





BAND A STUDENTS





There will be a range of knowledge and understanding about the Bible among the students in your class. Some students will know many Bible stories, while for others the Bible and its stories will be quite unknown. Do not assume prior knowledge and be prepared to explain the meaning of words and the context in which the stories happened.

Encourage an atmosphere of participation and discovery as you share Bible stories. To help convey that the Bible is about real people, use questions such as: How do you think the people in this story were feeling? What would you have done if you were in the story? Guided discussion and thoughtful questioning can assist students to explore the story for themselves. Christians believe that God speaks through the stories of the Bible. Allow students to explore what the story is saying to them, rather than forcing your interpretation of the story on the students.

When using Bible stories with students in Band A, take the following guidelines into account:

- Choose stories that fit the goals and purposes of the unit.
- Not all Bible stories are appropriate for students at this level. Edit specific instances of violence.
- Do not try to teach abstract concepts through Bible stories.
- Provide students with an opportunity to explore the culture of Bible times. This will help students at this level to understand the illustrations and thereby develop a greater understanding of the story.
- Provide opportunities for the students to make links with the story and their own experiences.
- Avoid using stories to teach morals. Emphasise the gospel in each story.






DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students are developing the ability to identify characters, plot and parts of a story.		Strategies for telling and responding to stories in other curriculum areas, eg English, can be applied to the Bible stories you tell. See <i>Some tips for storytellers</i> on page 15.
Students are developing their memory and language skills, becoming increasingly able to recall, retell and discuss stories.		Provide opportunities and time for students to discuss stories as a whole class, in pairs and small groups. Talking allows students to assimilate new ideas. Be aware that students may give the 'correct' answer, but this does not mean they have the same understanding as an adult.
Students may see the Bible as God's book, written by God himself.		Define the terminology you use, eg 'The Bible tells . . .', 'In the Bible we read . . .' As appropriate, distinguish between 'the Bible' and 'stories from the Bible'. As students move through the band, be specific about the people who wrote the book, eg 'Paul wrote a letter that is in the Bible. In this letter it says . . .
Students are unable to generalise about a story and apply its meaning to other situations.		Avoid using stories to teach a principle or moral. Do not feel compelled to explain and apply every story you tell — be content to let the stories stand by themselves, as a foundation that will be built on in later

Students are stimulated by visual images.		bands. Use children's Bibles and Bible story books with quality illustrations. This is especially important for younger students who will be interpreting much of the story through the illustrations.
Students' vocabulary is expanding.		Take the opportunity to teach words that are specific to the Bible and its stories. Do not assume that students will know the meaning of words like <i>cross</i> , <i>saved</i> , <i>heaven</i> , etc.
Students are physically active.		Students will enjoy acting out stories. This can be done in various ways, eg echo pantomimes, students' own improvisation of the story, readers' theatre. Link this work to other areas of the curriculum, eg English, The Arts.
Students look to adults to provide a role model.		The importance that you give the Bible in the classroom, and the way you share stories with the students will also 'teach' about the Bible.

BAND A STUDENTS

Before you begin to teach this unit, spend some time considering the experiences that your students may have had with 'church'. Some of your students will be familiar with a church building and the activities that happen within it, others will rarely have been inside a church. As you teach, be inclusive of students of all denominations and of students who do not regularly attend a church.

Even students who do not have first-hand experience with church can learn about the church. At this band level you are developing students' understanding of what the Christian church is and the terminology that is used when talking about the church, eg church, building, Christian, Lutheran. You will find examples of simple definitions in the model units.






DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students are becoming more adept at expressing their feelings.		Students may give very 'honest' responses, eg 'church is boring'. Accept such responses without feeling personally upset by them.
Abstract thought and the ability to reason things out step by step has not developed.		Avoid the use of abstract images when you are talking about the church.
Students learn best from concrete activities.		Include a visit to a church building and allow students to touch, ask questions, etc. Include opportunities for acting, constructing and exploring concepts through play.
Talking about what they observe allows students to make sense and order of their world.		Provide opportunity for students to express their ideas and observations through talking, writing, art. Students who attend a church can be a valuable resource in this unit if given opportunity to share their experiences with others.
Students learn by asking questions.		Students who do not attend a church may have many questions about the building and what the people do. Take time to answer these in language that students can understand. If possible, arrange for your class to attend a worship service in a local church building. Talk about the experience as a class. If you invite visitors into the classroom, allow time for questioning. This can be structured by preparing some questions beforehand, eg ask the students: <i>What things would you like to ask the pastor when he comes to visit?</i> At the same time provide opportunity for spontaneous questions.

BAND A STUDENTS

At this band level you are developing students' understanding of what it means to have a relationship with Jesus. Be aware of links between this concept and the concept *God saves people through Jesus*. As you teach, be sensitive to the range of students' understanding and knowledge of Jesus and what life with Jesus is like. Use the concept of 'friends' rather than 'disciples' or 'followers' (see John 15:13,14). Make sure that students clearly hear Jesus' call or invitation to be his friends. Remember, however, that we must not manipulate or attempt to force their response to this call. That is the Holy Spirit's business. When choosing activities, therefore, be inclusive of all students and do not force them to make responses which require faith that they may not have.

Forgiveness does not come naturally to any person. Students at this band level are learning to develop relationships. Recognise that their difficulties and struggles with forgiveness are part of the learning process. Accept honest responses rather than a superficial or forced 'I forgive you'. Reassure all students that God forgives even when people have difficulty in forgiving others.

The development of ethics and values is a complex process. At this band level you are laying the foundations for concepts that will be further developed as students progress through their schooling.

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Apparent selfishness is normal. Students are learning to mix with their peers, who come from diverse backgrounds and have different behaviour patterns.		Provide opportunities for sharing and cooperation, in order for students to learn this behaviour. Do not ignore inappropriate behaviour but avoid making students feel guilty for failing to meet expectations which may be beyond their developmental ability. Model forgiveness yourself.
Students act without stopping to think of the consequences of their actions.		Discuss occasions where people have a choice in the way they behave. Identify the consequences of each choice.
As students move through this band, they become more adept at expressing the way they feel.		Help students understand that others may feel or think differently than they do. Model respect for the feelings and ideas of others. Avoid engineering situations to the 'moral' outcome you want.
Students find it more natural to 'pay back' than to forgive. Students do not normally use the words 'I forgive you' in daily conversation.		Make sure that in your teaching students hear a clear message of God's love and forgiveness. Help students recognise situations in which the words 'I forgive you' can be used to restore relationships. Identify ways that forgiveness can be expressed in everyday language.
Religious understanding grows from hearing adult expressions of belief.		This unit provides many opportunities for the teacher to witness to his/her relationship with Jesus.

BAND A STUDENTS

I believe that on their own my students can never come to Jesus Christ our Lord or believe in him no matter how hard they, or I as teacher, try to make this happen. The Spirit calls people to Jesus by the good news about him, makes them holy, and keeps them with Jesus in the Christian faith.

Paraphrase of Luther's Explanation of the third part of the Apostles' Creed

The concept of the Holy Spirit is abstract and is only touched on in this band. Much of what you do at this level is an introduction to the work of the Holy Spirit and will be developed further in the following bands.

You may find that there is great diversity in your students' current knowledge of the Holy Spirit. Some will already be familiar with stories and teaching about the Holy Spirit, while others may not have even heard the name.

TEACHING ABOUT BAPTISM

In your class there will be some students who have been baptised and others who have not.

Your school office should have records of your students' religious backgrounds and whether or not students have been baptised.

The fact that students come from different backgrounds does not mean that teaching about baptism is to be avoided. Rather, it needs to be approached openly but with sensitivity.

If you have students who have experienced different baptism traditions, talk about this, with an emphasis on what is the same rather than what is different. Most importantly, assure **all** students that God loves them and that they are special to him.

Baptism may be a sensitive issue for some families, so it is wise to inform parents what you are teaching. Avoid putting pressure on students to be baptised, but at the same time teach baptism as the exciting and wonderful gift that it is.

Do not hesitate to call on your pastor for advice, or to inform him of families that may be interested in having their children baptised.

When teaching *God helps people by the work of the Holy Spirit*, keep in mind the characteristics of BAND A students listed on the following page.

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
<p>Students have not yet developed abstract thinking. They can relate to God as Father and creator and Jesus as their friend. The Holy Spirit is a much more difficult concept.</p>	<p>Use simple language as you teach about the Holy Spirit, eg a helper. There is no need to teach about the Trinity at this level.</p> <p>Avoid using abstract metaphors, eg relating the 'fruit' of the Spirit to pears, apples etc.</p>
<p>Students can identify with the concept of family, although not all students may experience love and care within their family.</p>	<p>Teach that baptism makes people part of God's family. God always loves and cares for the people in his family. Baptism is a special way in which God says 'I love you, you are my child'.</p>
<p>Students have a natural curiosity about things around them.</p>	<p>Explain the purpose of objects and rituals in the church, eg as used in baptism.</p>
<p>Students will ask 'why?' and 'how?'</p>	<p>Answer as simply as you can. There may be times when you need to say: 'I don't know, but this is what I believe'.</p> <p>Encourage an atmosphere of questioning and open discussion within your classroom and allow time for students to talk through their ideas.</p>
<p>Students have a limited attention span.</p>	<p>Keep your language simple and your explanations short.</p>

BAND A STUDENTS

Students will come to your class with a range of understanding about Jesus. Some will already be familiar with the stories of Jesus; others may equate Jesus with fictional characters like Father Christmas; others may never have heard of Jesus except as a swearword.

The images the teacher gives about Jesus will greatly influence the students' understanding. Avoid presenting a stereotypical image of 'gentle Jesus meek and mild' walking around dusty Palestine in a spotlessly white robe. Instead, challenge students to come to know Jesus as someone who loves and cares for them and can identify with them and their life experiences.

This unit provides the teacher with opportunities to witness about his/her personal relationship with Jesus. The words you speak and the things you do can tell your students more about Jesus than directives in any curriculum.

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
<p>Students are developing the ability to identify the characters and the parts of a story.</p> <p>They will not yet be able to identify deeper meanings of a story and apply them to other situations.</p>	<p>Strategies for telling and developing stories in other curriculum areas, eg English, can be applied to the Bible stories told in Christian Studies.</p> <p>When sharing parables or stories Jesus told, do not attempt to explain the meaning of the story at this stage. This will be developed in later bands.</p>
<p>Students have a limited attention span.</p>	<p>Help students 'enter' the story by making it come alive for them. Use a variety of approaches to tell the stories of Jesus, eg story props, video, songs, rhymes, computer, picture books.</p>
<p>Students have not yet developed abstract thinking skills.</p>	<p>Do not attempt to explain the Christian belief that Jesus is God and human in one person.</p>
<p>Students may have a fascination with the supernatural power of cartoon heroes or interpret unexplained events as happening by 'magic'.</p>	<p>Put less focus on the actual miracles that Jesus performed, and more on his love and concern for the people in need.</p> <p>Be prepared for questions like 'Why doesn't Jesus . . . ?'</p>
<p>Students will use the names of God and Jesus interchangeably.</p>	<p>Accept this as part of normal development. Be consistent in the language you use. Avoid complex explanations.</p>
<p>Students have a vivid imagination.</p>	<p>Students may use the term 'cross' without knowing what it is. Avoid graphic descriptions of the suffering and death of Jesus. This may upset some students.</p>

BAND A STUDENTS

Christians believe that each person is created by God. Each student in your class is unique, with God-given talents and abilities, and each student is loved by God, regardless of their physical appearance or performance.

The way students feel about themselves is influenced by their family, peers and the media. The family can nurture and support a positive self-concept. However, difficulties within families and unrealistic behavioural expectations can impact on students' self-concept in a negative way. Lack of self esteem may show itself in a variety of behaviours, from withdrawal to aggression.

What teachers say to the students and **how** they say it can have a major impact on the students' self-esteem. What teachers allow students to say and do to each other may have an even greater impact.

In a large class it is extremely difficult for a teacher to make each student feel valued. Use teaching strategies which will assist in developing a positive classroom environment, eg teaching collaborative group skills, writing encouraging notes to students, using duty times to build relationships with students. Resources such as *Friendly Kids*, *Friendly Classrooms* contain ideas on ways to develop positive self-concepts in students.

Christians believe that the gospel, through which people are assured of God's unconditional love and acceptance, is the ultimate resource in developing a healthy self-concept.

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students need to move and be physically active.	Take advantage of the scope for movement in this unit. Physical activity, dance, movement rhymes all fit this topic well. Make links with other curriculum areas as appropriate.
Students have a vivid imagination, and the world of fantasy is real.	Use the opportunities in this topic that cater for imagination and the spontaneous creativity of students. This may be an area where students who do not excel academically can achieve outstanding results.
Students are becoming increasingly aware of what others can do and want to keep up with their peers.	Establish a class environment where everyone has the opportunity to succeed. Not all students will be academically able. Provide opportunities for the differing abilities and talents of students to be recognised.
Students at the middle- to upper-end of this band will be changing physically, eg growing taller, losing teeth, managing new physical skills.	Recognise and celebrate these important milestones in your students' lives. Avoid 'talking down' to students who feel that they are 'growing up'.
Students are not yet able to understand the abstract language and imagery used in the Bible.	Take time to investigate the context of imagery used in the Bible, eg shepherd, fortress. Although this may not appear to be 'Christian Studies', it is essential to help students understand the message of the Bible.

