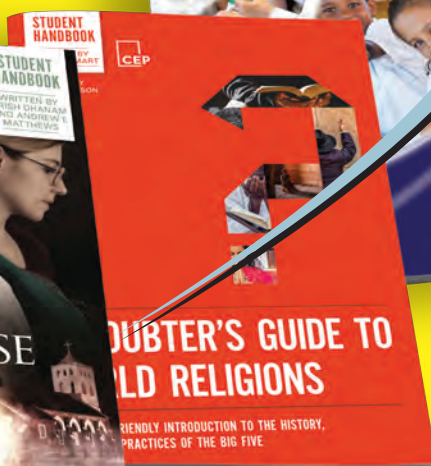




School Catalogue 2025

New Zealand



## Welcome!

### Preschool and Years 1-7

#### 2 Preschool & Primary School

- 2 Hello God!
- 3 Beginning with God
- 4 Connect
- 6 Big Questions
- 7 Additional visual resources
- 8 Bookmarks for students
- 9 MyConnect

#### 10 Curriculum overview

### Secondary—Years 8-13

#### 16 Secondary

- 16 CEP Teachers Lounge
- 18 Finding Your Way
- 19 Mistaken Identity?
- 20 Another Dimension
- 21 The Psalms
- 22 Your Sneaking Suspicions?
- 23 War of the Spirit World
- 24 Birth of a Nation
- 24 Radical Jesus
- 24 Hard Core Christians
- 25 Think Faith
- 26 You: An Introduction
- 27 If I Were God, I'd End All the Pain
- 28 Big Calls
- 28 Historical Jesus
- 28 Looking for Life
- 29 Think Faith
- 30 Life in the Past Lane
- 31 No Turning Back
- 32 The Good, the Bad and the Ethical
- 33 The Resurrection
- 34 A Spectator's Guide to World Views
- 35 A Doubter's Guide to World Religions
- 36 Hope for a Shattered World
- 37 The Cross
- 38 The Spirit
- 39 10:10
- 40 Think Faith Seminars
- 41 The Least of These

## Ordering



## New Zealand

Since 1922, **Christian Education Publications** (CEP) has produced resources for schools grounded in the belief that God is the source of all truth and that his word the Bible is where he reveals himself and his saving purpose in Christ Jesus.

Our resources continue to provide rigorous and engaging material on aspects of belief, faith and truth, and the relevance of the Christian message in our world today, and have been used by millions of students in Australia, New Zealand and around the world.



CEP is:  
Rigorous & Flexible



## Ordering

When you order, we will courier your order to you and email you the invoice. Payment is made online by a bank direct deposit within 14 days.

New Zealand ordering can be either by email [sales@cepstore.co.nz](mailto:sales@cepstore.co.nz), or phone 027 613 4141.

All New Zealand customers digital orders can be ordered directly from CEP Australia: Email: [sales@cepstore.com.au](mailto:sales@cepstore.com.au) or online. CEP Australia's webstore: [www.cepstore.com.au](http://www.cepstore.com.au)

NZ Shipping costs are additional to the product prices, and all orders are sent by courier.

### Note

*Returns are accepted under special circumstances and conditions. A returns request must be made in writing within 14 days from the time of delivery of products. Once your request is received, it will be assessed by our sales team, and an authorised returns form maybe granted. Any unauthorised returns will not be accepted. All eligible returns will be processed as account credit. To view our Returns Policy, go to: [www.cepstore.co.nz](http://www.cepstore.co.nz)*

**Thank you for choosing  
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# Welcome

Over the past 12 months, we've been asked by a number of schools how to design a Religious Education program from Kindergarten to Year 10 (or, in some cases, even to Year 12). How might a school structure such a program? It's a wonderful question because it means schools are thinking about the entirety of a student's school life, all 13 years of it, and how, as they see their students week by week, RE teachers might build in the student a biblical understanding of the Christian faith and, God-willing, help lead them to faith.

Such is the privilege of the RE space in our independent schools. Of course, there will be cultural differences between schools, diverse learning styles and methodologies, and these are all evident when we speak with schools around the country. But to be able to take the time to do the thinking about the *telos* of the whole journey and how it might come about is a most wonderful privilege. Having put our minds to this question a number of times now, we're well-placed to assist should you also be thinking along these lines.

We continue to receive your feedback and suggestions. We can't publish everything, but please keep us in mind should you think of a gap in the market or have written something dazzling yourself.

As you'll see in the pages ahead, we've just released a new secondary resource about the life of Christian doctor Graham Staines. It's a fully digital resource and our first based on a film.

We pray that your work will bring you joy and peace and that your relationships with your students grow and deepen.

**Have a great 2025!**  
**The team at CEP**

We're sure you'll love our new digital study: ***The Least of These*** Teacher's manual and Student handbook (p. 41).



CEP is:  
Contemporary &  
Compelling



CEP is:  
Physical, Digital  
or Online





# Hello God!

*Hello God!* is a wonderful preschool program for children aged 3–5, designed to introduce them to a broad understanding of the Christian faith. The one-year curriculum (in two semesters) uses both Old and New Testament passages to look at themes such as God’s character, his world and promises, and what it means to trust him.

The Teacher’s pack includes a manual full of detailed preparation notes, 20 colour posters, lesson aims and outcomes, and age-appropriate songs and movement music.

## Learning outcomes

By the end of *Hello God!*, students will:

- know that the Bible teaches that God created the world and everything in it, humans choose to not obey him, and he sent his Son, Jesus, so we could once again be his friends
- understand that God loves them and is trustworthy and powerful
- consider how what they learn about God and Jesus affects their lives.

## Duration

40 lessons per year offered in two semesters.

