words the composer has used. How can they help us to appreciate God and show our respect and reverence for Him? (L/M, R, S)
- Paint a mural that can be used in your church's worship service. (V)

Prepare and present a special item for your church's worship service. (L, V, Ph, M, S)

OUR RELATIONSHIP WITH GOD

U.4 Demonstrates consistent personal devotional habits and Christian lifestyle.

Biblical Principles

God Loves

- He wants us to enter into a personal relationship with Him through Jesus.
- Our devotional habits and lifestyle stem from our relationship with God.

God Communicates

- God communicates with us through His Word and His Creation.
- We maintain our relationship with God through prayer and reading His Word.

Performance Descriptors

Children will:

- Show positive attitude to personal use of the Bible and prayer.
- Show evidence of consistent devotional habits (e.g a meaningful personal devotional journal).
- Show respect for God's Creation.
- Show by their behaviour that they love God and want to please Him.

DEVOTIONAL PRACTICES AND LIFESTYLE

Personal Bible Reading and Study

- Own a personal copy of the Bible.
- Show reverence and respect for the Bible when using it. (R)
- Develop competence in the use of the Bible:
 - Find texts and major Bible stories, either from memory or using a concordance, dictionary, Bible atlas or illustrated resource books for additional information.
 - Explain stories or simple Bible passages.
 - Use a number of simple Bible study skills and strategies. (L, L/M, R)
- Memorise a number of special Bible texts and passages. (L)
- Follow a daily devotional program. (R)
- Keep a personal devotional journal. (R, L)
- Make a personal promise box. (L, Ph, V)
- Apply lessons of the Bible to everyday situations. (R, L/M)
- Use the Bible as a textbook along with the other texts being used at school. (L, L/M)

Personal Prayer

- Show a positive attitude towards prayer. (R)
- Reflect confidence in prayer. (R)
- Develop a prayer list of people to pray for. (R, L)
- Keep a prayer journal. Record requests, joys, feelings, praise, answers etc. and give special thanks when recorded prayers are answered. (R, L, L/M)
- Demonstrate an awareness of the different aspects of prayer – the ACTS of prayer , and the ability to pray accordingly.
 - Adoration,
 - Confession,
 - Thanksgiving,
 - Supplication (R, L, L/M)

Witnessing and Sharing Faith

- Show warmth and sensitivity towards others, their situation, feelings and special needs. (S)
- Form strong, positive Christian friendship bonds. (S)
- Choose a friend to pray for. (R)
- Willingly share faith experiences with others in class and beyond. (R, S)

Lifestyle

- Cultivate a willingness to reflect Jesus in all facets of life and behaviour. (R)
- Affirm heroes and models of exemplary spiritual life and practice. (R)
- Develop maturity in practices, habits and characteristics consistent with Christian values. (R)
- Show ability to resolve moral dilemmas from a Christian perspective. (R, L/M)

Baptism

- Express a desire to identify with the family of God through baptism. (R)
- Be baptised, and accepted into the membership and fellowship of a church community. (R, S)

OUR RELATIONSHIP WITH GOD

U.5 Actively participates in, and contributes to worship activities and life in a church family.

Biblical Principles

God Loves

- We show our love and appreciation to God in the way we respond to Him.
- We can show our love and appreciation for God through praise and worship.

God Communicates

- God wants His family, the church, to show His love and character to the world

Performance Descriptors

Children will

- Participate and contribute willingly in different ways in class and school worship activities.

GROUP WORSHIP ACTIVITIES
<ul style="list-style-type: none"> • Make a class promise box. ((L, S) • Share accounts of personal prayer and experiences. (L, R, S) • Make a blackboard list of things to pray for. (L, S) • Organise a class prayer list. (L, S) • Students discuss what they want to pray about before prayer times. (L, L/M, S) • Participate in sentence prayers. (L, R, S) • Organise 'prayer partners'. (S) • Pray chain and sentence prayers. (L, R, S) • Pray sentence prayers in a circle holding hands. (L, R, S) • Sing grace/ prayers. (M) • Publish a book on answered prayers. (L, S) • Make and keep a 'Thank you, God' poster to record answered prayers. (V, S) • Keep a class prayer journal. (L, R, S) • Use the computer to print large memory verses for display in the class. (L, V) • Place requests on a special board or in a box. Each week, collect and pray for these requests. (L, V, S) • Compose a class prayer and have the class pray aloud together each day, before the regular prayer. (L) • Re-write a prayer from the Bible. Publish and illustrate it to share with others. (L, V)

- Participate in class and school worship programs. (L, V, Ph, M, S)
- Participate in church services, other programs and special events. (L, V, Ph, M, S)
- Lead the singing in worship. (M)
- Participate in a drama or puppetry group for worship and church programs. (L, V, Ph)
- Participate in a Readers Theatre presentation in class or school worship, or in the local church. (L, S)
- Present object lessons. (V, L/M)
- Write and produce skits for worship. (L, Ph, V, M, S)
- Take turns to organise worships. (L/M, S)
- Invite students from other classes to participate and contribute to class worship. (S)
- Conduct worship outside occasionally in special venues. (V, Ph)
- Visit children in hospital. (S)
- Visit a retirement village and present a worship program. (S)
- Read the Bible to shut-ins or elderly people in the local area. (L, S)
- Participate in religious concert performances. (L, V, Ph, M, S)
- Participate in shopping centre performances e.g. Easter, Christmas carols. (L, V, Ph, M, S)
- Contribute to offerings for a specific need. (S)
- Participate in a church witnessing program. (L, V, Ph, M).
- Participate in the activities of a particular church family. (S)
- Read a scripture reading in church. (L)
- Participate in Ordinances/Lord's Supper (where appropriate and possible). (R, Ph, V, S)
-
-
-
-

OUR RELATIONSHIP WITH OTHERS

U.6 Explains stories about people relating to one another.

Biblical Principles

God Loves

- Jesus' life is a perfect example of how we should relate to one another as willing servants.
- We show our love to God by loving one another.

God Trusts

- God trusts us to care for and support one another unselfishly.

Performance Descriptors

Children will

- Explain simply the main point or principle reflected in stories and passages.
- Present ideas and understandings of the stories and biblical passages in oral, written, visual, dramatic or musical forms.