BAND A STUDENTS

Your class will probably have had a range of experiences with prayer. For some students prayer may already be an important part of their lives. Others may never have engaged in prayer and may be reluctant to pray.

The aim of this concept is to teach about prayer. Students in this band are eager to please their teacher and may willingly engage in prayer routines. Do not assume that because students participate in prayer, they understand and mean what they are doing.

As part of the process of learning about prayer, students will hear prayers and be invited to speak or write prayers of their own. Remember that prayer is a response to God and cannot be forced. Do not attempt to assess the prayers of students.

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students model their behaviour on that of respected adults (the teacher).	➔	Use opportunities to model a positive attitude, appropriate language and prayer postures. Invite older students or other adults into the classroom to speak about the place of prayer in their own lives.
Students learn appropriate behaviour through repetition.	➔	Discuss and explain the purpose of prayer rituals and routines.
Students become more able to express their feelings as their vocabulary expands.	➔	Provide opportunities for students to learn and use words which describe how they feel. This will assist them to express their feelings through prayer.
Students have a limited attention span.	➔	Keep prayer times short and focused. Involve students in prayer, eg through the use of objects as a stimulus to prayer, finger-plays or actions to accompany prayers, using songs as prayers.
Students are developing skills in reading, writing, speaking and memorisation.	➔	Provide opportunity for students to compose their own spoken or written prayers. Record simple prayers and encourage students to join in when reading them. Teach table graces and other simple prayers.
Students are egocentric and need to develop skills in patience, tolerance and understanding of others.	➔	Discuss appropriate behaviours during prayer time, eg the need to listen to what others are saying, not to interrupt or disturb others. Encourage students to think about the needs of others and to pray for others.

BAND A STUDENTS

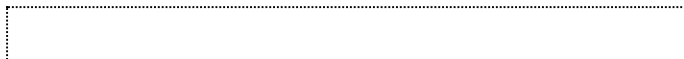
By the time your students begin school their families have had a major role in developing students' self-concept, attitudes and ability to relate to others.

The family structures within your class may vary considerably: some students may come from traditional family units, others from single-parent homes, blended or extended families. Avoid using stereotypical images of the family, and take care not to make any students feel embarrassed about their family situation. Familiarise yourself with the requirements of mandatory reporting of abuse and take care to protect any student who discloses confidential information.

There are likely to be students who have already experienced pain in family relationships. Violence, abuse, separation, the divorce of parents or the combining of family units may already have been part of the life of students in your class. These experiences may lead to inappropriate behaviour (for example, withdrawal or anger). Take time to understand the causes of such behaviour and to provide reassurance through listening, acceptance and a secure classroom environment.

On beginning school, students will encounter a whole new set of relationships. The way in which you value and respect each student will provide a powerful model for students, as they learn to value and respect one another.

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Young students are basically egocentric and need to learn strategies for making and keeping friends.	<p>Provide opportunity for students to work in groups. Teach skills such as listening, sharing, taking turns.</p> <p>Discuss appropriate ways of interacting with others, and practise these through role-play.</p> <p>Encourage students to be sensitive to the feelings of others.</p>
As students learn new skills, they may become more competitive. Students who feel that they are not achieving may lose self-esteem.	<p>Build up the self-confidence of all students. Look for achievement across all areas: academic, social, and physical.</p> <p>Sincerely affirm all students.</p>
Young students have a limited vocabulary. Students may be undergoing difficult times in their relationships but may not be able to explain feelings of hurt or rejection.	<p>Provide opportunity for students to express themselves non-verbally, eg through art, movement, playing with clay, hammering.</p> <p>Teach and discuss the meaning of words like <i>jealous</i>, <i>afraid</i>, etc. Model the use of these words and encourage students to use them in their own conversations.</p> <p>Acknowledge the feelings of students and assure them that it is all right to have negative feelings, eg fear, sadness.</p>
Routine is important to students, especially those who may be experiencing unsettled times in the family.	<p>Aim to create a secure classroom environment with regular routines.</p> <p>Discuss with the students, guidelines for acceptable behaviour in the classroom. Be consistent in following these guidelines.</p>



BAND A STUDENTS

Your students' attitudes towards sin and forgiveness will tend to be a reflection of experiences in their own lives. You will find that already some students see themselves as being 'good', while others label themselves as 'naughty' and may even appear proud of being so. Some students may have already developed the concept that God will love them if they are 'good'. Be aware of the needs of specific students and be sensitive in your use of law and gospel. When dealing with student behaviour, either positive or negative, focus on the **behaviour** rather than on the student.

The emphasis in this band is on **God saves**. God's love does not depend on people's behaviour: it is only by Christ's life and death that people have been made acceptable to God.

Remember too that God's love and forgiveness is there for the teacher who makes mistakes, as well as for the students.

When teaching *God saves people from sin and evil* in your classroom, keep in mind these likely characteristics of your students:

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students at this stage are unable to understand the concept of original sin.	Be aware that the way you understand and use the term 'sin' differs from the way students interpret it.
Students see sin as the 'bad' things that they are punished for. 'Good' is determined by what is permitted.	Avoid labelling actions as 'good' or 'bad'. Use language like: 'When you did that, I felt . . .'
God's punishment of Adam and Eve may seem severe and out of character for a loving God.	Use everyday examples to show that love and discipline can go together.
Students can identify with feeling uncomfortable, guilty and upset as a consequence of their sin.	Give students the reassurance that God loves and accepts them in spite of what they may do or how they may feel.
Students will use words like 'sin', 'cross', 'forgive' without necessarily understanding what they mean.	Avoid lengthy explanations of theological concepts. Give simple explanations, using examples appropriate to the age-level of your students.
Students are beginning to recognise and express their feelings more openly and honestly.	Listen to what students are saying. Be sensitive to students' feelings and encourage others to do the same.
Students' image of God is influenced by significant adults in their lives.	Take every opportunity to speak of God's love and show this love in your interaction with your students.

BAND A STUDENTS

Students can easily view Christian service as doing ‘good’ things which make people acceptable to God. When teaching the concept **God calls people to serve** to students at this Band level, the focus must always be on serving as a response to the love Jesus has for all people. Jesus’ love does not depend on what people do.

Student attitudes to service may have been shaped by family models. Some students may not have experienced positive models of love and service. They may find it very difficult to relate to the whole concept of loving and serving.

The concept **God calls people to serve** provides an ideal opportunity for teachers to witness personally to the students by words and actions. Help students to understand that the things they do and say are a witness to others.

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
The ideas inherent in the faith statements for this unit are complex for students who do not yet think abstractly.	Use concrete examples wherever possible and involve students in real-life experiences.
Students in this Band are egocentric and will be concerned with their own rights rather than the rights of others.	Apparent selfishness is normal. Provide opportunities for students to interact with others. Students need to be able to identify their own feelings before they can be sensitive to the feelings of others.
Students are exploring ways of developing friendships.	As a class, discuss and establish guidelines for appropriate ways to act towards others.
Students do not always accept others into their groups.	Be aware of the hurt that some students may be feeling and work towards creating a classroom atmosphere that is supportive and accepting of all.
Students may have already developed attitudes of prejudice towards others.	Do not put students down if they express negative ideas. Rather, be alert to opportunities in all areas of schooling in which you can present a positive message.
Students are strongly influenced by the messages they see on television.	Use scenarios from television programs as a basis for discussion. Challenge students to consider questions such as: ‘How might this character be feeling?’ ‘Is this an appropriate way to act?’ ‘What else could the character have done?’ etc.
The relationship with significant adults, and the model they provide, will have a strong influence on students.	As you deal with sensitive issues, remember that your attitudes and actions are a powerful model for students.






BAND A STUDENTS

Not all the students in your class will come to this unit of work from a Christian background. Your students' attitudes towards the environment and its Creator will be a reflection of their family's attitude. Likewise, their knowledge of the environment will be a reflection of their family situation — whether they live in the city or country, whether they have travelled widely or stayed in one location.

Because students come from a variety of backgrounds, give attention to the following:

- Actively listen to the students' ideas and encourage questions.
- While it is our aim that students will believe in God as Creator, be sensitive to responses which may not reflect a Christian belief.
- Take advantage of opportunities to share your personal faith with the students.

When teaching *God created the universe* in the BAND A classroom, keep in mind these characteristics which are likely to be found in your students:

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students have a natural curiosity and keen interest in exploring the physical world.		Use real items from the natural environment and allow time for students to explore them.
Students are excited by experiences adults take for granted.		Provide opportunity for freedom of expression through art, music, drama, etc.
Students are physically active with a short attention span.		Keep lessons short and include songs, rhymes, movement.
Older students are becoming increasingly aware of events around them.		Use real-life, practical examples, eg environmental issues in your local community.
Older students are beginning to ask more complex questions.		Allow time for questions and discussion, so students can talk through their ideas.

BAND A STUDENTS

The ultimate aim of Christian education is that students will enjoy a personal relationship with Jesus and respond in worship. However, the focus of the concept ***God gathers Christians to worship him*** is to assist students to understand why Christians worship, how they worship and what takes place during worship.

Students' experiences of worship outside of school will vary. Use the common experience of school and class worship as a basis for the study and experience of worship.

The students in your class may have experienced regular whole-school worship and daily class devotions and therefore be familiar with certain rituals of worship. This does not necessarily mean that they understand the reason for worship.

Already students may have developed negative attitudes to worship, eg 'It takes too long' or 'I don't understand what's happening'. Use statements like this as a catalyst for examining the worship practices of your school, in order to make worship a meaningful experience for all students.

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students learn by doing.	<p>In order for students to learn about worship, provide opportunities for students to experience worship. Include sensory experiences in worship for students at this band level.</p> <p>Remember, though, that the responsive aspect of worship must not be forced.</p>
<p>Students learn appropriate behaviours through repetition.</p> <p>Routine is important in students' lives.</p>	<p>Students will learn rituals of worship, eg certain responses or postures. Do not assume that students' participation means they understand what they are doing. Explain the significance and reason for these rituals.</p>
Self-confidence and a sense of responsibility develop as students move through this band.	<p>Provide opportunities for students to be involved in planning and leading worship. Support students in this initially, eg by providing a framework. Once students are familiar with the framework they can fill in parts of the pattern for themselves.</p>
Students tend to see the world revolving around them and interpret their experiences accordingly.	<p>Participating in worship can give students an opportunity to identify with and feel part of the wider school community.</p>
Students at this age find it difficult to sit still and listen for long periods of time.	<p>Keep worship times short. Provide opportunities for participation, eg through music, movement, singing.</p>
Adults provide powerful role models.	<p>Be aware that as students observe staff at worship, they will form impressions about the meaning of worship and participation in worship.</p>




BAND B STUDENTS




The students in your class will come with a range of knowledge and understanding of the Bible. Some students will be familiar with many Bible stories and will have developed skills which enable them to use a Bible confidently, while for some students the Bible and its contents will be quite foreign. It is important to support and encourage students who are unfamiliar with the Bible in order to prevent these students from feeling overwhelmed by the structure and content of the book.

Christians believe that God speaks through the Bible. Don't rush in with your own interpretation and application of Bible stories. Assist students to reflect on and explore what the Bible says to them.

Be aware of the following guidelines when selecting Bible stories to use with students in your classroom:

- Choose stories appropriate to the goals and purposes of the unit.
- Emphasise the gospel in each story.
- Choose Bible material which is appropriate for the developmental level of students. Just as not all literature is appropriate for students at all levels, not all Bible stories are appropriate for students at all levels. Encourage students to appreciate the Christian belief that the Bible is God's word to people at every stage of their life.
- Use a Bible translation which the students can understand. For many stories, the students at this band level will still need to use Bible story books.
- Provide students with an opportunity to explore the culture and beliefs in Bible times. This allows students to develop a greater understanding of the story.
- Do not look for complicated and obscure meanings in Bible stories.
- Encourage students to consider the message of the story not only for people in biblical times but for people today.

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students are developing the skills of investigation and inquiry.		Provide opportunities for students to gather, collate and present information related to Bible stories. Encourage students to read and respond to Bible passages and stories. Assist students to develop skills such as locating Bible references.
Students use imagination and insight to explore ideas and experiences.		Provide opportunities for students to listen to and respond to a variety of biblical forms of writing, such as narratives, parables, psalms, letters. Provide opportunities for students to plan and communicate Bible stories in creative ways, eg storytelling, dramas, computerised multimedia presentation.
Students are developing the skills of personal reflection.		Provide opportunities for students to reflect on the ideas, insights and messages evident in psalms, proverbs and Bible stories. Encourage students who know Bible stories well to view them from new perspectives. Provide opportunities for students to reflect on what the Bible story means to them.