## Teacher’s pack

Semester 1 (Teacher’s manual and visual aids one-time digital file) Code e3100	\$54.95
Semester 2 (Teacher’s manual, CDs and visual aids) Code 3103	\$54.95

## Student’s component

Semester 1	\$3.25 each	Unit 1 Code 3101
Semester 1 (one-time digital file)	\$21.95 each	Unit 2 Code e3102
Semester 2 (one-time digital file)	\$21.95 each	Unit 1 Code e3104
		Unit 2 Code e3105



### Introduction

#### Trusting God and living for him

**Bible background**

In this unit the children will see examples of people who trusted God and explore what the Bible says about living for God.

The first lesson focuses on Noah's trust in God and the promise God made to Noah (Genesis 6:5–9:17). The children will see that God remained faithful to his promise, showing constant care for his people.

In Lesson 2 the children will hear that God gave Moses the Ten Commandments—rules given to show God's people how to live (Exodus 19–20:21). The focus of this lesson is to understand that God has told us how he wants his people to live, so the contents of the Ten Commandments are only briefly explored in this lesson.

Lesson 3 explores the story of David and his trust in God as he defeated Goliath (1 Samuel 17:4–50). His dependence on God is highlighted and God's character as faithful and promise-keeping is further exemplified. God is shown to be a helper for his people, always present in times of need.

In Lesson 4 the children will be encouraged to trust Jesus in every situation. Luke 6:22–23 reveals Jesus' power over all creation and his care for his friends when he calmed the storm.

### Game board

This pack contains one blank **Game board** entitled 'Trusting God and Living for him'.

The **Game board** will be used throughout the lessons to reinforce what has been learned. The children will also be encouraged to add their own drawings of what they have learned to their **Game boards** throughout the unit. This could be small pictures each week in part of the space provided, or new details added to one large picture each week.

At the end of the unit each child can take home their **Game board** as a reminder of what they learned about God and Jesus during the unit.

### Photocopiable masters

Photocopiable masters have also been included with most lessons to provide extra craft activities to reinforce key learning concepts. They provide an opportunity for the child to add their own ideas and creativity to the picture from what they have learned in the story.

Purchase of the Hello God! Teacher's pack entitles you to make one copy for each child in your group.

### Unit 1 and the Bible

The markers on the timeline below show where this unit's teaching fits into Bible history as a whole. We encourage the children to understand that Jesus is the 'cornerstone' of God's plan and that we can also be part of the plan by having faith in Jesus ourselves. As the children learn about God's Son, Jesus, they will see that he was sent by God to teach people about God so that they can have a relationship with God, their Creator, who loves them.

UNIT 1: Introduction

Timeline of Bible history:

- 1500 BC: Creation
- 1500–1400 BC: Moses
- 1400 BC: King David
- 1000–587 BC: Exile to Babylon
- 587–539 BC: Jesus born
- AD 29–53: Jesus' death & resurrection
- AD 53–30: The Church begins
- Present day: God's people today





# New Entrants Yr1



## Beginning with God

*Beginning with God* is a one-year, standalone program that paints a big picture of the God of all creation and his unfolding plans, culminating in Jesus.

The accompanying Student activity book contains a double-sided worksheet for each lesson, which is perforated so that students can take their work home each week.

The Visual aid pack features 18 posters of the biblical events, characters and stories covered in the lessons. Digitised copies of all images are also included in the pack.

### Learning outcomes

By the end of *Beginning with God*, students will:

- know that we learn about God, his plans and his Son Jesus through the Bible
- be able to recall some of the teachings of Jesus, the things he did, and why his death and resurrection are so important to Christians
- have a growing sense of God's love for them and his desire to be their friend, and know that this is only possible through Jesus.

### Duration

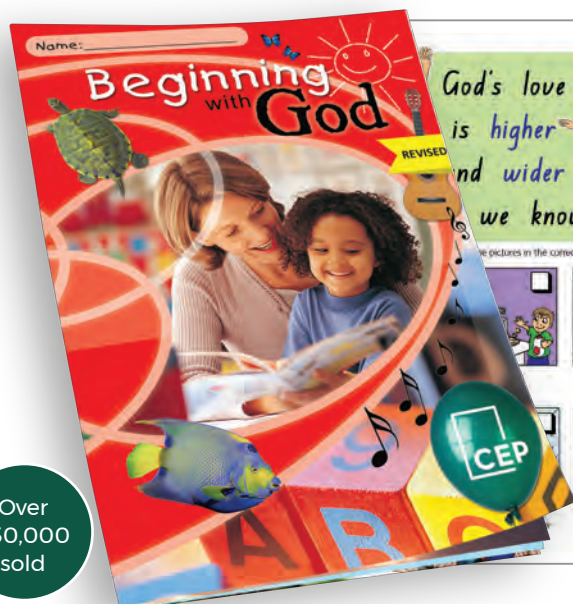
40 lessons (1 year's worth) in a single volume.

### For the Teacher

Teacher's manual	<b>\$63.95 each</b>	Code 17011
Visual aid pack (inc. digitised images)	<b>\$42.95 each</b>	Code 17000
Digital Visual aid licence	<b>\$19.95/teacher</b>	Code e17000

### Student's component

Student activity book	<b>\$6.95 each</b>	Code 17012
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Over  
530,000  
sold



[cepstore.co.nz/bwq](http://cepstore.co.nz/bwq)





## Primary School Yrs 2 – 6



## Connect

*Connect* is a three-year rotating curriculum. Across the six years of primary school students will work their way through the program and the entire biblical story twice, returning to familiar passages in their later years but at a deeper learning level.

### Learning outcomes

By the end of this unit, students will have:

- knowledge and understanding of God, Jesus Christ, the Holy Spirit, ourselves and others, the world and the sources of knowledge about God
- skills in relation to investigation, communication, participation and application
- values and attitudes in relation to trusting God through faith in Christ, culture and the world, social justice, stewardship and ecology, and learning.