STUDY FOCUS	RESOURCES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> • True greatness is in serving others. Jesus' Example John 13:4,5 • God created each of us with abilities we can use in serving Him and others. The Parable of the Talents Matthew 25:14-30 • Love and unselfishness are the true measures of value for gifts and service. The Widow's Offering Mark 12:41-44 • The Bible shows us true attitudes towards service. Psalm 112:5 Matthew 10:8 Matthew 23:8-12 Mark 14:7 Luke 6:38 Romans 15:1,2 2 Corinthian 9:7-9 	<ul style="list-style-type: none"> • <i>Matthew</i> video • <i>Discover Jesus, the Christ</i> 'The Talents' • <i>God Is Like This</i> Lesson 38 • A variety of Bible translations and paraphrases 	<ul style="list-style-type: none"> • Compare and list differences between what the world believes is greatness and the characteristics of Jesus' life and work. (L, L/M) • Select a Bible study method from Section E to help identify and explain the principles in the story of the talents. (L, L/M) • Create and present a Readers Theatre script and/or a mini drama, 'The Talents'. (L, V, Ph, M, S) • Make a chart or poster that represents the attitudes towards service reflected in the Bible texts listed. (V, L/M)

U. 6

UPPER SCHOOL

<ul style="list-style-type: none"> • Christian Responsibility and a Test of Love Matthew 25:31:46 1 John 3:17 • In serving others, we serve God. Papa Panov Matthew 25:35-40 • The Spirit of Service in the Early Christian Church as Demonstrated by Dorcas Acts 9:36 • The Gift Money Couldn't Buy Acts 3:1-7 1 Corinthians 13:3 <p>LINK : Social Science Relief Agencies - <i>ADRA, Asian Aid</i></p>	<ul style="list-style-type: none"> • <i>God Is Like This..</i>(Teacher's Edition) Lesson 17 • <i>Themes for Kids</i> Levels 6, 7 p 125 'Papa Panov' (Russian Tale by Tolstoy) • <i>God Is Like This</i> Lesson 49 • <i>God Is Like This</i> Lesson 50 <p>SPD Unit <i>Relief Agency</i></p>	<ul style="list-style-type: none"> • Discuss with the class the meanings in the story <i>Papa Panov</i>. (L, L/M, S) • Dramatise <i>Papa Panov</i> for use in church as a special feature. (L, V, Ph, M, S) • Class Project: Identify examples of unselfish service in the lives of: Jesus Other Bible personalities More recent personalities (L, L/M, S) • Prepare an 'Honour Roll' and suggest appropriate names of exemplary personalities. Add these names to the roll, and have the nominee or another person explain why each name has been suggested. (L, V) • Invite representatives from ADRA and other relief organisations to visit and speak. (L, V)
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EXAMPLES OF PEOPLE WHO HAVE MADE A SIGNIFICANT CONTRIBUTION TO THE LIVES OF OTHERS .

PERSON	RESOURCES	CONTRIBUTION TO SOCIETY
<p>Choose from:</p> <ul style="list-style-type: none"> • Mother Teresa 	<ul style="list-style-type: none"> • <i>Stepping Stones</i> December 31 • <i>Signs</i> Vol 109 No 10 	<ul style="list-style-type: none"> • Provided a model of compassion and love to the underprivileged.
<ul style="list-style-type: none"> • Abraham Lincoln 	<ul style="list-style-type: none"> • <i>Stepping Stones</i> November 6 	<ul style="list-style-type: none"> • Provided a model of integrity and commitment to end slavery , and, eventually to be assassinated.
<ul style="list-style-type: none"> • Sister Elizabeth Kenny 	<ul style="list-style-type: none"> • <i>Stepping Stones</i> October 21 	<ul style="list-style-type: none"> • An untrained Australian nurse who rode around the outback caring for isolated people. She pioneered effective treatment using hot water to relieve sufferers of poliomyelitis.

U. 6

UPPER SCHOOL

PERSON	RESOURCES	CONTRIBUTION TO SOCIETY
<p>Choose from:</p> <ul style="list-style-type: none"> • William Booth • Hudson Taylor • Missionaries to the Auca Indians • Corrie ten Boom • William & Catherine Mompesson • Robert and Neroli Douglas • Louis Pasteur • Alexander Fleming • Dorothea Dix • Helen Hall • Simpson and His Donkey • 'Weary' Dunlop 	<ul style="list-style-type: none"> • <i>Themes For Kids</i>, Level 6,7 pp 48,49 • <i>Themes...</i> p 50 • <i>Stepping Stones</i> December 11 • <i>Themes...</i> p 52 • <i>Themes...</i> pp 59,60 • <i>Themes...</i> pp 110,111 • <i>Dingo: The Story of Our Mob</i> pp 257-259 • <i>Stepping Stones</i> (Junior Devotional) July 17 • <i>Stepping Stones</i> July 23 • <i>Stepping Stones</i> October 13 • <i>South Pacific Division Volunteer Services</i> • Australian /New Zealand History books 	<ul style="list-style-type: none"> • Established the Salvation Army. • Pioneer missionary to China. • Missionaries killed by the Aucas in South America. • A woman who displayed unselfish love for others in German POW camps during World War II. • Showed unselfish love and care for the villagers of Eyam during the bubonic plague. • A minister and his wife serving Aboriginal communities in Western Australia. • The scientist who discovered the vaccine for rabies. He also promoted the sterilization of equipment and began the pasteurization process. • The Scottish scientist who discovered the wonder drug penicillin. • A nurse who spent most of her life trying to improve mental hospitals and prisons for those who seemed to be unlovely and unlovable. • Helen Hall works with the people of Thailand. She runs a non-profit school for children, and relies on donations and volunteers to keep the school open. • In World War I, as one of the ANZACs, Simpson was a medic who used his donkey to carry the injured from the battle lines to the first aid stations. • A doctor who was an inspirational model of unselfish help and compassion in a Japanese POW camp during World War II.