Students are attracted to heroes.		Investigate men and women from Bible stories, whom God used to do great things for other people.
Students have abundant energy and desire to be actively involved.		Provide activities which use manual and motor skills, eg drama, art/craft.
Students are able to commit information to memory.		Use quizzes and memory games to assist students to remember Bible facts, Bible references and Bible passages.

BAND B STUDENTS

Before you begin to teach this unit, consider the experiences that your students may have had with 'church'. Some of your students will be familiar with a church building and the activities that happen within it, others will rarely have been inside a church. As you teach, be inclusive of members of the class who do not regularly attend a church and of students who are affiliated with denominations other than Lutheran. Focus on similarities rather than differences when looking at denominations.

Although some of your students may not be members of the Lutheran church, it is important that they are aware of Lutheran beliefs and traditions. This will assist students to understand the teachings and activities of a Lutheran school. In the themes which students explore in the unit make sure you include the Lutheran understanding that all people who believe in Jesus Christ belong to the worldwide Christian church, regardless of denomination and affiliation. However, at this band level the focus is mainly on the church as students are likely to experience it, that is, as gatherings of Christians in local communities (congregations).

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students are developing skills of investigation and inquiry.	<p>Facilitate project work requiring the gathering, collating and presenting of information.</p> <p>Organise visits to local Christian church communities or organisations of the church.</p> <p>Provide students with a wide range of resources, including videos, which convey information about the work of the church.</p> <p>Challenge students to read and respond to biblical passages and biographical material.</p>
Students are developing responsible social skills.	<p>Encourage students to be involved in organising for a speaker from a church department to present information to the class. Assist students to devise appropriate questions.</p> <p>Involve students in the planning of excursions related to the Christian Studies topic.</p>
Students are attracted to heroes as role models.	<p>Investigate people who played a significant role in the history of the church.</p>
Students are developing a sense of personal responsibility.	<p>Provide opportunities for students to become involved in the work of a church organisation.</p> <p>Provide students with biographical accounts of significant religious leaders.</p>

BAND B STUDENTS

As the focus of this unit is the relationship Christians have with Jesus, be sensitive to the range of students' experience with Jesus. When choosing activities, be inclusive of all students and do not force students to express a faith response. Make sure, however, that all students do hear Jesus' call to follow him, so that the Holy Spirit has the opportunity to do his work in them.

Recognise that forgiveness does not come naturally. Accept students' difficulties and struggles with forgiving others. Encourage honest responses rather than a superficial or forced 'I forgive you'. Reassure all students that God forgives people even when they have difficulty forgiving.

The development of ethics and values is a complex process. You will need to provide opportunities and time for students to identify, discuss and clarify their attitudes and values.







DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students are beginning to recognise the value of laws and are developing their thinking about moral issues.	<p>Initiate exploration of the purposes underlying laws or rules, including the Ten Commandments.</p> <p>Help students to consider the implications of the Ten Commandments for personal lifestyle and choices.</p>
Students are developing the capacity to make informed and sensitive judgments.	<p>Introduce situations and role-plays which help to establish a sense of personal responsibility and an awareness of the consequences of decisions.</p> <p>Provide opportunities for students to explore a range of alternatives when looking at choices and the consequences of choices.</p>
Students are familiar with conflict and disagreements in their relationships with peers and family.	<p>Provide opportunities for students to identify God-given strategies for resolving conflict and to explore the difficulty and benefits of forgiveness in relationships.</p>
Students experience intense feelings and are growing in their awareness of sources or causes of feelings.	<p>Provide opportunities for students to identify feelings associated with guilt, confession and forgiveness.</p>
Students are identifying with peer groups.	<p>Facilitate exploration of the positive and negative influences of peer groups.</p>
Students are developing skills of personal reflection.	<p>Provide opportunities for students to reflect on their own values and the values of others.</p>

BAND B STUDENTS

Teachers need to be sensitive to the diversity of students' knowledge of the Holy Spirit. Some students will be very aware of the Spirit's work, while others will have little or no concept of the Holy Spirit.

Teachers may feel uncomfortable teaching about baptism, when not all students in their class have been baptised. Rather than avoid the topic of baptism, keep in mind that the starting point must always be God's love for all people. Jesus died for all people. God offers his forgiveness and eternal life to all people through the gospel. Everyone who believes in Jesus has these free gifts from God. Baptism is a way in which God offers people his gifts. Be prepared for concerns of unbaptised students: *Does God still love me? Will I still go to heaven? Why didn't my parents baptise me?* Be prepared for possible student requests to be baptised. It is important to work closely and sensitively with the child, his/her family and the pastor when dealing with this issue.

Towards the end of this Band some of the students may be receiving holy communion. Invite these students to share their experiences when you discuss holy communion.





DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students have a fascination with symbols and symbolic meanings.		Provide opportunities for students to investigate the symbols related to baptism, holy communion and the Holy Spirit. Organise visits to a church where the students can identify symbols used in the furnishings and decoration. Assist students to explore the meanings and intentions of symbols and rituals.
Students are attracted to heroes as role models.		Provide information about people in the past, as well as contemporary Christians, who have been inspired by the Holy Spirit.
Students are still thinking concretely but are moving towards understanding more abstract concepts.		Keep explanations about the Holy Spirit simple.
Students are developing their ability to commit information to memory.		Capitalise on the students' ability to remember important Bible texts and other selected content.
Students can be insensitive to the feelings and concerns of others.		Assist students to investigate and to reflect on the way the Holy Spirit changes people and helps them to show love and concern for others.
Students are developing research skills and have a desire for intellectual mastery of a subject.		Provide resources and activities which allow students to research information in order to find answers to their own questions.

BAND B STUDENTS

The question 'Who is Jesus?' could result in a wide range of responses from the students in your class. There may be some for whom 'Jesus' is nothing more than a swearword that precedes trouble. For some, Jesus may be simply a character in stories, in the same category as Father Christmas and fairies. And for some, Jesus may be a real and important friend.

Students who do know of Jesus may have the stereotypical image of Jesus as 'meek and mild', walking around dusty Palestine in a spotless white robe. Challenge students to see Jesus as a real person who can identify with them and their life experiences. At the same time assist students to grow in their understanding that the Bible describes Jesus not only as a real human being, but also as truly God who loved them so much that he gave his life for them.

This unit provides the teacher with a great opportunity to witness about his/her personal faith in Jesus. The words and actions of the teacher can communicate more about Jesus to the students than any specific curriculum activities.

<i>DEVELOPMENTAL CHARACTERISTICS</i>		<i>IMPLICATIONS FOR TEACHING</i>
Students are developing skills of investigation and inquiry.		Facilitate research requiring the gathering, collating and presenting of information. Provide the students with a wide range of resources about the topic, including videos, computer programs and people, eg pastors, people familiar with Jewish beliefs and practices.
Students consider that laws should be observed mainly to avoid punishment or earn reward.		When discussing religious laws and Jesus' teachings, focus on the motivation (response to God's love), rather than on the threat of punishment. Allow students to study examples from the Bible which explore freedom of choice, consequences of choices, and responsibility.
Students are attracted to heroes as role models.		Provide students with Bible passages and resources which portray Jesus not only as a 'good' man, but also as God's Son, the Saviour of the world.
Students are able to use imagination and insight when dealing with beliefs.		Provide opportunities for students to become immersed in the story by setting the scene and using creative storytelling techniques. Allow students to use a variety of creative media, such as art, drama and music, to present and express their beliefs. Provide opportunities for students to explore and respond to Jesus' parables from new perspectives.

Students are developing skills of personal reflection and application.



Provide opportunities for students to reflect on the ideas and insights about Jesus presented in hymns and Christian songs.

Provide opportunities for students to reflect on the information they have gathered, the beliefs of others and their own beliefs. Encourage students to identify implications of these beliefs

BAND B STUDENTS

Christians believe that each person is created by God. Each student in your class is unique, with God-given talents and abilities, and each student is loved by God, regardless of physical appearance or performance.

The way students feel about themselves is influenced by their family, peers and the media. The family can nurture and support a positive self-concept. However, difficulties within families and unrealistic behavioural expectations can impact on students' self-concept in a negative way. Lack of self-esteem may show itself in a variety of behaviours, from withdrawal to aggression.

What teachers says to the students and **how** they say it, can have a major impact on the students' self-esteem. What teachers allow students to say and do to each other may have an even greater impact. In a large class it is extremely difficult for a teacher to make each student feel valued. Use teaching strategies which will assist in developing a positive classroom environment, eg teaching collaborative group skills, writing encouraging notes to students, using duty times to build relationships with students.

Resources such as *Friendly Kids*, *Friendly Classrooms* contain ideas on ways to develop positive self-concepts in students. Christians believe that the gospel, through which people are assured of God's unconditional love and acceptance, is the ultimate resource in developing a healthy self-concept.

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students at this band level can be intolerant of perceived weaknesses in others.	➔	Assist students to identify unique talents of their peers and to identify ways of affirming those talents.
Winning and competition is a high priority and greatly valued.	➔	Assist students to see that their worth is not determined by being on the winning team or knowing the correct answers. Explore the Christian belief that all people are important to God.
Failure and lack of success can be very distressing.	➔	Affirm talents of each student as God-given. Assist students to identify and develop their talents.
The need for knowledge can result in students becoming highly absorbed in a subject area.	➔	Direct students to sources of information. Model and support research skills. Acknowledge the students' own knowledge of factual information about particular topics.
Students have large amounts of energy and a desire to be actively involved in tasks.	➔	Provide activities which utilise manual and motor skills.
Companionship and doing things with friends is extremely important.	➔	Help students to identify positive features of friendship. Provide opportunities for students to work with their friends or peers.
Sex-identity is becoming established and students prefer to be in single-sex groups.	➔	Assist students to explore the Christian teaching that male and female are equally valuable to God.

BAND B STUDENTS

The students will be learning about prayer as a response to a relationship with God. Christian prayer flows from Christian faith. Keep the gospel central in this unit, as Christians believe that it is because of Jesus that we can approach God with confidence.

When exploring the concept of prayer with Band B students, it is important to remember that not all students in your class have a faith relationship with God. They may not be familiar with or feel comfortable about praying. It is therefore important not to force students to pray. Try to ensure that all students hear the gospel message that they are valued and accepted for Jesus' sake and that God invites them to pray in Jesus' name.

It is equally important to establish clear behavioural expectations in order to respect those students who want to pray. Encourage those students who are unfamiliar with praying to observe what is taking place or to use the time provided to think about issues which are important to them.

While exploring the concept of prayer, look for opportunities to share with the students your feelings about and experiences with prayer and the way God has answered your prayers.

When praying in the classroom, keep in mind the following:

- Keep the prayer brief and simple.
- Relate the prayer to students' experiences.
- Use everyday words.
- Avoid giving students the impression that prayer provides the opportunity to obtain anything wished for.

<i>DEVELOPMENTAL CHARACTERISTICS</i>	<i>IMPLICATIONS FOR TEACHING</i>
Students are action oriented.	Provide opportunities for students to be actively involved in writing and saying their own prayers, using a variety of forms.
Students have a growing interest in global issues and express concern for those who suffer injustice.	Provide opportunities for students to construct and pray prayers for others. Direct students to explore ways they can be involved in assisting those people who have been prayed for.
Students are able to commit information to memory.	Encourage students to learn prayers, such as the Lord's Prayer.
Students experience intense feelings and are growing in their awareness of sources or causes of feelings.	Explore with students ways of dealing with feelings and the role prayer can play.
Students use imagination and insight to explore ideas and experiences.	Provide opportunities for students to present creatively and describe ideas from psalms and prayers.

Students are developing skills of personal reflection.



Provide students with controlled periods of quiet, using a variety of meditative styles and aids.






Provide opportunities for students to reflect on the ideas and insights presented in psalms, Bible passages and prayers.

BAND B STUDENTS

Relationships at school and at home are of the utmost importance to Band B students. It is vital that the teacher models love and respect for each student to help students learn to value and respect one another. Implementing strategies in the classroom to encourage students to value and respect each other is also essential.

The family structures within your class will vary considerably; some students will come from traditional family units, others may come from single-parent homes, blended or extended families. Avoid using stereotypical images of the family. There are likely to be students in your class who have experienced pain in family relationships as a result of a variety of factors, such as separation of parents or divorce or the combining of family units. This may lead to inappropriate behaviour, such as withdrawal or anger. Take time to understand the causes of such behaviour and to provide reassurance through listening, acceptance and a secure classroom environment.

Before discussing difficulties or conflicts which arise in families, it is important to encourage your students not to disclose sensitive or confidential information about their family to the whole class. Suggest that they talk about situations which could happen in families in general ('in a family' rather than 'in my family'). Make it clear, however, that you are available to talk to students privately about family-related issues, and familiarise yourself with the requirements of mandatory reporting.