Also included are numerous extension activities, discussion starters, multiple-intelligence learning ideas, tips for teaching memory verses and songs, guides for praying, extra dramas and questions, and much more.

### Duration

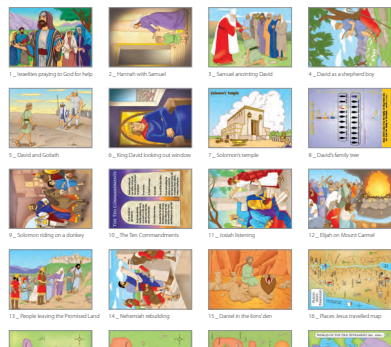
40 lessons per year offered in two semesters (C1 and C2).

### For the Teacher

<b>Teacher's manual</b>	<b>\$54.95 each</b>	
Infants	C1 Code 18511	C2 Code 18611
Lower Primary	C1 Code 18521	C2 Code 18621
Upper Primary	C1 Code 18531	C2 Code 18631
<b>Visual aid pack</b>	<b>\$44.95 each</b>	
	C1 Code 18500	C2 Code 18600
<b>Digital visual aid licence</b>	<b>\$19.95 per teacher</b>	
	C1 Code e18500	C2 Code e18600

### Student's component

<b>Student activity book</b>	<b>\$4.95 each</b>	
Infants	C1 Code 18512	C2 Code 18612
Lower Primary	C1 Code 18522	C2 Code 18622
Upper Primary	C1 Code 18532	C2 Code 18632



## Connect C is all about the kingdom of God.

In Connect C1, students will look at God's faithfulness throughout the rise and fall of the kingdom of Israel. Then, in Connect C2, they will see how Jesus brings God's kingdom to all people.

Term 1—God is the King and calls people to live under his leadership.

Term 2—The early kings show that some people reject God's kingdom and others accept it.

Term 3—Jesus is the Christ, the promised King who offers life in his name for all who have faith in him.

Term 4—The Bible shows us how to live under Jesus as King here and now.

## Connect Visual aids

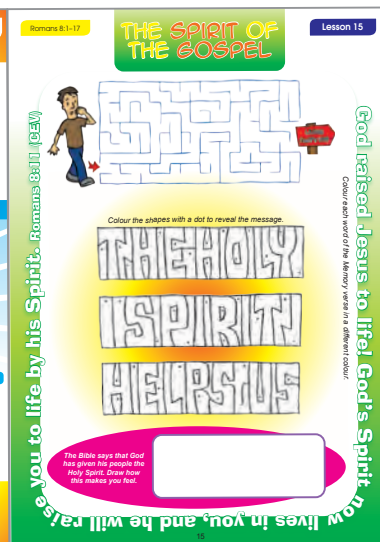
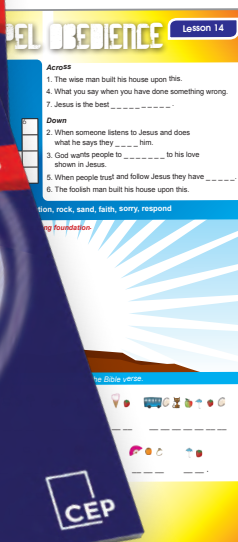
These visual aids can be used across all three learning levels. There is a poster available for use in every lesson. The pack includes 24 A2-sized colour posters, plus digitised images of the posters and PowerPoint slides as downloads.

The Digital visual aid licence gives you all the digital images as downloads for use in your multimedia presentations.



Over 6.5 million sold

2025 is Connect Cycle C







## Intermediate Yrs 7-8



# Big Questions

*Big Questions* is offered as an alternative to *Connect* for the final year of primary. It uses an open questioning style of learning where students share their own opinions and investigate the Bible, looking at how its teachings intersect with our culture and what this means to them.

*Big Questions* tackles such issues as 'What is God really like?', 'What does it mean to be human and made in God's likeness?', 'How do I find meaning in my life?' and 'How do I make choices about my future?'

### Learning outcomes

By the end of this unit, students will have:

- knowledge and understanding in relation to the character of God, the uniqueness and value of humans, and the historical reliability of the New Testament
- skills in relation to handling the Bible with confidence, engaging in discussion, and investigation
- values and attitudes in relation to the Christian view of life, how God changes people, and the value of relationships.

### Duration

40 lessons per year offered in two semesters.

### For the Teacher

Teacher's manual \$54.95 each	
Semester 1 Code 3201	Semester 2 Code 3202

### Student's component

Student magazine \$5.75 each	
Semester 1 Code 3211	Semester 2 Code 3212

Over 310,000 sold

LESSON 2 Psalm 139:1-16, 23-24

**Who really knows me?**

1 You have looked deep into my heart, Lord, and you know all about me.  
2 You know when I am resting or when I am working, and from heaven you discern my thoughts.  
3 You notice everything I do and everywhere I go.  
4 Before I even speak a word, you know what I will say, and with your powerful arm you protect me from every side.  
5 I can't understand all of that. Such wonderful knowledge is for divine me.  
6 Where could I go to escape from your Spirit or from your sight?  
7 If I were to climb up to the highest heavens, you would also be there.  
8 If I were to dig down to the world of the dead you would also be there.  
9 Suppose I had wings like the dawning day and flew abroad on the wind.  
10 Even then your powerful arm would guide and protect me.  
11 Or suppose I said, 'I'll hide in the dark until night comes to cover me over.'  
12 But you are in the dark because daylight and dark are all the same to you.  
13 You are the one who put me together inside my mother's body.  
14 And I praise you because of the wonderful way you created me. Everything you do is marvelous! If only I have no choice!  
15 Nothing about me is hidden from you! I was secretly woven together deep in the earth below, 'til but with your own eyes you saw my body being formed. Even before I was born, you had written in your book everything I would do.  
16 Look deep into my heart, God, and find out everything in me thinking.  
17 Don't let me falter and waver, but lead me in the way that true has proven true.