- Dr Doug Easthope
- Pr & Mrs Eddie Rosendahl
- Fay Oliver
- Rev. John Flynn
- Mrs. Curley
- Dame Whina Cooper
- Bishop Selwyn
- Kate Shepherd
- Sir James Donald
- Sonya Davies

- An elderly dentist who continues, in his retirement, to spend time performing dental work for needy people in isolated areas of the Pacific.
- A couple who spent their lives in ministry to the Australian Aboriginal people, establishing and running Mirriwinni Gardens Aboriginal School (NSW).
- Has provided leadership and unselfish commitment as principal of Mirriwinni Gardens at great personal sacrifice.
- Established the Royal Flying Doctor Service to outback Australia.
- Translated the Bible in Aboriginal dialect for her people in Western Australia.
- Improved living standards among Maori people through selfless service and working with different Government departments.
- Established a school for Melanesians at Mission Bay in Auckland and later on Norfolk Island.
- A leader of the Women's Christian Temperance Union. Instrumental in the introduction of the vote for women and property rights regardless of marital status.
- SDA Postmaster General who financially assisted many projects of the Church including the LAC Church. He also funded many students through Longburn and Avondale Colleges.
- Worked for the poor and unemployed in New Zealand, often sharing her own resources.

Teachers should also consider personalities from the local region who have exemplified Christian service.

OUR RELATIONSHIP WITH OTHERS

U.7 Chooses to serve in local and global communities in various ways.

Biblical Principles

God Loves

- Jesus was a perfect example of unselfish love and service.
- We all have abilities that can be used to help others.
- Our relationship to God is reflected in the way we relate to and serve others unselfishly.

God Is All-Knowing and All-Powerful

- God's law of life is a law of unselfish service.

Performance Descriptors

Children will:

- Participate willingly in serving others in a variety of settings.

SERVICE ACTIVITIES

Choose from:

Communication

- Prepare and send get well cards to people who are known to be unwell. (L, V, Ph, S)
- Make and send birthday cards to parents, teachers and fellow students. (L, V, Ph, S)
- Send thank you letters to anyone who helps the school (eg. Parents who help in classrooms, tuckshops, excursions, school functions, etc.). (L, V, S)
- Send letters or cards to students sitting Year 12 exams. (L, V, S)
- Send letters or messages of appreciation to members of the community who have achieved something special. (L, V, S)
- Letters of encouragement to people beginning a new venture. (L, S)

Service at School

- Help younger children with reading, games, etc. (L, Ph, S)
- Participate in peer support programs. (S)
- Assist handicapped or disabled children. (S)

Neighbourhood Friendship

- Make small gifts for house-bound people in the local area. (V, Ph, S)
- Share cooking with known, needy neighbours. (Ph, S)
- Prepare afternoon tea for local community members at the school. (Ph, S)

U.7

Community Service

- Participate in *40-Hour Famine*, *Read-a-Thons*, *Jump for Heart*, etc. (Ph, S)
- Participate in door-knock appeals for various charities. (Ph, S)
- Prepare a display and/or musical presentation for a local public event. (L, V, Ph, S, M)
- Plant some trees to help local environmental programs. (Ph, S)
- Participate in clean up around the school in conjunction with the city council. (Ph, S)
- Participate in Clean Up Australia Day. (Ph, S)
- Adopt-a-Park or Street. (Ph, S)
- Prepare and place posters on quit smoking, safety houses etc in the local shopping centres. (L, V, Ph, S)

Service to the Elderly

- Interact with local senior citizens. (S)
- Visit nursing homes or retirement villages - singing, asking them prepared questions, displaying work etc. (L, V, Ph, S, M)
- Present a concert at the local retirement home. (L, V, M, Ph, S)
- Make small gifts for shut-ins in the local area. (V, Ph, S)

Church Life

- Organise music and drama groups to present items at various church programs. (L, V, Ph, S, M)
- Prepare and participate in segments within worship services in local churches. (L, V, Ph, S, M)

Relief Projects

- Participate in the annual *ADRA Appeal* (S)
- Organise, promote and raise funds for a relief project, e.g.
 - Cow Bank*
 - Village well and/or pump
 - Other *ADRA* projects
 - Sponsor a child's education in India through *Asian Aid*
 - Smith Family* (L, L/M, V, Ph, S)

IMPORTANT:

**Projects should be carefully planned and organised using the planning pro-forma in Section E.
Care should be exercised also when planning with respect to risk and legal requirements.**

SECTION D

PLANNING & ASSESSMENT

PRO-FORMAS

Term Planner (Typical Classes)

Term Planner (Sole Charge/Combined Classes)

Performance Assessment Grids

Service Project Planner

TERM PLANNERS

Suggestions for Use

Before making use of these planner sheets, the teaching staff, as a team, should complete the initial planning stage using Section B. (See explanation on page B-1.)

Each term planner is designed to cover 10 weeks' work for single grades, or 5 weeks for sole charge/combined classes. Planners for each situation are formatted with slight differences to allow for this.

The three columns on the planners represent the three major strands of the *Faith Development* framework. (See page A-6). Topics drawn from the document should be shown in the corresponding column, thus giving a clear visual impression of the spread of attention over the term.

It is suggested that major events such as a *Week of Devotion* or a *Service Project* should be inserted first in the appropriate week. (NOTE: It is suggested that not more than one major feature of this kind be programmed in any one term. It might also be appropriate not to have either a formally planned Service or Worship feature every term.)

Next, it is suggested that some topics might be chosen to provide a 'lead-in' to that event, as well as any anticipated follow-up. (eg. Developing personal devotions diary or journals following a Week of Devotion.)

Finally, the remaining weeks can then be filled in with material from other sections of the document to provide scope and balance. See the two sample planners in this section.)

(NOTE: It is anticipated that as *Growing in Faith* is implemented, a number of different forms of planning will be developed to suit various circumstances. As part of its on-going support function, the SPD Curriculum Unit will distribute information about these approaches as they come available.)

Sole-Charge and Combined Classes

For classes in sole-charge schools, it is suggested that they be taught as 2-division classes with the upper grades following a 2 or 3-year cycle, and the lower and middle grades working together on a 4-year cycle based on a combination of Lower and Middle School material. Obviously, some activities such as the special devotional programs or service projects will involve the class as a whole, and will be programmed accordingly. Similarly, some topics from the Lower/Middle School might match or complement topics from the Upper School program. (See the sample planner in this section.)