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students are developing a sense of personal responsibility.		Provide opportunities to discuss and role-play situations which involve personal responsibility for choices. Examine the consequences of choices, particularly for relationships.
Students feel the need to be part of a peer group.		Assist students to become aware of the effects of excluding individuals from their group. Help students to realise that their worth as individuals does not depend on their acceptance by a peer group. Stress the gospel assurance that in God's eyes every individual is acceptable and important for Jesus sake.
Students are becoming more aware of their feelings.		Help students to identify feelings associated with joys and problems in relationships. Provide opportunities for students to explore strategies for restoring broken relationships, including the importance of forgiveness.
Students observe laws mainly to avoid punishment and earn reward.		When researching laws or rules related to authority or relationships, explore the purpose of the rules and the benefits of observing them.
Students can become fiercely competitive.		Facilitate group activities and teach collaborative working skills. Explore Jesus' message that greatness lies in service.

Students are developing their capacity for informed and sensitive evaluation and judgment.



Provide students with the opportunity to participate in conflict resolution situations which relate to class or school matters.

BAND B STUDENTS

As a significant amount of the material dealt with in these units relates to sin, evil and the consequences of sin, it is of the utmost importance that students are reassured that God’s love does not depend on people’s behaviour; it is only by Christ’s death that we have been made acceptable to God.

Plan sessions thoughtfully, emphasising the good news of God’s love and forgiveness. Choose Bible stories carefully, avoiding those which could leave the students thinking that God is eager to punish. Select stories which clearly demonstrate God’s love and forgiveness.






DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students are developing an awareness of the reality of evil in the world and its consequences.	➔	In order that students don’t become overwhelmed by evidence of evil in the world, it is crucial that the students clearly hear the gospel message, that God’s amazing love has overcome the awful reality of sin and its consequences.
Students are beginning to recognise their own capacity for wrongdoing and to feel guilty about wrong actions.	➔	Be careful not to arouse feelings of guilt without assurance that God has fully dealt with guilt in Jesus’ suffering and death.
Students are developing their thinking about moral issues.	➔	While students will be clearly hearing Christian teaching, take care not to pressure students into adopting a particular viewpoint. Initiate exploration of the purposes underlying laws or rules.
Students are developing the capacity to make informed and sensitive judgments.	➔	Introduce situations and role-plays which help to establish a sense of personal responsibility and an awareness of the consequences of decisions.
Students experience intense feelings and are growing in their awareness of sources or causes of feelings.	➔	Provide opportunities for students to discuss their fears and possible causes of the fears. Discuss feelings associated with sin and the consequences of sin. When discussing feelings related to topics such as death, be sensitive to the needs of students who have experienced loss through the death of someone they love and may still be in the process of grieving.
Students are familiar with conflict in their relationships with family and friends.	➔	Assist students to acknowledge conflict as an aspect of their lives and evidence of sin. Help them to look for causes of conflict and for ways these conflicts can be resolved. It is important that the students hear the good news of God’s love in sending Jesus which brings forgiveness into all situations.

BAND B STUDENTS

Students can sometimes view Christian service as doing ‘good’ things which make people acceptable to God. When teaching the concept **God calls people to serve**, the focus must always be that Christian service is a response to the love Jesus has shown for all people.

Student attitudes to service may have been shaped by family models. Some students may not have experienced positive models of love and service, and may find it very difficult to relate to the whole concept of loving and serving.

The concept **God calls people to serve** provides an ideal opportunity for teachers to witness personally to the students in words and actions. Help students to understand that the things that Christians do and say are a witness to others.

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students have an intense desire for justice. They are particularly concerned about personal justice.		Assist students to identify situations of injustice. Investigate ways of working for justice and to care for those people suffering injustice. Explore the possibilities of and need for forgiveness where injustices have been experienced.
Students are developing their ability to evaluate their own and others’ behaviour.		Involve students in conflict resolution. Students role-play possible solutions to conflict situations. Develop class guidelines.
Students are accustomed to thinking and reasoning in concrete terms but are moving towards more abstract thinking.		Involve students in identifying practical ways of loving and serving. Assist students to appreciate the motivation and commitment which underlies Christian service.
Students have a great amount of energy, and enjoy being physically involved in tasks.		Provide opportunities for students to demonstrate practical ways of serving. Encourage students to use role-play and dramatisation as a response to stories or situations.
Students are becoming more independent and determined to master facts and information about the world.		Involve students in making arrangements for guest speakers to visit the class and for participation in serving projects. Direct their interests to researching ways people serve and have served others.







BAND B STUDENTS

Students will come to this unit of work with different beliefs about the world and how it came into being. There are diverse beliefs about the creation of the world even among Christians. The Bible does not answer all of our questions about the creation, but rather points us to the Creator.

Because students come from a variety of backgrounds, give attention to the following:

- Actively listen to the students' ideas and encourage questions.
- While it is our aim that students will believe in God as Creator, be sensitive to responses which may not reflect a Christian belief.
- Take advantage of opportunities to share your personal faith with the students.

When teaching *God created the universe*, keep in mind these characteristics likely to be found in your students:

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students are developing research skills.		Provide activities which allow students to investigate the environment and environmental issues.
Students are developing a sense of personal responsibility.		Facilitate discussions about responsible management of creation and encourage personal involvement in an environmental project.
Students see the universe as a fascinating place and are eager to discover information about its complexities.		Provide resources which give current, factual information about the universe, eg computer software, Internet. Assist students to investigate Christian responses to questions about the universe.
Students are attracted to 'heroes' as role models.		Provide information about the work of Christians throughout history who have shown respect and care for creation.
Students are intensely competitive.		Facilitate group work in order that students work together on an environmental project, rather than competing against each other.
Students have endless amounts of energy and love moving around and being busy.		Provide opportunities for students to visit and explore the natural environment. Provide learning activities in which students are actively involved.

BAND B STUDENTS

The ultimate aim of Christian education is that students will experience a personal relationship with Jesus and respond in worship. The focus of this unit is to assist students to understand why Christians worship, how they worship and what takes place during worship.

The students in your class may have experienced regular whole-school worship and daily class devotions and therefore be familiar with certain rituals of worship. Be aware that this does not necessarily mean that they understand the reason for the worship ritual or share the Christian belief that in worship God comes to his people and people respond.

When investigating the topic of worship be prepared for negative responses such as, 'Worship is boring,' or 'I don't understand what's going on'. Use responses such as these as opportunities to help students to examine what is taking place in worship, as well as to explore ways of making worship more meaningful for students.

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students have a fascination with symbols and symbolic meaning.	Provide opportunities for students to explore a variety of symbols associated with worship.
Students have an important need to belong as a part of a group.	Provide students with the opportunity to identify the benefits of working in a group situation, to develop positive group skills and to demonstrate these skills. Assist the students to identify the links between the benefits of working in groups and the benefits of group worship.
Students belong to groups which take part in ritual activity.	Assist students to identify rituals in their daily life and to explore rituals associated with worship.
Students have abundant energy and desire to be active rather than passive participants in activities.	Encourage students to identify ways of actively participating in worship.
Students are developing proficient skills of investigation and inquiry.	Provide opportunities for students to gather, collate and present information about worship.
Students are developing skills of personal reflection.	Provide opportunities for the students to reflect on the ideas and insights presented in psalms, songs, Bible passages and in other aspects of worship.

BAND C STUDENTS

The challenge for each teacher when using the Bible in the classroom is to develop an awareness of and respect for the Bible as God’s word and at the same time develop a real love and familiarity with the Bible and its contents.

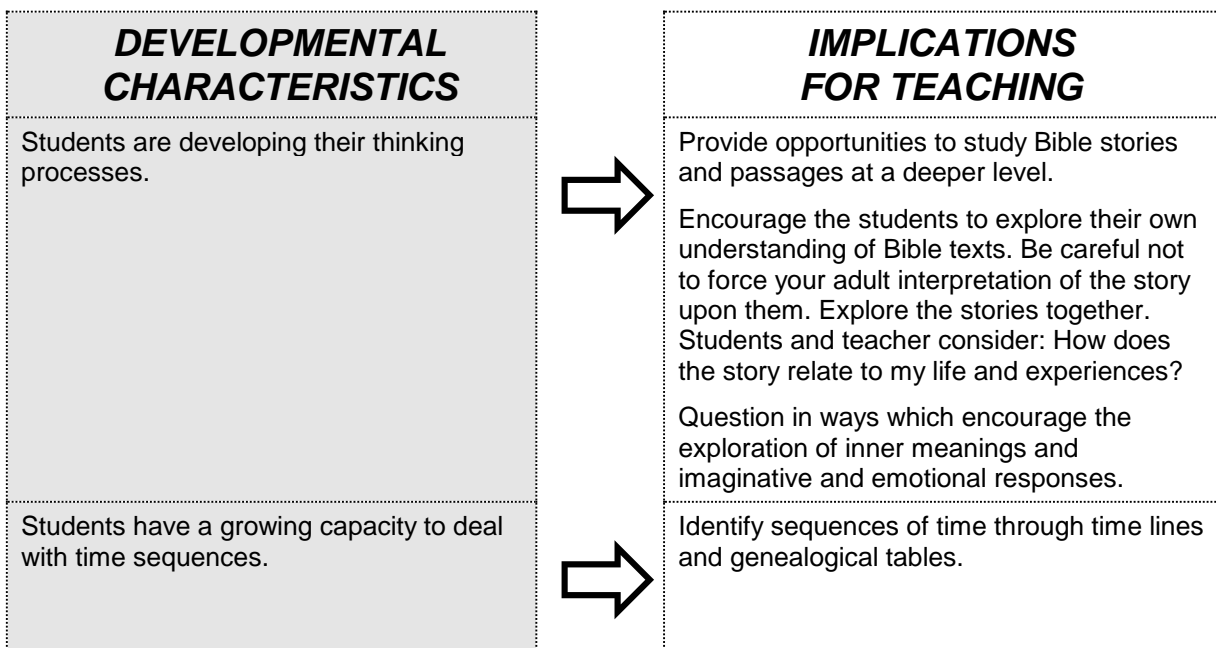
The students in your class will have diverse knowledge and understanding of the Bible. Some students will have a sound knowledge of Bible stories, while for others it may be the first time they have used the Bible and heard its stories. Be careful not to assume prior knowledge of Bible stories or Bible characters, and be prepared to discuss any questions the students may have about the stories. It is important to support and encourage students who are unfamiliar with the Bible so that these students do not feel overwhelmed by the structure and content of the book.






As you explore Bible stories with the students, encourage an atmosphere of discovery. Use questions such as: How do you think people in this story were thinking/feeling? What did the story mean to people at that time? What is the story saying to you? What would you have done if you were in the story?

Guided discussion and thoughtful questioning can assist students to explore Bible stories for themselves. It is important to allow students to hear the story as God’s word to them. Don’t rush in with your own interpretation and application, but help students to reflect on and explore God’s message to them.

When selecting Bible stories to use with students in Band C, be aware of the following guidelines:

- Choose stories appropriate to the goals and purposes of the unit.
- Choose stories according to the students’ ability. Not all Bible stories are appropriate for students at all levels.
- Provide students with an opportunity to explore the culture and beliefs of people in Bible times
- Emphasise the gospel in each story and avoid using Bible stories in a moralistic or legalistic manner.
- Encourage students to consider the meaning of the story for people in Bible times and people today.
- Use a Bible translation which the students can understand, eg Contemporary English Version (CEV). Also consider using children’s Bibles such as Selina Hastings *Illustrated Children’s Bible* when dealing with some of the lengthy biblical narratives.



<p>Students may focus on the law presented in Bible texts.</p>		<p>Provide a balance between law and gospel. Highlight God's loving concern for his people.</p>
<p>Students can often be fascinated by historic or romantic figures.</p>		<p>Provide opportunities for developing imagination by telling stories about biblical people who faced challenges.</p>
<p>Students experience anxieties about acceptance. The peer group exerts increasing pressure.</p>		<p>Emphasise God's unconditional acceptance. Use Bible stories to which students will be able to relate.</p>
<p>Students have a growing awareness of real-life issues.</p>		<p>Explore what guidance the Bible gives for dealing with these real-life issues. Explore a range of Bible passages on the issues and avoid using a single verse in isolation as proof of God's view of any issue.</p>
<p>Students have an increased sense of personal responsibility for their own beliefs and attitudes.</p>		<p>Provide opportunities for students to consider their personal response to Jesus, without forcing responses. Invite students to consider for themselves what it means to be a Christian. Accept responses such as: 'I'm not sure' or 'I don't understand'.</p>

BAND C STUDENTS

Before you begin to teach this unit, spend some time considering the experiences that your students may have had with 'church'. Some of your students will be familiar with a church building and the activities that happen within it, others will rarely have been inside a church. As you teach, be inclusive of members of the class who do not regularly attend a church and of students who are affiliated with a Christian denomination. Focus on similarities rather than differences when looking at various denominations.

Although many of your students may not be members of the Lutheran church, it is important that they are aware of Lutheran beliefs and traditions. This will assist students to understand the teachings and activities of a Lutheran school. As your students investigate this unit, provide opportunities for them to recognise that all people who believe in Jesus Christ as their Saviour belong to the worldwide Christian church.