**How does it make you feel to discover God knows so much about you? (Circle how you feel.)**

Safe	Angry	Uncomfortable
I don't believe it	Good	Loved
Encouraged	Bad	
I don't care	Pleased	Ashamed

Psalm 139 (CEV)

**The Lord is always near**

1 You have looked deep into my heart, Lord, and you know all about me.  
2 You know when I am resting or when I am working, and from heaven you discern my thoughts.  
3 You notice everything I do and everywhere I go.  
4 Before I even speak a word, you know what I will say, and with your powerful arm you protect me from every side.  
5 I can't understand all of that. Such wonderful knowledge is for divine me.  
6 Where could I go to escape from your Spirit or from your sight?  
7 If I were to climb up to the highest heavens, you would also be there.  
8 If I were to dig down to the world of the dead you would also be there.  
9 Suppose I had wings like the dawning day and flew abroad on the wind.  
10 Even then your powerful arm would guide and protect me.  
11 Or suppose I said, 'I'll hide in the dark until night comes to cover me over.'  
12 But you are in the dark because daylight and dark are all the same to you.  
13 You are the one who put me together inside my mother's body.  
14 And I praise you because of the wonderful way you created me. Everything you do is marvelous! If only I have no choice!  
15 Nothing about me is hidden from you! I was secretly woven together deep in the earth below, 'til but with your own eyes you saw my body being formed. Even before I was born, you had written in your book everything I would do.  
16 Look deep into my heart, God, and find out everything in me thinking.  
17 Don't let me falter and waver, but lead me in the way that true has proven true.

**What are four things Psalm 139 tells us about God?**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

**Which verses in Psalm 139 do you like best? Why?**

\_\_\_\_\_

**Did you learn something new about God? What?**

\_\_\_\_\_

**Here's a prayer you may like to quietly pray for yourself.**

Lord, you know everything I do. Even before I was born you knew all about my life. There is nowhere I can go that you cannot be with me. Help me to understand how great your love is for me. Amen.

**→ KEY VERSE**

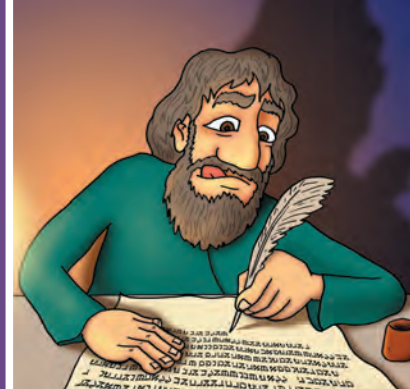
You have looked deep into my heart, Lord, and you know all about me. Psalm 139:1-16



[cepstore.co.nz/primary](http://cepstore.co.nz/primary)



# Resources



## Additional visual resources

Each poster pack comes with a set of teacher's notes explaining the biblical content of each poster and a CD of the images in digital format.

### Bible Events Poster pack

Thirty-two A5 posters of significant Bible events and people that cover the creation of the world through to Jesus' second coming. Can be displayed as a timeline.

### Bible Maps Poster pack

Twelve A2 maps for both Old and New Testament times, showing David and Solomon's kingdoms, the twelve tribes of Israel, the places Jesus travelled, Paul's missionary journeys and more.

### Bible Timeline Poster pack

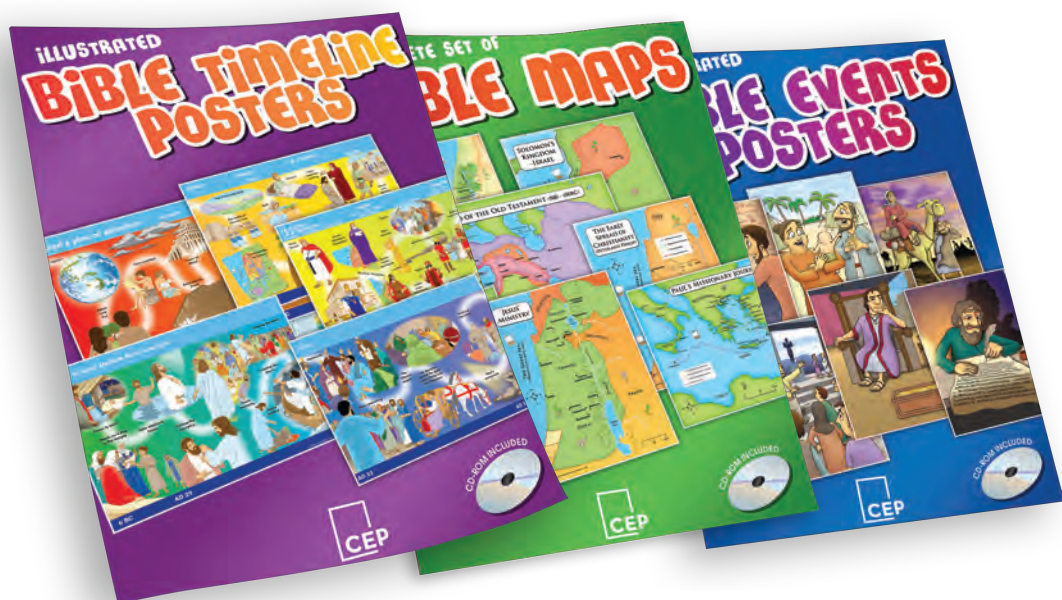
Nine A2 posters depicting God's big salvation plan from creation to the present day. The major events in the Bible are shown on the one long timeline.

### Digital visual resources

Each of these digital downloads contains more than 100 high resolution images in full colour, which are ready to use in PowerPoint presentations or on an interactive whiteboard. Perfect for printing posters too.