The special Sole-Charge Planner Sheet provides two sections each week to allow for planning for each of the two groups.

TERM PLANNER
Year 4

Year 2000 Cycle Yr 1 Term 2

Wk	GOD RELATES TO US (Sections .1 & .2)	Ref.	WE RELATE TO GOD (Sections .3 .4 & .5)	Ref.	WE RELATE TO OTHERS (Sections .6 & .7)	Ref.
1			CONTINUE Devotional Diaries commenced in Term 1	C-82,3	'A Woman's Need Is Met' 'Fritz Kreisler' (<i>This Is the Day</i>)	C-88 p 41
2			Groups prepare and conduct worship Tues. and Thurs. (Teacher support.)	Roster	'The Never-Ending Oil" 'Someone Had to Lift' (<i>This Is the Day</i>)	C-88 p 41
3			Groups consult Pages C-85, 86 <i>Also Show Me Devotions...for Kids</i>	E-12	INTRODUCE the <i>Cow Bank</i> Project ADRA guest to present. Research.	C-93
4	JESUS, A LOVING FRIEND The Samaritan Woman	C-60	↓		↓	
5	Jesus Visits Mary and Martha	C-60				
6	A Centurion's Faith Impresses Jesus	C-60				
7	Lazarus Lives Again	C-60		BEGIN preparations for Sabbath program segment (Church Service) Develop and practise Sabbath program		
8	Jesus and Peter Walk on the Water	C-61	Practise Sabbath program			
9	Peter Finds a Coin in a Fish	C-62	Present Sabbath program in Church Service.			
10	Complete class murals and timeline illustrations.					

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TERM PLANNER

Year

Cycle Yr

Term

Class

Wk	GOD RELATES TO US (Sections .1 & .2)	Ref .	WE RELATE TO GOD (Sections .3 .4 & .5)	Ref .	WE RELATE TO OTHERS (Sections .6 & .7)	Ref.
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

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TERM PLANNER (COMBINED GRADES) Year 2000 Cycle Yr 1 Term 2(a)
Class K-6

Wk	GOD RELATES TO US (Sections .1 & .2)	Ref	WE RELATE TO GOD (Sections .3 .4 & .5)	Ref	WE RELATE TO OTHERS (Sections .6 & .7)	Ref.
1		.		.		
L/M	Creation Story - Part 1	C-5	CONTINUE Devotional Diaries (L/M) or Journals (U) commenced Term 1.	C-82,3		
U	God's Idea of a Perfect World (Creation of the World - Part 1)	C-106		Groups prepare and conduct worship Tues. and Thurs. (Teacher support.)	Roster	
2	Creation Story - Part 2	C-5	Groups consult pp C-85, 86, 130, 131 Also <i>Show Me Devotions...for Kids</i>	E-12		
L/M			↓			
U	God's Idea of a Perfect World (Creation of the World - Part 2)	C-106				
3	Adam and Eve's Beautiful Home	C-6				
L/M			↓			
U	God's Idea of a Perfect World (The Creation of Humanity)	C-106				
4	God's Special Day	C-5	BEGIN preparations for Sabbath program segment (Church Service)	C-85		
L/M			(Whole class)			
U	God's Idea of a Perfect World (Sabbath, the Birthday of the World)	C-107				
5			Develop and practise Sabbath program		BEGIN SERVICE SEGMENT	C-45 C-91
L/M			(Whole class)		Mother Teresa, Corrie ten Boom	
U						True greatness is in serving others
					God created us with abilities to use...	- -

TERM PLANNER (COMBINED GRADES) Year _____ Cycle Yr _____ Term _____
 Class _____

Wk	GOD RELATES TO US (Sections .1 & .2)	Ref .	WE RELATE TO GOD (Sections .3 .4 & .5)	Ref .	WE RELATE TO OTHERS (Sections .6 & .7)	Ref.

ASSESSMENT

LOWER SCHOOL

School Year

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GOD'S REVELATION THROUGH STORIES

Appreciates stories about:	Reference			
(L.1) • God's character and redemptive action	(C-5 to 27)			
(L.2) • God's family on earth	(C-28 to 30)			
(L.3) • relationships between people and God	(C-31 to 37)			
(L.6) • people relating to one another	(C-42 to 45)			
Shows interest in hearing and reading Bible stories				
Contributes to classroom interactions				
Expresses feelings about stories and characters				
Expresses ideas in written, visual, dramatic or musical forms				

RESPONSE

L.4 Shows a willing response to Jesus as a personal friend	(C-38 to 40)			
Enjoys reading Bible stories and praying				
Memorises and repeat Bible verses				
Relates to the Bible in daily living				
Shows a desire to please God and follow what is right				
Admits and shows remorse for wrong decisions or behaviour				

L.5 Participates in group worship activities	(C-41)			
Participates willingly in class and school worship activities				
Behaves with reverence in class and school worship activities				

L.7 Shows a willingness to help other people	(C-46, 47)			
Participates willingly in activities to help and encourage others				

ASSESSMENT

MIDDLE SCHOOL

School Year

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GOD'S REVELATION THROUGH STORIES

Understands stories about:	Reference			
M.1 • God's character and redemptive action	(C-54 to 66)			
M.2 • God's family on earth	(C-67 to 72)			
M.3 • relationships between people and God	(C-73 to 81)			
M.6 • people relating to one another	(C-87 to 91)			
Expresses main point or principle reflected in stories				
Contributes to classroom interactions				
Discusses and explains ideas growing out of the stories				
Expresses ideas in written, visual, dramatic or musical forms				

RESPONSE

M.4 Develops personal devotional habits and lifestyle	(C-82 to 84)			
Enjoys reading Bible stories and praying				
Memorises and repeats Bible verses				
Relates to the Bible in daily living				
Tries to please God and follow what is right				
Admits and shows remorse for wrong decisions or behaviour				

M.5 Participates in, and contributes to group worship activities	(C-85, 86)			
Participates in, and contributes willingly to class and school worship activities				
Behaves with reverence in class and school worship activities				

M.7 Participates in serving other people	(C-92, 93)			
Participates willingly in serving others.				