As you inquire into the history of the Lutheran church, keep the investigation relevant to the students and their experiences. The settlement of the Lutherans in Klemzig, South Australia, will have little meaning for students who live in Perth and for whom the school is their first experience with the Lutheran church. It would be more beneficial in this case for students to investigate the history of the local Lutheran congregation.

Keep in mind the likely characteristics of your students which are listed in the chart on the next page.







DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students are just developing the ability to think abstractly.	Develop the concept of the 'church' as people and not a building.
Students experience a growing sense of personal responsibility.	Encourage students to become active in the ministry of their local congregations. The class could consider supporting an organisation such as Lutheran World Service.
Students place great importance on belonging to the group.	Focus on the positive aspects of belonging to the Christian church at a local, national and international level. Be sensitive to students who may not belong to local congregations. Encourage them to view the school body as their congregation.
Students' imagination can be captured by historical and romantic figures.	Develop a sense of history. Encourage students to investigate significant people in the history of the Christian church.
Students are looking to establish their own beliefs and are considering the implications of these for their lives.	Foster questioning, critical inquiry and discussion. Students need to be made aware that expressing doubts can be a part of the journey of faith.
Students are growing in the ability to sequence events.	Develop a chronology of the events in the early church.
Students can be highly critical of others.	Encourage students to respect and accept people with different beliefs and practices. Develop an awareness that the church is made up of 'sinners and saints'. It is not perfect and does make mistakes.

BAND C STUDENTS

The focus of this unit is the relationship Christians have with Jesus. Be sensitive to the range of students' experience with Jesus. When choosing activities, be inclusive of all students and do not force students to make a faith response. Make sure, however, that students do hear Jesus' call to follow him, so that the Holy Spirit has the opportunity to do his work in them.

Recognise that forgiveness does not come naturally. Accept students' difficulties and struggles with forgiving others. Encourage honest responses rather than a superficial or forced 'I forgive you'. Reassure all students that God forgives people even when they have difficulty forgiving.

The development of ethics and values is a complex process. You will need to provide opportunities and time for students to discuss and clarify their attitudes and values.

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students enjoy group tasks which challenge their learning.		Provide opportunities for students to work in groups and to discuss their responses.
The peer group exerts increasing pressure. Choices can be made to seek approval from peers.		Encourage students to discuss the influence peers can have on decision-making.
Students are growing in their capacity to recognise moral standards or conventions. Students' capacity for value judgments is increasing.		Present Christian values clearly, but do not try to impose values upon the students. Provide opportunities for students to clarify and discuss their values. Encourage them to assess critically the value systems they encounter. Provide stories involving dilemmas and difficult choices, encouraging students to consider how they might deal with the situation.
Students are growing in their capacity for deductive thinking or sequential reasoning.		Challenge students to think logically and don't 'spoon-feed' or talk down to them.
Expectations of human potential are unlimited and can be unrealistic.		Encourage creativity and provide opportunities for developing imagination. Be aware of impractical and fanciful ideas and provide time for students to realise for themselves that some ideas are unrealistic.
Students' view of the world is expanding, and students have a greater awareness of important real-life issues.		Use real-life issues with a high level of human interest as stimulus for discussion. Provide time for students to consider and discuss the way in which Christians approach these issues.

Students' imagination can be captured by romantic or historical figures.



Don't hesitate to present the challenge of Jesus' call to discipleship.
Share stories with a strong emotional impact about Christian disciples.

BAND C STUDENTS

I believe that on their own my students can never come to Jesus Christ our Lord or believe in him no matter how hard they, or I as teacher, try to make this happen. The Spirit calls people to Jesus by the good news about him, makes them holy, and keeps them with Jesus in the Christian faith.

Paraphrase of Luther's explanation of the third part of the Apostles' Creed

The Spirit's gift of faith — and the Spirit's other gifts — will be demonstrated by students in your class in varying degrees. The teacher's responsibility is to accept each child at his or her own stage of spiritual development, to speak the law and the gospel clearly, and to entrust faith development to the Holy Spirit.

TEACHING ABOUT BAPTISM

In most classes there will be students who have not been baptised, while other students may have experienced different traditions, eg a naming ceremony instead of baptism, baptism by immersion. The school office should have records which show students' religious backgrounds and whether or not students have been baptised.

The fact that students come from different backgrounds does not mean that teaching about baptism is to be avoided, but rather that it is to be approached openly and with sensitivity. Provide opportunities for students who have had a different experience of baptism to share their experience and highlight the similarities rather than the differences. Teachers may use the opportunity to witness to their own baptism and what it means to them. Most importantly, assure **all** students that God loves them and that they are special to him.

Baptism may be a sensitive issue for some families, and it is advisable to inform parents that the topic is being studied. It is important to avoid putting pressure on students to be baptised, but at the same time to explore the wonderful gifts and blessings God gives people through baptism.

Do not hesitate to call on your pastor for advice, or to inform him of families that may be interested in having their children baptised.

When teaching *God helps people by the work of the Holy Spirit*, keep in mind the characteristics of your students listed on the next page.






DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students are just developing the ability to think abstractly.	Focus on the work of the Holy Spirit. Most students and even adults have difficulty in understanding the three persons in God. Be careful when using diagrams and metaphors about the Trinity, as these can be confusing and encourage a simplistic view of God.
Students experience a growing sense of personal responsibility.	Take advantage of opportunities to explore students' commitment to the Christian faith.
Students place great importance on belonging to the group.	Stress that all people who believe in Jesus belong to the Christian church. Be sensitive to students who have not been baptised, and witness to the blessings and benefits of being part of the Christian family.
Students' personal faith can be linked to significant figures.	Provide opportunities to read and hear about the life and work of notable Christians.
Students are looking to establish their own beliefs and considering the implications of these for their lives.	Foster critical inquiry and discussion. Students need to be made aware that expressing doubts is a part of the journey of faith. Support students who express a desire to be baptised or receive holy communion. Arrange for a local pastor to discuss baptism or holy communion with the student and his or her family.
Students are growing in the ability to sequence events.	Explore the chronology of events and people in the Bible.

BAND C STUDENTS

This concept provides students with the opportunity to ‘meet’ Jesus and to explore his identity. The students in your class will have varied knowledge about Jesus, about who he is and what he has done. Some students may believe Jesus is nothing more than a fictional character in a book, the Bible, while others may openly express personal faith in him. The teacher greatly influences the way the students imagine and experience Jesus. Challenge students to see Jesus as a real person who can identify with them and their life experiences, rather than presenting a stereotypical image of ‘gentle Jesus meek and mild’ walking around dusty Palestine in a spotless white robe.

At the same time emphasise that Jesus is more than just a person. He is God’s Son who loves them so much that he gave his life for them.

This concept provides the teacher with great opportunities to witness about his/her personal faith in Jesus. The words and actions of the teacher may communicate more about Jesus to the students than any specific curriculum activities.

<i>DEVELOPMENTAL CHARACTERISTICS</i>		<i>IMPLICATIONS FOR TEACHING</i>
Students are beginning to move towards abstract thought.		Provide opportunities to extend and challenge students’ levels of thinking. Consider deeper meanings to stories. Be careful of presenting too many abstract images. Try to use simple language rather than complicated religious jargon.
Students have a growing capacity to deal with chronology of time or sequential reasoning.		Consider developing a sequence of events in Jesus’ lifetime through the study of one of the gospels.
Students may have developed a concept of God as an authoritarian figure.		Provide learning experiences where the loving concern of Jesus is linked to an understanding of God.
A sense of belonging is vitally important to the students. A lack of success and being left out can cause distress.		Provide students with opportunities to consider who they are and where they belong. Emphasise that Jesus has shown how valuable they are by giving his life to rescue them. Encourage them to find personal meanings in the stories of Jesus. Use Bible stories which have a strong emotional impact.
Students’ imagination can often be captured by heroic or historical figures.		Explore the radical nature of Jesus’ ministry in speaking against practices and teachings of his time and culture.

Students have a greater awareness of real-life issues.



Explore the meaning of Jesus' teaching for people today.

Use real-life issues to stimulate discussion and explore what Jesus said and did when dealing with similar issues.

Students have increasing awareness that the choices they make require responsibility and have consequences.



Provide time for students to reflect on a personal response to Jesus.

Emphasise the gospel message that God loves and forgives them, even when they make unwise choices.

BAND C STUDENTS

Each student in your class is valuable. The gospel provides an excellent basis for exploring factors which contribute to self-esteem. Christians believe that people’s value has been shown in what it cost God to rescue them. God who created each individual gave his life to bring people back into his family. In Jesus, God has shown that all people are valuable to him.

Each student is also unique and this is evident in their physical appearance, their abilities and their emotions. Each student will also have developed their own unique self-concept.

The way students feel about themselves is influenced by their family, peers and the media. The family can nurture and support a positive self-concept. However, difficulties within families and unrealistic behavioural expectations can impact on students’ self-concept in a negative way. Lack of self-esteem may show itself in a variety of behaviours, ranging from withdrawal to aggression.

What teachers say to students and how they say it, can have a major impact on the students’ self-esteem. What teachers allow students to say and do to each other may have an even greater impact.

In a large class it is extremely difficult for teachers to make each student feel valued. Use teaching strategies which will assist in developing a positive classroom environment, eg teaching collaborative group skills, writing encouraging notes to students, using duty times to build relationships with students. Use resources which contain ideas on ways to develop positive self-concepts in students, eg *Friendly Kids*, *Friendly Classrooms*.

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students are experiencing rapid physical growth and psychological and intellectual development.	Discuss ways of coping with growth and changes. Assist students to understand that the rate of development is different for each individual.
Society and the media places huge emphasis on physical appearance and image.	Assist students to understand that physical appearance is just one aspect of who they are. Draw students’ attention to the Bible’s message that God looks at the heart and not the outside of a person (1 Samuel 16:7).
Students are keen to measure up to others’ expectations. Students’ self-image can fluctuate as they enter adolescence.	Be aware that what you say may strongly influence the students’ self-image. Acknowledge and respect their increasing age and search for individual identity. Provide the positive message of the gospel that God loves all people, which is the basis for healthy self-image.
Students may or may not know the facts about sex. Some may think they know all the facts, but actually may have false or inadequate understanding.	Provide opportunities to ensure that all students have a sound factual knowledge of human reproduction. Discuss openly aspects of sexuality so that students may receive guidance and an awareness of God’s plan for sexuality. Increase awareness of the Christian belief that sex is good and should be a part of the closest of human relationships.

Students can be more aware of the negative aspects of the physical world, eg Why does God let . . . ?



Encourage students to ask questions and allow time for working through the issues. Do not offer simplistic 'pat' answers. Acknowledge the complexity of faith.

Students experience an increased sense of personal responsibility and are moving away from automatically assuming their parents' beliefs and attitudes. Students also may challenge beliefs of their parents or other significant adults as they seek to clarify their own beliefs and attitudes..



Provide opportunities for students to discuss and clarify their beliefs and attitudes in relation to the Christian faith.

Discuss stories involving difficult choices, encouraging students to think about how they might react themselves and how their beliefs and attitudes affect choices they make.

BAND C STUDENTS

Within your class there may well be a range of experiences with regard to prayer. For some students prayer may already be an important part of their lives. Others may never have engaged in prayer and may be reluctant to pray.




In this concept students will be learning about prayer as a vital part of Christians' relationship with God. Christian prayer flows from Christian faith. Keep the gospel central in this unit, as Christians believe that it is because of Jesus that we can pray confidently. As the students in your class will have diverse faith backgrounds, you will need to be sensitive when planning prayer activities. Do not force students to pray or to express beliefs they do not hold. Try to ensure that all students hear the gospel message that they are valued and accepted for Jesus' sake and that God invites them to pray in Jesus' name.

It is equally important to establish clear behavioural expectations in order to respect those students who want to pray. Encourage those students who are unfamiliar with praying to observe what is taking place or to use the time provided to reflect on issues which are important to them or to read what other people have prayed about (eg in psalms).

While exploring the concept of prayer, look for opportunities to share with the students your own experiences with prayer and the way God has answered your prayers.

When praying in the classroom, pray in language and about concepts that students are familiar with. Avoid giving the impression that prayer is a formal talk with magic words and phrases about things beyond the students' experiences. Avoid giving students the impression that prayer provides the opportunity to obtain anything wished for.

Develop the concept that God always answers prayers, but this doesn't mean that the answer is always 'yes'. God answers in ways that take into account what is best for us. Sometimes this can mean God's answer is 'no' or 'wait' or takes a different form from what we expect.

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students may experience a strong sense of personal guilt.		Reassure students that God loves and forgives them. Provide opportunities for students to study prayers of confession and stories in which people confess their sins to God and receive God's forgiveness.
Students are more willing and able to consider their personal response to Jesus.		Provide opportunities for students to discuss or to reflect in a journal about issues relating to a personal relationship with Jesus. Develop an atmosphere where students are encouraged to express their thoughts and questions. Be affirming of all students. Encourage interested students to consider establishing a prayer group or prayer journal.
Students have an interest in personal development.		Practise activities such as reflective and meditative prayer styles. Encourage students to establish a prayer journal and regular prayer time for their own personal growth.