## For the Teacher

<b>Bible Events Poster pack</b>	<b>\$29.95 each</b>	Code 1481
<b>Bible Maps Poster pack</b>	<b>\$34.95 each</b>	Code 1471
<b>Bible Timeline Poster pack</b>	<b>\$29.95 each</b>	Code 1431
Bible Timeline, Events & Maps Visual aids (Digital)	<b>\$49.95 each</b>	Code e6223
New Testament Visual aids (Digital)	<b>\$49.95 each</b>	Code e6202
Old Testament Visual Aids (Digital)	<b>\$49.95 each</b>	Code e6200



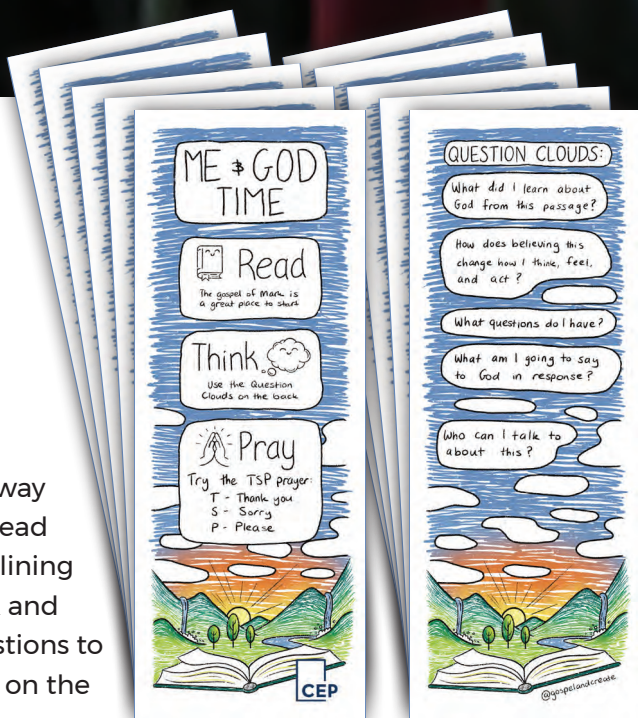




# ~~Full~~marks Book for students

These bright and engaging bookmarks are a wonderful way to help students to learn to read the Bible for themselves, outlining three easy steps: Read, Think and Pray, along with helpful questions to encourage deeper reflection on the Bible passage.

**\$9.95 for a pack of 10**  
Code 2988



Front

Back



Sign up  
today!

**myConnect**

## Your complete primary resources website

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**[cepconnect.co.nz](http://cepconnect.co.nz)**

With over 8,000 active users, MyConnect is the most comprehensive online resource for primary Christian education.

Whether you use *Beginning with God*, *Connect* or *Big Questions*, [cepconnect.co.nz](http://cepconnect.co.nz) is for you!

It's got PowerPoints for each lesson, songs, videos, teaching tips, FAQs, plus the full Scope and sequence for each program and more.

**And it's all free!**





Since **1922**

## Curriculum Overview



Since 1922

# Curriculum Overview

All our **primary curricula** are comprised of colour Student activity books with age-appropriate learning, extensive Teacher’s manuals with clear, structured lesson plans, multiple-intelligence extension exercises, music, prayers, drama and more.

### Hello God!

The perfect introduction to the Christian faith. This program covers the themes of God’s character, his world and promises, and what it looks like to trust and live for him.

See page 2.

### Connect

Infants

Cycle C looks at God’s kingdom, first through the life of ancient Israel under the Kings, and then the new kingdom Jesus brings.

See pages 4–5.

### Connect

Upper Primary

*Connect* Upper Primary—Cycle C. The same themes as Infants and Lower Primary, but at a Years 5–6 learning level.

See pages 4–5.



Preschool—Yrs 1–8

### Beginning with God

*Beginning with God* is for students with little prior Bible knowledge. It introduces them to God’s unfolding plan throughout creation and his Son Jesus.

See page 3.

### Connect

Lower Primary

*Connect* Lower Primary—Cycle C. The same themes as Infants, but at a Years 3–4 learning level.

See pages 4–5.

### Big Questions

An alternative curriculum to *Connect* for Years 5–6, *Big Questions* uses a discussion-based format with plenty of open questions to get to the heart of what God is like, who Jesus is, and what this means for how we live.

See page 6.



View Teacher’s manual and Student activity book samples online [cepstore.co.nz/primary](http://cepstore.co.nz/primary)



Our **secondary resources** are suitable for a range of year groups. They are of varied length and are designed to fit into your existing program. Each unit contains multiple activities built around each theme and subject to suit various learning styles. You will always have more material to choose from than you will need.

**Finding Your Way**

The perfect introduction for secondary Religious Education covering the whole sweep of the Bible from Genesis to Revelation. All subsequent units can build on this foundational understanding.

**See page 18.**

**Another Dimension**

The incredible life offered through the lens of Jesus’ teaching in the Sermon on the Mount.

**See page 20.**

**Your Sneaking Suspicions?**

A probing, challenging and apologetic look at the big questions of life and the claims of the Christian faith.

**See page 22.**

**Radical Jesus  
Birth of a Nation  
Hard Core  
Christians**

3 titles that examine the radical life Jesus led, how all Scripture foreshadowed and was fulfilled in him, and the nature of the Christian life.

**See page 24.**



Yrs 8-9

**Mistaken Identity?**

Cover to cover through Mark’s Gospel examining Jesus’ purpose and identity.

**See page 19.**

**The Psalms**

Music and poetry as timeless worship of the God of the universe.

**See page 21.**

**War of the Spirit World**

Making sense of the supernatural, evil, and life after death, in light of the ultimate power of God.