ASSESSMENT

UPPER SCHOOL

School Year

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GOD'S REVELATION THROUGH STORIES

Explains stories and passages portraying :	Reference			
U.1 • aspects of God's character and redemptive action	(C-98 to 117)			
U.2 • God's family on earth	(C-118-121)			
U.3 • relationships between people and God	(C-122-127)			
U.6 • people relating to one another	(C-132 to 135)			
Explains simply the main point or principle reflected in stories and passages				
Discusses and explains ideas growing out of the stories				
Presents ideas and understandings in written, visual, dramatic or musical forms				

RESPONSE

U.4 Develops personal devotional habits and lifestyle	(C-128, 129)			
Shows a positive attitude to personal use of the Bible and prayer				
Shows evidence of consistent devotional habits				
Shows by his/her behaviour that s(he) loves God and wants to please Him				
Shows respect for God's creation				
Admits and shows remorse for wrong decisions or behaviour				

U.5 Participates in/contributes to group worship activities	(C-130 to 135)			
Participates willingly in class and school worship activities				
Behaves reverently in class and school worship activities				

U.7 Participates in serving other people	(C136, 137)			
Participates willingly in activities to help and encourage others.				

SERVICE PROJECT PLANNER

PROJECT TITLE:

OUTCOME:

PROJECT DESCRIPTION:

TARGET GROUP:

NUMBER OF PARTICIPANTS:

PROJECT OBJECTIVES:

- a.
- b.
- c.

PROJECT ORGANISATION:

Sequential Schedule

- a.
- b.
- c.
- d.
- e.

Student Preparation

- a.
- b.
- c.
- d.
- e.

Resources:

- a.
- b.
- c.
- d.
- e.

EVALUATION/FOLLOW UP:

- a.
- b.
- c.

POSSIBLE PROBLEMS:

- a.
- b.
- c.

PERSONAL COMMENTS:

SECTION E

RESOURCES

The Bible tells me that...

Simplified Baptismal Vows

Fundamental Beliefs

Bible Study Skills

Example of a Planned Service Project

Published Resources

Clip-Art for Plan of Salvation Timeline

THE BIBLE TELLS ME THAT ...

- Life is not an accident. It was planned. God created us. The Bible is the ultimate guide; the Creator's operating instructions, on life and how we should live.^{1,6} (If in doubt, read the instructions.)
- The most important and amazing point in history was when God, in the person of Jesus Christ, came to our earth to show how much He loves the world.^{2,3,4} (It's a long story.)
- Jesus' love was so strong that it resulted in His death. But because He has power over death, He came back to life. God promises His followers that, at the end of the world, He will also give them life that will last forever.⁹
- God has given us free choice. When we think about how much He loves us, we are sorry for making wrong choices, for causing hurt and for being selfish. The Bible call those things 'sin'.⁷
- When we ask God to forgive us for our sins, we want to start living right. Jesus describes this process as being 'lost' and then being 'found'. The Bible calls it salvation.^{5,10,14}
- When we start following God, He improves the way we live. We now want to look after our health, care for our environment and other people, choose entertainment carefully and treat marriage and the family with respect and care.^{16, 20,21, 22} We also want to fellowship with other people who follow God and do what He says.^{11,13,15,16}
- We believe that the Ten Commandments provide God's principles for living the best life.¹⁸ We believe we should do everything we can to improve our lives and the lives of others, and do nothing that will cause harm.
- These commandments include a special surprise - the Sabbath (Saturday). The Sabbath reminds us of Creation. On the seventh day God rested. It's a special day each week when we stop our normal routine, come together to worship God, and to focus on the spiritual and social parts of our lives.¹⁹
- Throughout history, there has been a cosmic spiritual war raging between good and evil. The Holy Spirit is actively working to help us choose and stay on Jesus' side, and to stay there whatever happens.^{8,12,17,23}
- God's side, good, will ultimately win. In fact, Jesus will return to earth to make everything right. After Satan has helped evil people to try to destroy this world, another world will follow, one we can be part of forever. It's called heaven, and it will be the greatest world, beyond our imagination.^{24,25,26,27}

(Adapted from a personal statement of faith, source unknown. That source will be acknowledged on advice.)

(Supertext numerals refer to the Fundamental Beliefs outlined on Page E-2 and Page E-3)

SIMPLIFIED BAPTISMAL VOWS*

1. I believe in God the Father; in His Son, Jesus Christ; and in the Holy Spirit.
2. I accept the death of Jesus to pay for my sins.
3. I accept the new heart Jesus gives me in place of my sinful heart.
4. I believe that Jesus is in heaven as my best friend and that He gives me the Holy Spirit so I can obey Him.
5. I believe God gave me the Bible as my most important guidebook.
6. By God living in me, I want to obey the Ten Commandments, which include the observance of the seventh day of the week as Sabbath.
7. I want to help as many people as possible to be ready for the soon coming of Jesus.
8. I believe God gives special abilities to His people, and that the Spirit of Prophecy is given to His chosen people.
9. I want to help God's church with my influence, effort, and money.
10. I want to take good care of my body because the Holy Spirit lives there now.
11. With God's power, I want to obey the basic principles of the Seventh-day Adventist Church.
12. I want to be baptised to show people I am a Christian.
13. I want to be a member of the Seventh-day Adventist Church, and I believe this church has a special message to give to the world.

CONCLUSION:

If you agree to take these vows, I invite you to sign your baptismal certificate.

* From *It's My Choice: Junior Baptismal Guide (Teacher's Manual)* by Steve Case, Review and Herald, 1996 p 119.

FUNDAMENTAL BELIEFS

1. The Holy Scriptures

The Holy Scriptures are the written word of God and a revelation of His will. They constitute God's standard of character, the test of experience, the authoritative source of truth, and the trustworthy record of God's acts in history.

2. The Trinity

There is one God 'family': Father, Son and Holy Spirit; a unity of three eternal Persons. They are infinite, all-powerful, all-knowing, above all, ever present, and partners in creation and redemption.

3. The Father

God the Father is the Source, Sustainer, and Sovereign of all Creation.