Students have a tendency to focus on their negative qualities and to wish they were different or better in many ways.



Study Bible stories of people who felt like outcasts and experienced Jesus' love and acceptance.

Provide opportunities to explore psalms in which people express their varying emotions.

Explore the Christian belief that all people have been created with a unique blend of strengths and weaknesses and that God loves each person just as he or she is.

Students are growing in awareness of real-life issues.









Encourage students to pray about issues which concern them and provide opportunities for them to do so.





BAND C STUDENTS

Relationships with peers and family members are the most rewarding and at the same time frustrating to Band C students. It is vital that the teacher demonstrates love and respect for each student as they learn to value and respect one another. Discussing and implementing strategies in the classroom to encourage students to value and respect each other is also essential.

The family structures within your class will vary considerably; some students will come from traditional family units, others may come from single-parent homes, blended or extended families. Avoid using stereotypical images of the family. There are likely to be students in your class who have experienced pain in family relationships as a result of a variety of factors, such as separation or divorce of parents or the combining of family units. This may lead to inappropriate behaviour, such as withdrawal or anger. Take time to understand the causes of such behaviour and to provide reassurance through listening, acceptance and a secure classroom environment.

Before discussing difficulties or conflicts which arise in families, it is important to encourage your students not to disclose sensitive or confidential information about their family to the whole class, and to talk about situations which could happen in **a** family rather than **my** family. Make it clear, however, that you are available to talk to the students privately about family-related issues, and familiarise yourself with the requirements of mandatory reporting.

<i>DEVELOPMENTAL CHARACTERISTICS</i>		<i>IMPLICATIONS FOR TEACHING</i>
The peer groups exerts increasing pressure. Students experience anxiety about their acceptance by the peer group.		Provide opportunities for students to discuss issues such as peer pressure. Present stories which show Jesus' acceptance of all people.
Students begin to express interest in the opposite sex, but will have little direct involvement.		Provide opportunities for students to work in mixed gender groups. Challenge stereotypical views about gender roles and the media's obsession with sex and sexual relationships.
Students' relationships with parents are a potential source of both fulfilment and frustration.		Encourage students to view family issues from both sides and to discuss strategies for greater understanding and better communication between parents and their children.
Students pick up many of their attitudes from their parents or peers.		Be sensitive to students who express racist or intolerant attitudes. Provide opportunities where these views can be challenged but do not set up situations where students are directly confronted.
Students seek acceptance from significant adults and peers. Insecurity and lack of a sense of identity may show itself in prejudice and discrimination against others.		Provide a supportive environment in which students have opportunities to be creative, show initiative and experience acceptance.
Students are keen to measure up to others' expectations.		Provide praise and encouragement for cooperative behaviour.

<p>Students are moving into abstract thought.</p>		<p>Use questioning to focus students on the inner meanings of outward actions in Bible stories.</p>
<p>Leadership qualities and initiative may become obvious.</p>		<p>Encourage students to consider their role and responsibilities as leaders in the school community.</p> <p>Study Jesus as a leader: his frustration and joy in leading the disciples, his personality and qualities, his capacity for love and friendship.</p>
<p>Students' view of the world is expanding, together with their awareness of real-life issues.</p>		<p>Use contemporary news items or magazine articles with a high level of human interest to stimulate discussion.</p>
<p>Students are developing an increased sense of their personal responsibility.</p>		<p>Provide opportunities for students to consider, discuss and clarify their personal beliefs and attitudes.</p>



BAND C STUDENTS

The emphasis in this concept is on **God saves**. As a significant amount of the material in the concept relates to sin, evil and the consequences of sin, it is vitally important that the teacher reassures the students of God's love for all people at all times.

Students' attitudes towards sin and forgiveness will tend to be related to their experiences of these in their own lives. During the teaching of this concept the teacher will need to keep a careful balance between law and gospel. Some students may have a tendency to be self-righteous and ignore their need for salvation. Others may have an overwhelming sense of their sinful selves and need the reassurance of the gospel. Ensure that all students are aware that God's love for them is unconditional and not dependent on their ability to be 'good'.

When dealing with issues of death and dying, be particularly sensitive to students who may have experienced the loss of a loved one. This topic can be charged with emotion, so the teacher will need to be very aware of students' feelings about what is discussed.

Likewise, when dealing with the topic of the devil and evil, do not develop an artificially intense or morbid atmosphere. The teacher's own views and feelings may greatly affect the way the students deal with the topic.

Some characteristics of BAND C students are listed on page 7.

When teaching *God saves people from sin and evil*, keep in mind these characteristics which are likely to be found in your students:

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students are at a high point of self-motivation, creativity and spontaneous interest.	Provide opportunities for students to study topics at a deeper level. Encourage creative responses.
Students have a greater capacity to deal with sequences of time.	Encourage students to display time sequences in time lines.
Students enjoy group activities and partner activities.	Include opportunities for groups to discuss and investigate together. Ensure that all group members' ideas and opinions are valued and accepted.
Students are fascinated by the mysterious.	Provide facts and the Christian perspective on subjects that fascinate them, eg the occult. Be sensitive to students who may find these subjects unsettling or frightening. Use real news items to explore the ways other people relate to and deal with these issues.
Students have increased ability to reason.	Guide 'smart answers' to more thoughtful responses.
Students may see God as an authoritarian figure.	Emphasise that God forgives people because he loves them unconditionally. God offers forgiveness as a free gift to all.
Students can be frustrated with their own sinful nature. They may become consumed by reflections like: 'If only I...', 'Why does God let...?'	Sensitively work through these issues with the students. Discuss ways of coping or reacting in various situations. These opportunities can be healthy and maturing.
Students make choices with greater maturity. They consider reasons for compliance other than just being 'good'.	Encourage an understanding of cause and effect. Provide stories of people facing choices and decisions.



BAND C STUDENTS

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

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
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Students have increased ability to reason.	Guide 'smart answers' to more thoughtful responses.
Students may see God as an authoritarian figure.	Emphasise that God forgives people because he loves them unconditionally. God offers forgiveness as a free gift to all.
Students can be frustrated with their own sinful nature. They may become consumed by reflections like: 'If only I...', 'Why does God let...?'	Sensitively work through these issues with the students. Discuss ways of coping or reacting in various situations. These opportunities can be healthy and maturing.
Students make choices with greater maturity. They consider reasons for compliance other than just being 'good'.	Encourage an understanding of cause and effect. Provide stories of people facing choices and decisions.

BAND C STUDENTS

Teaching of the concept *God calls people to serve* comes to students in an environment in which people are encouraged to put their own interests before the needs of others. Students' attitudes may have been shaped by this environment. Students may find it difficult to relate to the concept of loving and serving others, especially if they have not experienced positive models of love and service in their family.

Students can sometimes view Christian service as doing 'good' things and the 'right' thing, which makes people acceptable to God. When teaching this concept to students, make sure that the gospel of Jesus' love comes across as the power which motivates Christians to serve.

The concept *God calls people to serve* provides an ideal opportunity for teachers to witness personally to the students in words and actions. Help students to understand that the things they do and say are a witness to others.

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students are growing in their sense of personal responsibility.		Highlight responsibility as a great gift, as well as something that can be difficult at times. Encourage students to consider their personal responsibility to love and care for others.
Students need security and a sense of identity in order to move beyond prejudice and discrimination.		Provide a supportive environment, where students have the opportunity to express and discuss their ideas without the fear of ridicule.
Students are beginning to develop a sense of justice and responsibility to the people and world around them.		Encourage and support students in taking action, while helping them to be realistic about what they may be able to achieve.
Students are growing in their ability to reason.		Challenge them to think clearly, and show appreciation of their responses.
Students' peer group has growing influence.		Provide opportunities to discuss the influence of peer groups when considering love and service. Discuss attitudes which can prevent people from loving and serving others, eg 'Don't help him, he's a loser'.
Students are in the process of developing a sense of self.		Remind students that God loves them more than they can imagine. Use stories which highlight Jesus' love and acceptance of all people, especially those considered unlovable by others in Jesus' time.
Students are keen to measure up to others' expectations. Students make choices considering the opinions of peers and significant adults.		Encourage an awareness of the relationship between causes and consequences. Provide stories involving dilemmas and difficult choices, encouraging students to consider their own choices.







BAND C STUDENTS

Students will come to this unit of work with different beliefs about the world and how it came into being. There are diverse beliefs about the creation of the world even among Christians. The Bible does not answer all of our questions about the creation, but rather points us to the Creator.

Because students come from a variety of backgrounds, give attention to the following:

- Actively listen to the students' ideas and encourage questions.
- While it is our aim that students will believe in God as Creator, be sensitive to responses which may not reflect a Christian belief.
- Take advantage of opportunities to share your personal faith with the students.

When teaching *God created the universe*, keep in mind these characteristics likely to be found in your students:

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Peer group is of growing importance.		Provide opportunities to work in groups. Encourage development of cooperative learning skills. Encourage appreciation of other people's opinions about creation and environment.
Students are beginning to think more abstractly.		Encourage high standards of reasoning when students respond to questions or write personal reflections. Provide assistance to understand the imagery presented in Genesis accounts.
Students have greater capacity for deductive thinking.		Develop the students' understanding of cause and effect with regard to the environment.
Students are aware of the negative aspects of the physical world.		Acknowledge negativity and encourage recognition of the goodness and positive aspects of creation and human life.
Students have a growing awareness of real life issues.		Stimulate interest by examining contemporary real life issues.
Students have an increased sense of responsibility for their own attitudes and beliefs.		Provide opportunities for discussion and clarification of beliefs and attitudes. Encourage students to take responsibility for their own beliefs and attitudes. Do not impose your own.

BAND C STUDENTS

The ultimate aim of Christian education is that students will enjoy a personal relationship with Jesus and respond in worship. In this concept the focus is on worship. The aim of the concept is to assist students to understand why Christians worship, how they worship and what takes place during worship.

Students' experiences of worship outside of school will vary. Use the common experience of school and class worship as a basis for the study and experience of worship.

The students in your class may have experienced regular whole-school worship and daily class devotions and therefore be familiar with certain rituals of worship. This does not necessarily mean that they understand the reason for worship.

Already students may have developed negative attitudes to worship, eg 'It's boring' or 'I don't understand what's happening'.

Use statements like this as an opportunity for examining the worship practices of your school, with a view to making worship a meaningful experience for all students.

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students may consider that worship is boring.	<p>➔ Acknowledge students' negative views</p> <p>Assist students to understand the meaning of worship, the liturgy and rituals associated with it.</p> <p>Provide opportunities for students to experience contemporary worship.</p> <p>In class worship times consider listening to contemporary songs rather than having the daily struggle of 'making students sing'.</p>
<p>School worship may be some students' only experience of Christian worship.</p> <p>Students may be unfamiliar with religious language, such as grace, absolution, justification, and religious traditions, such as the lighting of candles, pastor's robes.</p>	<p>➔ Provide opportunities for students to ask questions about things which they don't understand. The teacher or pastor may explain the meaning and significance of religious language and traditions to students.</p> <p>Expose students to a variety of Christian worship experiences. View videos of a variety of worship styles and encourage students to attend different worship services.</p>
Students are beginning to think through their personal response to the Christian faith.	<p>➔ Provide opportunities for open discussion of faith issues. Encourage students to explore the benefits of both private and public worship.</p>
The peer group exerts increasing pressure.	<p>➔ Encourage students to work in groups to prepare class or school worship experiences.</p> <p>Consider arranging a time for the class to worship together at a contemporary service in a local congregation.</p>




BAND D STUDENTS

The Bible is the chief text used in Christian Studies, the chief tool for investigating all LIFE concepts. Students in Band D will generally have a wide range of experience in using the Bible: some may have never seen a Bible, others may be well-versed in its use in both academic and personal applications.

For these reasons, the BIBLE concept may need to be treated differently from other LIFE concepts. It is vitally important that teachers do some diagnostic work to establish students' prior knowledge and that teachers compare students' prior knowledge with goals for Bands A, B and C as well as Band D. Based on what is discovered, teachers may consider such strategies as:

- doing a BIBLE unit at the start of the school year
- incorporating goals from Bands A, B or C in their study of BIBLE
- not doing a separate study of BIBLE, but systematically incorporating goals for BIBLE in the work they do on other LIFE concepts.

When using the Bible with students, it is important to remember that ultimately it is the Holy Spirit who leads people to accept the Bible's authority. This is tied up with the question of faith in Christ. Once a person believes in Christ, they usually don't have a problem with the authority of the Bible . . . It is important in this concept that we help students to see Christ as the centre of Scripture. Until that happens, the Bible is likely to remain a baffling book (see John 5:39, Matthew 11:25–28 and 1 Corinthians 1:18ff and chapter 2).