**See page 23.**

**Think Faith  
Yrs 7-8**

64 fully digitised lessons—enough for all of Years 7-8. Topics cover various books and personalities of the Bible and what the Christian life looks like.

**See page 25.**



Revised  
in  
2022

## You: An Introduction

Human identity in a postmodern world.

See page 26.

## Big Calls Historical Jesus Looking for Life

3 titles that look at Jesus' five bold 'I am' statements, the historical life of Jesus, and the purpose of our lives according to Jesus.

See page 28.

## Life in the Past Lane

Growth, conflicts, major figures and events of the church from Acts onwards and their impact on the present day.

See page 30.

## The Good, the Bad and the Ethical

Systematic study of the major ethical frameworks—contains multiple case studies.

See page 32.



## Yrs 10-11 and Yrs 12-13

### If I Were God, I'd End All the Pain

The age-old struggle of humanity and suffering in the light of the comfort of the Christ.

See page 27.

### Think Faith Yrs 9-10

64 fully digitised lessons—enough for all of Years 9-10. Topics cover various books and personalities of the Bible and the nature of the Christian life.

See page 29.

### No Turning Back

6 timeless themes from Ephesians that promise the most fulfilling life possible.

See page 31.

### The Resurrection

Reviews and critiques every theory (including all the major alternatives to the traditional biblical view) of the physical resurrection of Jesus and the implications of each.

See page 33.



In addition to the content within the Teacher's manuals and Student handbooks, thousands of extra free resources are waiting for you on the CEP Teachers Lounge [cepteacherslounge.com](https://cepteacherslounge.com) (see pages 10-11)



Released  
in 2023

### Think Faith Seminars Yrs 12-13

8 all new seminars, each on a 'hot topic' such as 'Jesus: myth, martyr or made-up?' and 'Church: Social good or source of social injustice?'

See page 40.

### The Spirit

Explores the breath hovering over the waters, the presence of God, the promised counsellor of Christ.

See page 38.

### Hope for a Shattered World

Genesis 1-11: Creation to Babel. The Bible's confusing, challenging yet hope-filled foundational opening.

See page 36.

### A Spectator's Guide to World Views

10 visions of life and truth as seen through the lenses of the dominant world views of our age.

See page 34.



### The Least of These

Explores forgiveness, compassion, and whether it is possible to change one's world view through the true story of Christian doctor and martyr, Graham Staines.

See page 41.

### 10:10

Investigates Jesus' extraordinary claim, 'I have come that you might have life to the full' from John's Gospel.

See page 39.

### The Cross

Shows how the entire Bible is fulfilled through the execution of a Jewish rabbi on a hill outside Jerusalem.

See page 37.

### A Doubter's Guide to World Religions

Explores the beginnings, history, central beliefs and famous followers of the world's 5 biggest faiths.

See page 35.