4. The Son

God the Son became truly human in Jesus Christ. Through Him all things were created, the character of God revealed, the salvation of humanity accomplished, and the world judged. He suffered and died on the cross for our sins and in our place, was raised from the dead, and will come again to restore what was lost as a result of humanity's sin.

5. The Holy Spirit

God the Holy Spirit has been active during creation, incarnation and redemption. He makes contact, convicts and transforms humans into the image of God. He inspired the writers of the scriptures. He gives spiritual gifts to the church and empowers people to begin to reflect aspects of His character.

6. Creation

God created the world in six days, and on the seventh day He rested, thus establishing the Sabbath as a memorial of creation.

7. The Nature of Man

Man and woman were created in the image of God, with individuality, the power and freedom to think and do. When the first humans disobeyed God the image of God became distorted. Their descendants share this weakened nature and are born with tendencies to evil. Only those who ask forgiveness through Christ are restored in the image of God.

8. The Great Controversy

This battle started in Heaven when a created being, Satan, led a rebellion against God. Satan later introduced the spirit of rebellion in Earth through Adam and Eve's rebellious choice. The whole of creation looks on as this world becomes the centre of the 'Great Controversy between Christ and Satan'. Satan is questioning God's character, the fairness of His law, His right to rule, and Jesus' right to save sinners from eternal death.

9. The Life, Death and Resurrection of Christ

Through Christ's life of perfect obedience to God's will, His suffering, death, and resurrection, God provided the only means of paying for, and escaping from, sin. The resurrection of Jesus Christ proclaims God's victory over sin.

10. The Experience of Salvation

Led by the Holy Spirit, we sense our needs, admit that we are sinful, are sorry for our mistakes, and have faith that Jesus is the means of our re-adoption into God's family.

11. The Church

The church is the community of believers who call Jesus Christ their Lord and Saviour. The church is, therefore, God's family on earth.

12. The Remnant and Its Mission

In the last days of this earth, a widespread lack of godliness will occur among those claiming to be Jesus' followers. At this time, a 'remnant' will be called out to keep the commandments of God and be faithful to Jesus. This 'remnant' will tell the world that God is ready to finally judge the people of Earth, that salvation is still available through Jesus, and that He is returning very soon.

13. Unity in the Body of Christ

We are all equal in Christ. Through knowing about Jesus from the Bible, we share the same faith and hope and want to share His love with everyone else.

14. Baptism

Baptism by immersion (being lowered beneath the water) is a symbol of our union with Christ, our acceptance of His pure life, God's willingness to forgive our sins, and our reception into God's family.

15. The Lord's Supper

Participation in the Lord's Supper is a way of showing faith and thanks as we receive symbols of the body and blood of Jesus. The footwashing service represents our willingness to serve one another humbly and unselfishly.

16. Spiritual Gifts and Ministries

God gives spiritual gifts (talents) to each member of His church. This is so that they can all work together, to help each other grow more like Christ and to make the church a stronger power for good in the world.

17. The Gift Of Prophecy

The gift of receiving special messages from God is an identifying mark of the 'remnant church' and was shown by Ellen White in her actions and her writings.

18. The Law of God

The great principles of God's laws are described in the Ten Commandments and perfectly demonstrated in Jesus' life.

19. The Sabbath

Our attitude towards the Sabbath is a special sign of our relationship with God. By keeping it the way He wants us to, we show our appreciation for God's creative and recreative power in Jesus. On this special day, we worship God and rest from the routines of the week.

20. Stewardship

We respect God's ownership by giving faithful service to Him and to each other. We also give tithes and offerings to help the church spread the good news of Jesus' love and sacrifice.

21. Christian Behaviour

We are given the power to be godly people, thinking, feeling, and acting according to the principles of God's law and love. The way we dress, speak, act, and care for ourselves and others should reflect these principles; loyalty, worship, reverence, spiritual maturity, respect, love, purity, honesty, truthfulness and contentment. (See Exodus 20)

22. Marriage and the Family

Marriage was begun in Eden by God and upheld by Jesus as the ideal way for a man and a woman to share God's love, companionship and creatorship. Jesus also taught that marriage should only be broken because of unfaithfulness in the form of adultery.

23. Christ's Ministry in the Heavenly Sanctuary

Our understanding of Jesus' ministry in the Heavenly Sanctuary assures us that He is on our side, that He takes our actions very seriously, and that the rule of sin will soon come to an end.

24. The Second Coming of Christ

Jesus' coming will be real, personal and visible to all worldwide. When He returns, His people, the 'righteous', will be taken to heaven, but the rest will die.

25. Death and Resurrection

Death is an unconscious state like a very deep sleep. Our thoughts no longer exist. When Jesus comes the second time the righteous will be 'woken' and reunited with His followers who are still alive. Together they will join Jesus in the sky. The resurrection of the unrighteous will take place a thousand years later.

26. The Millennium and the End of Sin

The millennium is the thousand-year reign of Christ with His followers in Heaven between the Second Coming and the resurrection of the wicked. The desolate earth will be inhabited only by Satan and his angels. During this time the wicked dead will be shown to deserve their fate, and at the end of the millennium, Christ and His followers will return, and sin and sinners will be finally destroyed.

27. The New Earth

In the New Earth there will be no more suffering and death. The Great Controversy will be over, and God and His people will live forever in happiness and peace.

BIBLE STUDY SKILLS

The many activities suggested in the body of the document are intended to help children extract and discern the meaning of the Bible's contents. The following strategies are samples of simple approaches to instill habits of *systematic* study and interpretation, keeping in mind the limitations to complete understanding experienced by young children as they are exposed to the biblical symbolism and abstract theological themes.

Relational Method (Modified from Salaam, P.G. *Christ's Way to Spiritual Growth*)

(Purpose: To introduce the concept of closely identifying with characters, action and conversation, and the idea being communicated.)

1. Choose a passage describing Christ interacting with people.
2. Pray, 'What message do you want me to find, Jesus?'
3. Read and think about it. Let Jesus speak to you as you think.
4. Reflect on the questions:
 - 'What does this event teach me about You, Jesus?'
 - 'What does this event teach me about the other characters?'
 - 'What do you want to teach me about myself?'