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
<p>Students will probably have had a wide range of experiences. For some the Bible will be an unknown quantity. Some will relate to it as a special book, others as a rule book. Some students will know several stories, while others will come with a good overall picture of the Bible, reading it for themselves.</p>		<p>Give students an overview of the Bible, providing the continuing story of the relationship between God and people in the Old and New Testaments.</p> <p>Present the 'characters' in the story of the Bible as real people who lived in a real world, facing problems common to all people, yet living in a different context.</p>
<p>Students vary in their ability to read and in their interest in reading, yet they all enjoy a good story.</p>		<p>Use different techniques and strategies to tell the story of the Bible, eg storytelling, visual presentations, recorded Bibles, video Bibles, comic-book versions of the Bible, children's Bibles, different versions of the Bible, such as <i>The Teen Study Bible</i>, <i>Towards the Goal</i>. Find artwork which tells the Bible stories.</p> <p>Expose students to a range of different Bible versions.</p>
<p>Students have ambivalent feelings about authority, holding it in suspicion while still needing it to give them a sense of security and definition. Students want to know that the Bible is genuine before they will accept it as a book which has authority. On the whole, the Bible is an alien book to students, written in a way they find baffling and often contradictory.</p>		<p>Encourage an open, non-judgmental atmosphere in the classroom where students can raise their questions about the Bible. Rather than giving students the answers, guide them in their investigation of questions that are obstacles to them in accepting the Bible. Show students that the question of truth and genuineness is a concern of the writers of the Bible.</p> <p>Provide students with the tools to find their way around the Bible and to read it in context and with understanding.</p>

Students want to find out new information and widen their experience and knowledge of the world.



There is a vast amount of information about the writing and assembling of the books of the Bible, the history of Bible translation and archaeology which will give students the opportunity to investigate their queries about the Bible from a variety of angles. Encourage students to use a wide range of resources.

Give students research strategies and the freedom to make decisions about how they will conduct their research. Students can work individually or in groups, presenting their findings in many different ways.

Students express a need for personal faith, asking questions about who they are and the purpose and meaning of life. Yet many students dismiss the Bible as irrelevant and boring without having read it for themselves.



Study of the Bible and about the Bible needs to go beyond being an academic exercise. Discuss with students the purpose of God's word for all people.

Draw students' attention to the issues about humanity and daily life contained in the Bible.

Encourage students to speak to Christians about the role of the Bible in their daily lives.

Give students time to reflect on what they read in the Bible.

BAND D STUDENTS

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
<p>Students are developing a sense of personal history — where they have come from and where they are going.</p>	<p>Present the rich and diverse history of the Christian church, exploring with students the factors and influences on the church's course of action at different periods of time.</p> <p>Point out to students the unchanging nature of the gospel message, which has been the church's foundation in the midst of the different contexts and the changes the church has experienced.</p>
<p>Students seek approval from their peers and often have negative, suspicious feelings towards authority.</p>	<p>In many ways a Christian school and the Christian Studies class can heighten a student's ambivalence towards the material being presented because the message of the Bible represents the authority structure for the student.</p> <p>The teacher needs to develop an atmosphere in the classroom that is open, honest and non-threatening. The teacher requires sensitivity and patience.</p>
<p>Students are becoming aware of the conflicting standards and attitudes set by society. They will be quick to point out the shortcomings of Christians and the church.</p>	<p>Teachers need to avoid being defensive and feeling personally threatened by students' comments. Be honest with students and expect students to assess the validity of their comments. Be prepared to be vulnerable and share your experience of church with the class.</p> <p>Students need to acknowledge the truth and the 'good' within Christian communities as well as the failings. Challenge students to suggest positive programs to replace what is unacceptable to them.</p> <p>Point out that shortcomings are not acceptable but they are inevitable; members of the church are both saints and sinners.</p> <p>Point out that the church continues to exist because of the grace which God extends to all people.</p>
<p>Church is a remote and even alien concept for many students who may never have been inside a church and whose only experience of the church may be what the media portrays.</p>	<p>Provide opportunities for students to visit churches, to interview members of Christian communities — to see the human face of the church.</p> <p>Examine with students stereotypes of church, the media portrayal of church and the concerns and objections people have about church.</p>

Students' powers of reasoning are developing. They are keen to learn new facts and they can begin to see patterns and significance behind events.







Give students opportunities to investigate aspects of church life not covered in previous curriculum material. Encourage students to go beyond the general material on church history found in encyclopedias. Each Christian tradition has a wealth of material. Contact local denominational offices for material that is published internally by Christian organisations. Help students to see the relationship between the context of the culture and times and the various developments of the Christian church.

Students are active and social, seeing school as a way of meeting their social needs.

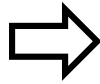


Employ a range of methodologies in teaching concepts. Provide opportunities for students to work collaboratively in groups.

BAND D STUDENTS

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
<p>Students are faced with difficult decisions, ranging from reacting to peer pressure to what subjects to choose for senior school, to wrestling with ethical issues related to genetic engineering. This can be overwhelming and can fill students with anxiety and fear of the future.</p>		<p>Present the challenge of Christian discipleship — to serve God and others — within a contemporary, student context.</p> <p>Stress the support structure that Jesus provides when a person follows him: the gift of the Holy Spirit, Jesus' promise to be with his followers, Jesus' gift of repentance and forgiveness when we do wrong.</p> <p>Provide students with decision-making models to help them deal with the complexities of the issues they face.</p>
<p>The childhood students have experienced is different from that of their teachers. They will also face issues in the future that teachers themselves will not necessarily have to face.</p>		<p>Tap into students' expert knowledge of their own culture.</p> <p>Provide opportunities for students to examine the sources of their own values, beliefs and behaviour, eg family influence, personal history.</p> <p>Make students aware of issues that they may need to face in the future.</p> <p>Help students explore the universal and timeless application of Jesus' words.</p>
<p>Students want answers and tend to still see issues and situations in black and white terms.</p>		<p>Encourage students to listen to and analyse a range of viewpoints on lifestyle and ethical issues, including historical perspectives. At the same time help them to understand that being Jesus' disciples means total commitment.</p> <p>Encourage students to consider the effects of different lifestyle choices on the quality of life of all people.</p>
<p>Students need support, acceptance and a sense of their personal worth.</p> <p>The values and lifestyle of students generally come from their parents and their life experiences. These may well clash with the values and lifestyle that are presented in the Bible.</p>		<p>Be sensitive to different student backgrounds. Give students ample opportunity to share their experiences. Teach students how to use inclusive language, how to own their statements and views, and how to ground those views in their own context.</p> <p>Point out that Jesus was inclusive of all people. His love and forgiveness are not conditional on people having the 'right' values and attitudes. Yet following Jesus will challenge all people's previous values and lifestyle.</p>

Students tend to be weary of school and want to be challenged.



Focus on the exciting possibilities that Christian discipleship can open up for individuals and the community in which they live.

Build into lessons opportunities for independent learning and individual accountability for learning.

Give students clear goals and a purpose that has meaning and relevance to them.

Provide a range and balance of enjoyable and stimulating learning activities and outcomes to work towards.

BAND D STUDENTS

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
<p>Students are confused by the conflicting messages about their worth that they receive from the many influences in their lives.</p>	<p>Help students identify the different messages they receive. Students need help to understand what contributes to their identity. Be affirming and sensitive. Avoid condemning the different messages students express.</p> <p>Point out to students the clear message of God's love which comes to us through the Bible and the sacraments. Assure students that God's love is constant. His message will not change even though their circumstances will change.</p>
<p>It is unlikely that all students have been baptised, confirmed and participate in holy communion. Students come from a range of Christian traditions or from families with no Christian connections.</p>	<p>Find out which students have been baptised, and confirmed (or are about to be) and which take holy communion.</p> <p>Provide many opportunities for students to share their different experiences. Invite different members of the community to share various Christian experiences.</p> <p>Explore the different rites of passage which are common in our society to provide a base of commonality. Encourage students to explore contemporary symbols and images of new beginnings and continued care for life.</p> <p>Encourage discussion of the Christian belief that baptism and holy communion are gifts that God wants all people to experience.</p>
<p>Students can have high expectations of themselves and can be very harsh on themselves when they fail. Their sense of identity and self-esteem fluctuates from being clear to muddy.</p>	<p>Point out that God's love and forgiveness, the gift of the Holy Spirit and gift of faith are not conditional on their abilities, correct choices, or feelings.</p> <p>Remind students that baptism and holy communion are ways in which God assures his people that they are precious to him.</p>
<p>Scepticism and concrete thinking means that some students will doubt the relevance and efficacy of the sacraments. These may be seen as magical rites with little substance.</p>	<p>Draw students' attention to the importance of the word of God in baptism and holy communion. Point to the need for the sacraments as Jesus and the epistle writers explain it. Luther's explanations of the sacraments in the catechism are useful discussions starters.</p> <p>Invite members of church communities to share the meaning of the sacraments in their lives.</p>

BAND D STUDENTS

DEVELOPMENTAL CHARACTERISTICS	IMPLICATIONS FOR TEACHING
Students place a high value on their friendships and social relationships.	Jesus needs to be presented as someone who was a real human being, who went to weddings, associated with people of all walks of life, for whom friendships were also important. Explore with students the friendships Jesus had with men and women.
Students place a high value on having fun. For many, Jesus is labelled as serious and thus boring.	Make learning fun. Organise a variety of learning situations — class, group and individual work — providing students with various options to show what they have learnt.
Students are searching for a sense of identity. They are beginning to ask questions like 'Who am I?', 'Who's right', 'What's it all about?' They experience anxiety and insecurity about their worth and acceptability.	Select passages from the gospel accounts of Jesus which demonstrate that the question of identity is at the heart of understanding who Jesus is and his relevance for people of the 21 st century. Use the many examples in the gospels of Jesus affirming people's worth and their acceptability to God.
The only Jesus many students know is the one that appears on Christmas cards as a baby or the westernised Jesus of religious artwork and films.	Help students to grow in their knowledge and understanding of the culture in which Jesus lived. Critically examine with students a range of Jesus portraits from films and artwork around the world, exploring the stereotypes of Jesus and comparing the portraits with the life of Jesus in the gospels.
By now students have found out that characters such as Santa Claus, the Easter Bunny, the tooth fairy (in whom they once believed) are not real. In seeking to understand the world and truth, students will also question the reality of Jesus and the reliability of the gospel stories about him. Yet students are seeking meaning and purpose in their lives, wanting a personal faith.	Allow students to raise freely their doubts and questions about Jesus. Use student questions as a starting point for examining the life of Jesus. Present the gospel writers as people who were keen to communicate the truth about Jesus. Examine incidents where people placed their faith in Jesus and how this changed their lives, hopes and expectations for the future. Encourage students to speak to Christians about their commitment to Jesus and the importance this has in their lives.
Students are quick to condemn hypocrisy and are critical of people who call themselves Christian but don't act as Christians.	A study of the gospels is a good opportunity to dismantle stereotypes about Jesus and what it means to be a Christian and to show that Christians are human (therefore will do wrong, make mistakes and fall) and forgiven. Students need to hear the gospel which Jesus preached, that the Christian life is not just a matter of doing but being in relationship with God the Father through Jesus.

BAND D STUDENTS

DEVELOPMENTAL CHARACTERISTICS

Students receive conflicting messages about being an individual and about having to conform to an accepted norm, whether it be in the home, school, peer group or society at large.

Despite the obvious diversity of human characteristics and life experiences, many students have experienced some form of rejection and alienation for being different.

Students are experiencing significant changes in their bodies, emotions and relationships.

Many students feel insecure about the changes associated with puberty. They need security, acceptance and love.

There is a wide range of attitudes and experience with regard to the opposite sex. Some students demonstrate little to no interest in sexual matters, while research indicates that many young people are already sexually active.

Students quietly think through spiritual issues. They are reticent to share their inner thoughts.



IMPLICATIONS FOR TEACHING

Provide opportunities for students to examine which values, beliefs and life experiences have helped to form their self-image, eg personal history, media, friends.

Focus on Bible passages which point to the identity and personal worth of each person. Help students to hear the gospel message, which clearly states that there is nothing they can do which can make God love them any less or any more than he already does.

Give students opportunities to identify and celebrate human difference, including their own uniqueness.

Give students a range of activities and assessment outcomes that take into account their different ways of learning and of expressing themselves.



Create a classroom atmosphere which is inclusive of all students, open and non-threatening. Encourage students to be sensitive and non-judgmental and to respect other students' privacy. Emphasise that human beings (ie each student) were created out of God's love to live in relationship with him.

Divide the class into gender groups to allow more open discussion.

Confront society's confusion of sexuality with genitality with a discussion of sexuality that involves the whole person. Explore with students the context of sexuality in the Bible.

Present sexuality as a positive, normal, healthy aspect of being human. Explore with students how sexuality is demeaned and devalued and what constitutes responsible attitudes and behaviours in this area of life.



Encourage creative expression of student ideas. This provides a mask through which students can express their personal thoughts.

Provide time for quiet personal reflection, journal writing and meditation.

Students have a growing sense of personal history — where they have come from and where they are going. They are beginning to ask questions about the meaning and purpose of life. Students have a greater capacity for abstract reasoning.