Revised  
for  
2023

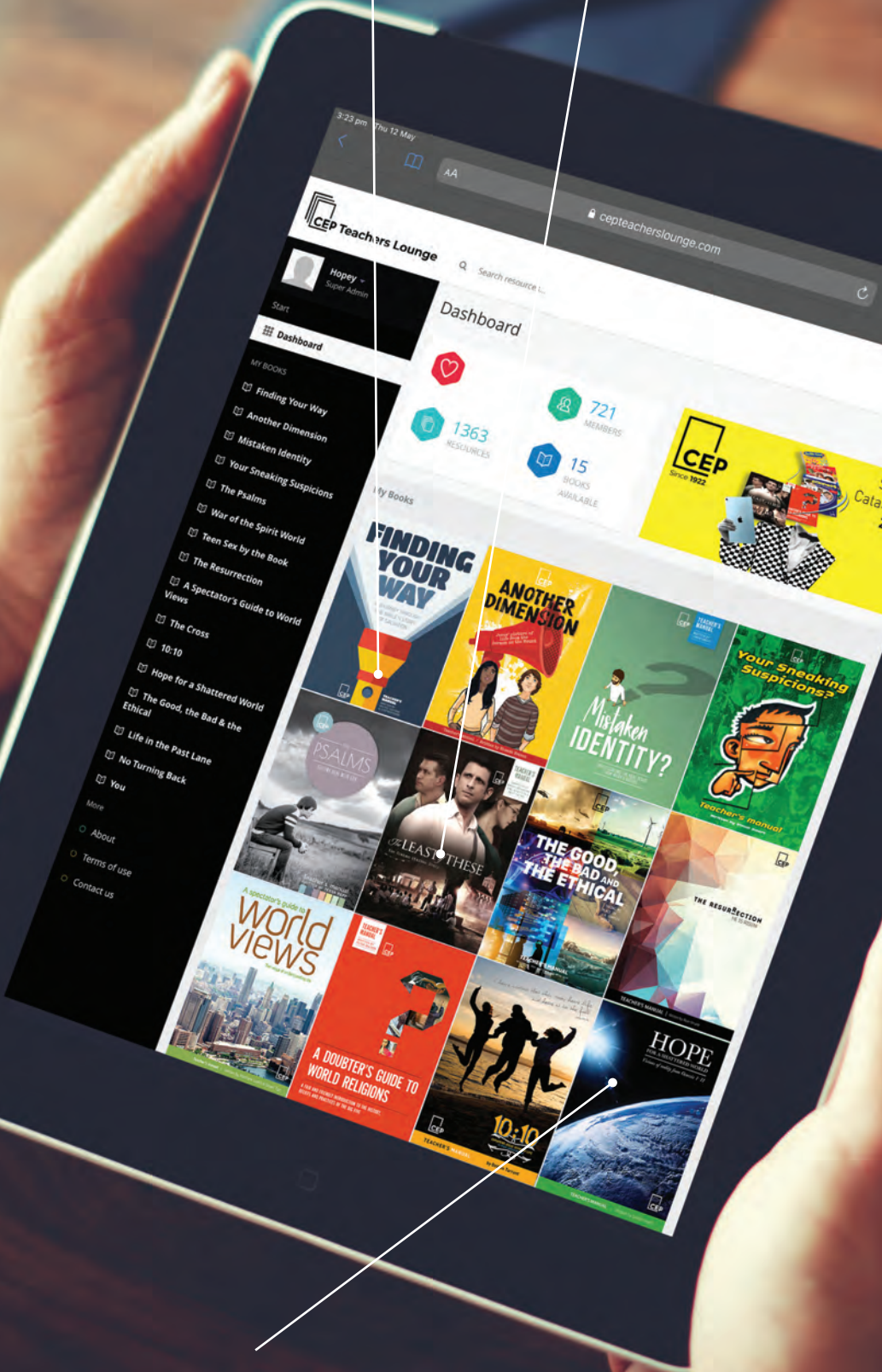
New for  
2024





PowerPoints

Unit overview



Plus tons of links

Articles, op-eds, image libraries,  
video clips, interviews and more.

# Your complete digital solution

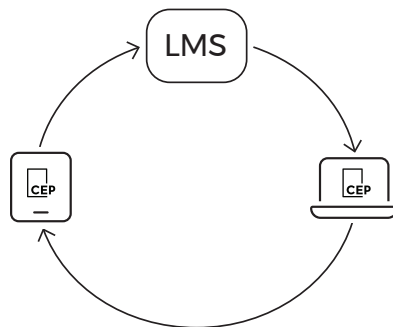
[cepteacherslounge.com](http://cepteacherslounge.com)

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All our secondary Student handbooks are available as interactive PDFs. Whether you deliver them chapter by chapter via your computer, or host them in your school's Learning Management System, they'll work beautifully on iPads, laptops—in fact on anything that can read a PDF.



All purchasers of class sets get free access to the CEP Teachers Lounge where you can access thousands of extra resources for your digital classroom, including PowerPoints for each lesson, thought-provoking interviews and articles, formative assessments, plus all the Extra Resource activities contained within the Teacher's manual.

If you need to deliver your secondary RE content digitally, CEP has got you covered.



CEP recommends the use of Adobe Acrobat Reader to guarantee the best interactive experience for our Digital student handbooks.





Yrs 8-11



## Finding Your Way

### Why teach a Bible overview?

What's the difference between the Old and New Testaments? Where does Jesus fit? This unit examines both the big picture themes and the individual stories of the Bible that students may (or may not) have come across in their primary years and shows how one story links them all together.

### How does *Finding Your Way* fit within a broader RE program?

This is the perfect introduction for secondary Religious Education, covering the whole sweep of the Bible from Genesis to Revelation. All subsequent units can build on this foundational understanding.

### Unit outcomes

By the end of this unit, students will be able to:

- identify the flow of the biblical story and acknowledge that the Bible portrays God as both righteous judge and merciful rescuer
- give a brief explanation of the history of the Bible, including who wrote the various parts and when they were written
- explain in a nutshell how Jesus' coming was the fulfilment of many promises made to men such as Abraham and Moses thousands of years before his birth.

### Duration

9 lessons offering 1-2 terms' worth of work.

## For the Teacher

Teacher's manual \$72.50 each Code 5568

## Student's component

Student handbook \$11.50 each Code 5569

Digital student handbook \$10.25 each Code e5569



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**6. BEFORE YOU START**

1. **READ YOUR MANUAL AND THE BIBLE**  
What did you learn from the manual?  
The books of the Bible are divided into chapters and sentences or verses to help readers find specific passages.

2. **QUICK QUIZ**  
After taking over the information in the introduction, see if you can answer the following questions.

a. What do AD and CH mean?  
AD = After the Death of Jesus  
CH = Christ

b. Place these events in correct chronological order:  
— King David's people  
— Jesus teaches people about God's kingdom  
— Moses leads God's people  
— God makes promises to Abraham

c. In what year did Jesus die and come back to life?  
\_\_\_\_\_

d. Some books of the Old Testament are named after the people who wrote them. Suggest six Old Testament books that have the author's name.  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_

e. Write the name of a book of the Bible that belongs to the following types of writing. Indicate whether it is found in the Old Testament (OT) or New Testament (NT).

TYPE OF WRITING	NAME OF A BOOK FOUND IN THIS CATEGORY	OT OR NT?
LETTERS		
LAW		
GOSPEL		
PROPHETS		
HISTORY		

**7. RESEARCH YOUR BIBLE**

a. In what part of the world did the events in the Bible take place?  
\_\_\_\_\_



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## Yrs 8-11

### Read 223-24

In the space below, write a summary of the attitude of Jesus and the Pharisees in relation to people and the Sabbath as seen in the two incidents.

• Picking grain (2:23-28)

• Healing hand (3:1-6)



### 8. REACTIONS TO JESUS

Fill in the table to indicate the responses of different people we have met in Lesson 7. Read to Jesus. Tick under the column you think best represents each person's or

REFERENCE	THE PEOPLE	SUPPORTY	OPPOSED	DON'T KNOW?
1:16-18	Simon			
	Andrew			
1:19-20	James			
	John			
1:21-24	Evil spirit			
1:29-31	Simon's mother-in-law			
1:40-45	The leper			

## Mistaken Identity

### Why teach cover to cover through Mark's Gospel?

Everything Jesus does and teaches, and what happens to him, is put in context through the narrative flow, providing a clear picture of Jesus' purpose and identity.

### How does *Mistaken Identity* fit within a broader RE program?

Students look into the life of Jesus—his claims, his profound teachings, where he went and who he spoke to—and the significance of it all. The teaching in this unit (along with *Finding Your Way*) forms a crucial foundation for secondary Religious Education that can be referred to throughout a student's life.