Passage Analysis

Ask and answer the following:

- Who wrote it?
- When was it written?
- Where was it written?
- Why was it written?
- What is its relationship to the verses/chapters around it, and to the book where it is found?
- What title could you give to the passage?

Bible Paraphrase Method

(Suggestion: Precede the use of this strategy with the methods above.)

1. In addition to the answers to the steps in the method above, identify key words.
2. Use a junior Thesaurus to find alternative words that might be used in the final paraphrase.
3. Read the verse in a number of translations.
4. Try to restate the verse/s in your own words.
5. Exchange and discuss results with someone else with whom you feel comfortable.
6. After the discussion, see if you can refine your paraphrase.

Re-telling the Bible Story

Using the information gained from other strategies, retell or rewrite the story in your own words, or translate it into a present-day context, making sure that the main ideas are preserved.

Simple Character Study

(For Bible stories involving characters whose lives and experiences constitute exemplary lessons to be heeded.)

Using different translations and available Bible study resources, identify:

1. The background of the individual.
2. List the characteristics displayed by the individual.
3. What was their relationship with God?
4. What were the influences on the individual's life and development by
Other people,
Circumstances?
5. What important decisions were made by the person that had an effect on their lives?
6. Write down and share the lesson to be learned and applied.

Daily Bible Study

Date:

Passage:

Subject:

Key verse:

Key Characters:

Five important facts:

- 1.
- 2.
- 3.
- 4.
- 5.

The main lesson for me today is:

Personalised Bible Study

(For older children)

Passage:

Background of passage:

Why was it written to the original audience?

What does it tell me about **my** relationship to God?

What does it tell me about my relationship to **others**?

What **changes** should I make in my life?

EXAMPLE OF A PLANNED SERVICE PROJECT*

(Lower School)

PROJECT TITLE: Greeting Cards

OUTCOME: L.7

PROJECT DESCRIPTION: Children make a stockpile of get well cards and distribute to individuals who are in need of a cheering up.

TARGET GROUP: Families and community members

NUMBER OF PARTICIPANTS: Whole class or individuals

PROJECT OBJECTIVES:

- a. To get students to be aware of those in need around them.
- b. Children identify appropriate messages for particular situations.
- c. To help raise the spirits of people in the community/ family.

PROJECT ORGANISATION:

Sequential Schedule

- a. Advise parents.
- b. Organise Mufti day for fundraising.
- c. Advertise for used cards.
- d. Assist children in making the cards.
- e. Organise for the distribution of cards.

Student Preparation

- a. Students need to estimate the cost needed for project.
- b. Look at other cards for ideas.
- c. Discuss and identify people who need help.
- d. Design and make cards.
- e. Deliver/distribute cards.

Resources:

- a. Cards for ideas
- b. Envelopes
- c. Stamps
- d. Coloured card
- e. Pictures to stick on, pencils, textas, glue etc.

EVALUATION/FOLLOW UP:

- a. Receive student input as to how they feel after distribution.
- b. Share with the class any feedback from recipients.
- c. Keep a stockpile of cards to use throughout the year.

POSSIBLE PROBLEMS:

- a. Maintaining a good quality of cards
- b. Children finding enough people for the cards
- c. Maintaining on-going interest

PERSONAL COMMENTS:

* See Pro-forma in Section D

RESOURCES

LOWER AND MIDDLE SCHOOL

Four-Year Seventh-day Adventist Bible Cycle

- *How It All Began*
- *When God Chose a People*
- *God's Messengers*
- *Walking in His Steps*

(Pacific Press)

Forever Stories

Five story books accompanied by workbooks, colouring books and two videos. The series covers the main stories in the Plan of Salvation.

Come Meet Jesus Kit

Program Guides, videos and music CDs. Released late 1998 in conjunction with Net-98.

Themes for Kids

Junior, Middle and Senior levels.

Integrated themes following the characteristics of God. Teachers' resources, music cassettes and songbooks (Beacon Media, Phone 03 - 59443094)

Gospel Light

A series of booklets for primary grades. Designed as a 2-year Sunday School program. The lessons consist of a story and memory gems with teaching suggestions.

Shining Star Magazines

A series of teachers' resources.

ISA Australia, PO Box 709, Toowong QLD 4066

Religion in Life

A Bible curriculum for primary school (5- 13 year olds). Activity sheets, teachers' notes, supplementary materials. (The Council for Christian Education in Schools. Phone 03 - 602 1993)

The Children's Worker's Encyclopedia of Bible-Teaching Ideas: Old Testament

Mike Nappa (Ed) (Group Publishing; 1997)

The Children's Worker's Encyclopedia of Bible-Teaching Ideas: New Testament

Mike Nappa (Ed) (Group Publishing, 1997)

Forget-Me-Not Bible Story Activities

Christine Yount (Group Publishing; 1997)

Fun to Learn Bible Lessons

Volumes for Preschool, K-3 (Group Publishing; 1995)

Read With Me Bible

An illustrated, easy-to-read Bible condensation.

My Bible Friends

A series of Bible stories for younger children with colourful illustrations.

UPPER SCHOOL

What Shall I Live For?

Seventh-day Adventist Bible text for grade 5-6. (Pacific Press) Ordered annually through Signs Publishing Company.

God Is Like This

Seventh-day Adventist Bible text for grade 5-6. (Pacific Press) Ordered annually through Signs Publishing Company.

Discover Jesus the Christ - What was He Really Like?

Worksheets to accompany the Matthew Video by Gary Blagden. Available through the South Pacific Division in hard copy or on computer disk (ClarisWorks Office).

Growing In Christ

Bible Study Manual for Juniors and Teens. Published by Trans-Tasman Union Conference.

It's My Choice

Junior Baptismal Guide by Steve Chase. (Review and Herald, 1997)

Helping Children Know God

Christine Yount (Compiler/Editor) (Group; 1995)

ALL LEVELS

BIBLE STORIES

The Bible Story

Arthur S Maxwell

This popular series of ten books comprehensively covers the main stories in the Bible. Now available in revised edition.

VIDEOS

Matthew; Acts

The script follows the NIV version of the Bible.