Encourage students to read widely, to consider a range of viewpoints and positions on life, and to support their views with reasoned argument.

A study of another religion needs to be conducted with integrity, examining who and what has shaped the beliefs of a religion. A study of another religion gives students an opportunity to examine who and what has shaped their own religious beliefs and approaches to life.

Students are energetic and eager to be passionate about something.



Provide a range of enjoyable and stimulating learning activities which balance intellectual and practical interests.

Challenge students to be involved in the responsible use and development of their gifts and talents.

BAND D STUDENTS

DEVELOPMENTAL CHARACTERISTICS

Not all students profess faith, and yet this is a time in their lives when they are seeking meaning and purpose for their lives. Students often express a desire to take a personal stance and commit themselves to a greater cause.

Students are keenly interested in their self-development, searching for a sense of identity and personal direction.

Students have unpredictable emotional responses. They can feel insecure and confused, in need of love and acceptance. They are capable of feeling a strong sense of guilt.

Friendship and relationships are an important focus for students.

Students are anxious about what their peers will think of them. Students' behaviour can be deceptive and cover up a yearning for a spiritual life.



IMPLICATIONS FOR TEACHING

Present faith in God as a journey that may not have a distinct beginning or neat stages.
 Present prayer as an activity that most people engage in at some time —whoever and whatever they believe in.
 Give students choice and the freedom to become involved in the more personal activities in their own time. Accept the fact that some students will not join in.
 Give students personal challenges, such as praying daily, keeping a spiritual journal.
 Work with the school chaplain to provide opportunities outside of the classroom situation for students to plan and participate in prayer experiences.





Provide opportunities for personal reflection and imaginative and meditative activities.
 Base teaching about prayer on the gospel assurance that all people are important to God and that they can therefore seek help and direction from God.

Emphasise that prayer is based on the promises of God as recorded in the Bible: the promise to listen and to answer prayer. Present God as the one who provides for all needs. Explore the involvement of each person of the Trinity in prayer.
 Introduce students to prayers of confession and emphasise God's forgiveness.
 Avoid giving students simplistic answers to their questions about prayer.

Present prayer in the context of a positive relationship with God.

Develop a classroom atmosphere which allows students to take risks and be honest with one another. Do not allow put-downs. Teach students how to own and ground their statements, so that evaluation of their comments can be aimed at the argument rather than at personal convictions.
 Give students choice and opportunities to respond to work individually and privately, eg by keeping a journal.

BAND D STUDENTS

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
<p>Family is the most important influence in the development of students. Students come from a range of family settings. Discussing family issues will be confronting for some students. This is a time when students are increasingly rebellious towards authority, namely their parents and school.</p>		<p>Encourage students not to disclose sensitive and confidential information about their family. Direct students to the counsellor or chaplain, if appropriate and necessary. Be inclusive of different family situations. Help students recognise that family is a gift from God. Stress the positive nature of families even in imperfect situations. Help students to view a situation from various perspectives apart from their own.</p>
<p>Friendships play an important role in the life of students. Students look to their friends for affirmation, acceptance, support, a sense of belonging and direction. Although some boy-girl relationships are being formed, most students draw support from members of their own gender.</p>		<p>Give students the opportunity to choose their own groups. Create a classroom atmosphere where students can interact with one another in a positive and healthy manner. Help students celebrate friendship as a gift from God.</p>
<p>Mood swings, insecurity about self-worth and identity, changing attitudes and values can create instability in friendships. In grasping for their own sense of security, it is easy for students to exclude others who do not meet peer group expectations.</p>		<p>The teacher/students relationship can serve as a model of how to treat friends and deal with conflicts. Give students the opportunity to be heard and stress the importance of listening. Build communication skills into lessons. Encourage respectful language. Examine the biblical instructions on how to develop healthy relationships.</p>
<p>Both teachers and students experience conflict in the classroom. In reality, teachers have little control over the way interpersonal conflict is played out, since students keep much of it hidden.</p>		<p>The main objectives for teachers in dealing with conflict in the classroom are to create a supportive environment where each student can feel safe, to help students speak openly about conflict situations and to model and introduce students to useful strategies in dealing with conflict. Some students may need time out. The message of forgiveness is important both for those who have been wronged and for those who repent of wronging others.</p>

A percentage of students have been in abusive situations: they may have witnessed domestic violence, they may be victims of abuse in the family or targets of bullies. Some may be abusers themselves.



Students' stories and experiences need to be treated sensitively, seriously and confidentially. Where appropriate, invite speakers on the issue of abuse, revisit any school policy on such matters as bullying, inform students about where help and a safe place is available for those in need of it.

Examine Bible stories which present a realistic picture of relationships that have not gone as God intended. Students need to hear the message of God's love for them, God's call to repentance and offer of forgiveness to penitent perpetrators, and the call to forgive those who wrong and abuse others.

Students display conflicting attitudes. In their idealism they support projects such as the Forty-Hour Famine but show little concern for people who are marginalised within their own community. It is easier to have compassion from afar.



Help students to identify the marginalised in their own school community and family.

Develop activities which encourage empathy with others. Give students scenarios which relate to them and then ask them to think about how others would feel.

BAND D STUDENTS

DEVELOPMENTAL CHARACTERISTICS
Students want to be able to slot new ideas and knowledge into an existing framework of reference.
Students live in a secular society which has little or no knowledge of biblical times and culture.
Students are curious. Cults, other worlds, evil spirits, angels etc fascinate students. Students can be easily impressed by media sensationalism on these topics.
Students have a strong sense of justice.
Students can experience a high level of anxiety as they come to terms with their changing person, changing friendships and changing roles.
This is a time when students are developing their self-identity.
Students are developing in their ability to reflect on their feelings and the world around them. They are sensitive, reluctant to expose their inner thoughts.



IMPLICATIONS FOR TEACHING
<p>Avoid getting sidetracked from the important issues dealt with in the biblical stories by questions such as 'Were there other human beings created apart from Adam and Eve?' 'Did Cain marry his sister?'</p> <p>Provide students with an explanation of the Bible's frame of reference.</p>
<p>What contemporary symbols, images, language do students associate with loss, death, rescue, the future, hope? Use these to form a bridge to understanding the biblical symbols and images.</p>
<p>Encourage students to examine critically films and literature on heaven, hell, life after death: Whose views are represented? Is the view of life after death for effect or a genuine exploration of the issues? etc</p>
<p>Discuss the consequences of sin, Jesus' death and resurrection in terms of God's sense of justice. It is important to place God's justice in the context of his love and grace towards people.</p>
<p>The theme of rescue is most appropriate for this stage of development. The good news of God's love and rescue must not be lost in a study of sin and its consequences.</p>
<p>Rebirth, a new identity, transformation from the old to the new are part of God's offer of eternal life. Use the language which students use to communicate their identity to talk about Christians' identity being linked to God and Jesus.</p>
<p>Provide ample opportunities for journal writing and reflection on the relevance of God's good news for their own situation.</p> <p>Provide creative tasks and outcomes where students can explore and share their ideas in a less personal manner.</p>

BAND D STUDENTS

DEVELOPMENTAL CHARACTERISTICS
<p>Students' sense of justice and compassion for the suffering are developing (not so much for their peers as for the marginalised and alienated people elsewhere).</p> <p>Responses by students may well be emotional/sympathetic rather than knowledgeable and empathetic.</p>
<p>Students are idealistic, attracted to genuine love and concern yet quick to identify hypocrisy in others, in particular the gap between what Christians say and do.</p>
<p>Students are growing in their ability to deal with abstract concepts, broadening their world view and their ability to relate one set of ideas to another.</p>
<p>Students are reflecting more on their emotions and actions, beginning to ask probing questions on the meaning and purpose in their lives.</p> <p>Students are beginning to become aware of their own prejudices, weaknesses and hypocrisy.</p>
<p>Students are increasingly given greater responsibilities and resources. Some students have already begun part-time employment out of school hours.</p>



IMPLICATIONS FOR TEACHING
<p>Help students both to identify the marginalised in the world and to understand what marginalises people.</p> <p>Help students to understand the context of the suffering they may see.</p> <p>Present students with the radical nature of God's love, which embraces the marginalised and challenges people to respond to others in love and service.</p> <p>Help students to be aware of and to counter marginalisation in the class.</p>
<p>Direct students' attention to the many positive contributions Christians have made and continue to make to the welfare of the community in which they live. An investigation into what local Christians are doing may help to break the stereotypes of Christianity students have.</p>
<p>Teach students how to formulate questions that will help them investigate, analyse and evaluate views on love, peace, justice they encounter in the media and society. Explore with students Jesus' more difficult teachings on peace, love and justice.</p>
<p>Students ask many questions. Often there are no clear, easy answers. It is important to treat students' questions with respect, to engage in dialogue with them, to share our own questions with them. Topics of Christian service, vocation, working for peace and justice open themselves to questions about the meaning of life, as well as to an evaluation of one's beliefs, attitudes and behaviour.</p> <p>Provide times of quiet, reflection, journal writing (stressing confidentiality) to give students time to absorb the material given to them.</p>
<p>Encourage students to identify in their workplace evidence of issues relating to peace, justice and Christian service.</p> <p>Give students opportunities to reflect on how they make use of their talents and resources.</p>

Students are full of imagination, demonstrating a wide range of ability, preferring to do rather than to listen or read.









Encourage ownership and enjoyment of units of work by involving students in the planning of a unit of work, finding resources etc. Give students a range of creative tasks and outcomes to choose from, so that they can explore, share and reflect on their ideas on the topic of research or discussion.

Provide opportunities for students to serve one another, the school, the community etc.

Be prepared for some service tasks undertaken by students to 'fail' (as a result of poor preparation, poor execution, unsuitability, etc). Treat these 'failures' as growing and learning experiences.

BAND D STUDENTS

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
Students are normally more concerned with social relationships than with the subject matter.		Provide numerous opportunities for sharing ideas, working in smaller and larger groups, and role-plays.
While students may question existing values and practices, they are still preoccupied with doing the right thing (at least with others doing it).		Allow students to explore a range of ideas and beliefs about and care for the environment. Challenge them to think of and get involved in alternative positive programs for caring for the environment.
Students are beginning to take greater interest in moral and political issues but need guidance in making informed free decisions.		Explore the moral issues involved in the care of the environment as well as the implications of adopting particular creation theories. Provide students with well-sequenced discussion questions on the issues examined. Give students opportunity to evaluate and assess their own and other people's treatment of the environment.
Some students are unfamiliar with the Bible and lack confidence in finding passages.		Use Bible references in Teacher Resource Sheets and the menu, organise Bible search games. Read Genesis 1 – 3 to familiarise students with creation stories. Move from group to group to provide individualised instruction.
Students can be passionate, impressionable, emotional, attracted to new and different ideas, and thus more vulnerable than adults.		Explore contemporary and controversial theories of creation and environmental practices. Be prepared to examine with students the material they read. Explore what the Bible teaches about angels, the devil, and evil. Encourage students to think clearly about these topics. Allow students to express their opinions on creation, scientific theories, and the supernatural with no fear of judgment.
Students vacillate between feeling confident and insecure.		Cultivate an attitude of acceptance so that students feel free to express doubt and ask questions about God's role as creator. Make sure students are exposed to the biblical evidence of God's loving care for them.

BAND D STUDENTS

A unit of study on worship — particularly Christian worship — will have implications for the worship life of the school community and the students' participation in it.

DEVELOPMENTAL CHARACTERISTICS		IMPLICATIONS FOR TEACHING
<p>Many students at this level will say worship is boring.</p>	➔	<p>Give students an opportunity to reflect on their worship experience in the school. Help students to identify what makes worship boring for them.</p> <p>Help students to see that at the heart of worship is God's relationship with people.</p>
<p>Students live in a world in which the worth of an experience (such as worship) is determined on the basis of personal relevance and benefit. This is a quite different approach from the one which sees worship as divine service in which God serves his people who respond in worship.</p>	➔	<p>Examine the incidence of worship in all areas of life — religious and non-religious. Use personal stories of worship (biblical, traditional and contemporary) as a starting point for an analysis of the nature and purpose of Christian worship. Find stories which focus on the meaning and purpose of worship in people's lives.</p> <p>It is important for students to examine the context in which worship takes place.</p>
<p>Students are often uncertain of themselves. They need security, love and acceptance.</p>	➔	<p>Draw students' attention to the story of God's grace and love that is found in the content and rhythm of Christian worship.</p> <p>There should be no pressure on students to make their personal thoughts on faith and worship public.</p>
<p>For many students school worship may be their only experience of Christian worship.</p>	➔	<p>Create a classroom atmosphere in which there is open and sensitive discussion. Expose students to the variety and richness of Christian worship across various traditions.</p> <p>Organise guest speakers to share with students their experience of worship. View videos of a variety of worship styles. Encourage students to attend different worship services.</p>
<p>Students are quietly thinking through spiritual matters. Students want personal faith to have meaning and purpose.</p>	➔	<p>Build into units of work opportunities for students to be involved in the preparation and running of school worship. Work closely with the chaplain.</p>