Keepers of the Flame

Adventist Media Centre

STORIES

Jungle Doctor Series

Paul White (Paternoster Press, 1975)

Jungle Doctor's Fables

Paul White (ANZEA)

Jungle Doctor's Monkey Tales

Paul White (ANZEA)

Great Stories for Kids

(5 vols)

Jerry D Thomas (Pacific Press)

Stepping Stones

Devotional book for Juniors, featuring the lives of great people.

Dorothy Eaton Watts. (Review and Herald; 1987)

This Is the Day

Devotional book for Juniors featuring significant events occurring in the past on recognised dates.

Dorothy Eaton Watts. (Review and Herald; 1982)

Uncle Arthur's Bedtime Stories

Arthur S Maxwell, Pacific Press Publishing

BIBLE STUDY RESOURCES

What the Bible Is All About for Young Explorers

(Based on classic volume by Dr Henrietta Mears) Frances Blackenbaker (Regal Books; 1986)

The Big Picture Bible Time Line

Carol Eide (Gospel Light; 1996)

Adventures with the Bible: A Source Book for Teacher's of Children

Dorothy Jean Furnish (Abingdon Press; 1995)

I Love to Tell Bible Stories

Karen Wright and Marti Beuschlein (Concordia Publishing House; 1992)

Jesus and His Times

(Reader's Digest)

Making Scripture Stick

Lisa Flinn and Barbara Younger (Group; 1992)

Manners and Customs of the Bible

James M Freeman (Logos International)

TEACHING RESOURCES

Coming to Jesus: Growing in Him

Excellent brochure designed for children to encourage a decision to accept Jesus and make a commitment to follow His example in life. (NAD)

SPD Teaching Units and Resources

The Bible

Bev Christian.

An activity unit commissioned for the 1997 SPD Theme, *Experiencing the Power of God's Word* (1997)

Relief Agency

A richly resourced unit compiled by teachers in conjunction with the SPD Curriculum Unit. It focuses on the problems of developing nations and ways of responding to the perceived needs. (SPD; 1996)

The Devil Is Alive and Active

Stuart Mazzaferri

A creative and well-resourced unit confronting Satan's efforts via computer games and other media. Most suited to the Upper School. (Available mid-1999)

Heritage Series

Milton Hook.

A comprehensive collection of booklets featuring important facets of the history of the seventh-day Adventist Church in the South Pacific.

WORSHIP IDEAS

Boredom-busting Ideas to Involve Children in Adult Worship

Barbara Younger and Lisa Flinn, (Group, 1992)

Children's Ministries Resource Bible

(Child Evangelism Fellowship; 1993)

Extra Special Bible Adventures for Children's Ministry (Bks 1-3)

Christine Yount (Group; 1994)

Here's Help - A Teacher Training Book

Di Middlemiss (Ed), (Christian Education Publications)

KUCA News (Magazine)

SA Synod Committee, GPO Box 2145, Adelaide, 5001

Puppets Come to Church

C and R Twaddle (Joint Board of Christian Education)

New Testament: Ages 6-10 - Easy to Prepare Learning Activities for Busy Teachers

Susan Lingo (Standard; 1992)

Snoredom Busters - 106 Quick Activities to Wake up Kids in Youth Groups
Cindy Hansen, (Group; 1991)

PRAYER , DEVOTIONS AND WORSHIP

Hooray! Let's Pray!
(Group; 1997)

52 Ways to Teach Children to Pray
(Rainbow; 1997)

The Word on Prayer and the Devotional Life
Jim Burns (Gospel Light; 1994)

A Prayer Journal For Young People
Gwen Tansey (Collins Dove; 1993)

Group's Active Bible Curriculum: Prayer
Dan Raguse (Group; 1990)

Praying with Children
Barbara Ann Bretherton (Social Science Press; 1995)

You Can Change the World (Book and Activity Book)
Jill Johnstone, (OM Publishing; 1992)

"Show Me!" Devotions for Leaders to Teach to Kids
Susan Lingo (Group; 1997)

SONGS

All the Best Songs for Youth
Dennis Allen (Lillenas; 1996)

Group's Singable Songs for Children's Ministry: Accompaniment and Leader's Guide
(Group; 1996)

Gospelling to the Beat - Fifty Christian Songs for Use in Outreach with Children.
Music and OHP Masters
(Scripture Union)

Kids on the Rock!
57 Songs That Help Kids Build Their Lives on the Rock of God's Word
Song Book and Reproducible CD
(Gospel Light; 1994)

Kids Praise! Chorus Book
(Maranatha! Music; 1991)

Kids Sing Praise
(Brentwood Music; 1986)

Psalty's Super Songbook
(Maranatha! Music; 1985)

Scripture in Song Books 1-3
(Scripture in Song; 1988)

Sing-a-long Songbooks 1,2 &3
(Integrity Music; 1991, 92, 93)

Sing a Song of Scripture
Compiled by Ken Bible
(Lillenas; 1986)

Sing for Joy - Worship Songs for Primaries
(Review and Herald; 1989)

Songs of Fellowship

(Kingsway Music; 1991)

Songs of Fellowship for Kids

(Kingsway Music; 1992)

The First Sunday Sing-a-long (Songbook, Split Track Tape)

(Maranatha! Music; 1986)

The 2nd Sunday Sing-a-long (Songbook, Split Track Tape)

(Maranatha! Music; 1987)

The 3rd Sunday Sing-a-long (Songbook, Split Track Tape)

(Maranatha! Music; 1989)

The 4th Sunday Sing-a-long (Songbook, Split Track Tape)

(Maranatha! Music; 1990)

The 5th Sunday Sing-a-long (Songbook, Split Track Tape)

(Maranatha! Music; 1995)

CD-ROMs

Kids Interactive Bible - Ages 3-8

Tyndale, New Media

The Life of Paul, David, Jesus and Moses

CRAFT IDEAS

Bible Craft Time For Kids

Neva Hickerson, (Gospel Light, 1993)

Christ's Kids Create - 102 Bible Craft Ideas

Deborah Stroh (Concordia)

Easy-to-Make Puppets and How to Use Them

Frank Rottman (Regal Books/GL; 1985)

CLIP ART FOR THE PLAN OF SALVATION TIMELINE

These outlines may be enlarged to the desired size using a photocopier