### Unit outcomes

By the end of this unit, students will be able to:

- understand the way a Gospel works and clearly comprehend the claims of Jesus
- analyse the artistry and intention of the writer in compiling the narrative of Jesus' life
- be able to appreciate how the Gospel of Mark fits into the Bible as a whole.

### Duration

9 lessons offering 1-2 terms' worth of work.

## For the Teacher

Teacher's manual \$72.50 each Code 5571

## Student's component

Student handbook \$11.50 each Code 5572

Digital student handbook \$10.25 each Code e557



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sold

### 7. A NEW AGE DAWNS

#### 7A. ANNOUNCEMENT

Read 1:19-20

What announcement does Jesus make here?

What was the significance of this announcement?

Read 1:18-19

Make a list of things that define a person, that Jesus says come out of people's hearts.

### 7B. DIARY ENTRY

Write a diary entry for one of the Pharisees on the day of the exchange with Jesus (7:1-10). Try to include some of the exchange that each person would have felt in Jesus' words.

One day...

### 8. ANOTHER FEAST

Read 14:1-6

Draw symbols in the boxes below to represent the events of the feeding of the four thousand. Try to make the symbols representative of the action in the story. You may use any kind of symbols to explore the symbolism in the text.

Box 1: 1:20 Box 2: 1:21 Box 3: 1:22 Box 4: 1:23





Yrs 8-11



# Another Dimension

## Why teach the Sermon on the Mount?

Here are some of the most challenging, inspiring, encouraging and profound words ever uttered. Jesus' teaching impacts our relationships, our major life choices and, most profoundly of all, our view of ourselves.

## How does *Another Dimension* fit within a broader RE program?

At an age when many students are making decisions that will shape the type of person they will become, the Sermon on the Mount offers a clear and life-affirming picture of Jesus' view of reality, a reality he alone can offer.

## Unit outcomes

By the end of this unit, students will be able to:

- identify points of contrast between Jesus' teaching and that of our contemporary culture
- demonstrate how the teaching of Jesus could apply to 'real life' examples
- reflect on and identify how their attitudes and actions could change in response to Jesus' demands.

## Duration

7 lessons offering 1-2 terms' worth of work.

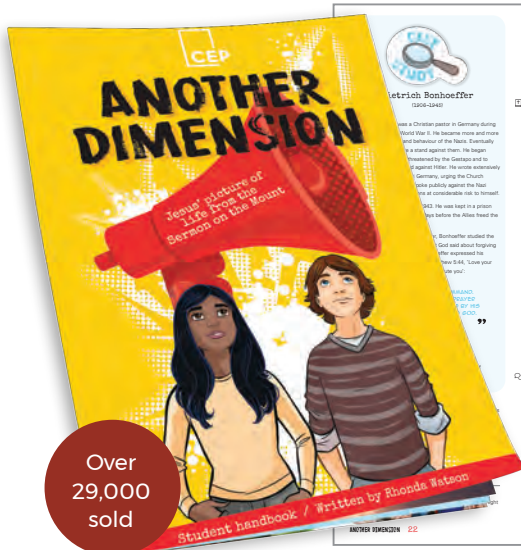
## For the Teacher

Teacher's manual \$72.50 each Code 5550

## Student's component

Student handbook \$11.50 each Code 5551

Digital student handbook \$10.25 each Code e5551



### WHO IS MY NEIGHBOUR?

BUT THE EXPERT IN THE LAW WANTED TO JUSTIFY HIMSELF. SO HE ASKED JESUS, "WHO IS MY NEIGHBOUR?"

Luke 10:29

First Luke 10:25-27

14. What did the man correctly see as the way for him to obtain eternal life?

Part 1:

Part 2:

15. What do you think of Jesus' reply? How possible is it for us if this is the standard on which we live? Can anyone love like this?

16. Why do you think the man asked Jesus, "Who is my neighbour?"

17. What would be a recent example of people who would be considered enemies showing kindness to one another?

"WHICH OF THESE THREE DO YOU THINK WAS A NEIGHBOUR TO THE MAN WHO FELL INTO THE HANDS OF ROBBERIES?"

THE EXPERT IN THE LAW RESPONDED, "THE ONE WHO HAD MERCY ON HIM."

JESUS TOOK HIM, SAID AND NO LONGER.

Luke 10:36-37



Forgiveness —It takes 5.5ms...

The Bible does not present that being our enemy is easy. But followers of Jesus are to work towards forgiveness.

The key to being in forgiveness and to live in the awareness is to realize how much we ourselves have been forgiven by God.

Sometimes we need to forgive ourselves too! We might need to be in our own past before we fully accept God's love and being forgiven.

Forgiving and being forgiven does not mean we have to pretend that what has been done is as if it had not happened. It doesn't really matter. No, God knows how much wronging matters—the cost of Jesus' sacrifice. The first step in the process of forgiveness is being honest about how badly we have been hurt. The next step is to decide to stop the cycle of bitterness and hatred and the desire for revenge. Forgiving those who have hurt us does not mean we have to pretend it never happened. It means we have to choose to let go of the hurt, anger and bitterness.

Forgiveness doesn't usually happen all at once, especially if the hurt is deep.

There are stages in forgiveness and it takes time to move from hurt to healing. Sometimes we need help to get through this. We may simply start with the prayer, "I'm willing to start on the path of forgiveness and peace. Please help me!"

Think about your own relationships. If you are a follower of Jesus, then this is Jesus' challenge.

WHAT IS DARKNESS IS BORN ON YOUR EYES. DARKNESS IS BORN ON YOUR EYES. USE YOUR OWN LIGHT TO BRING DARKNESS INTO THE LIGHT OF YOUR OWN LIGHT. DARKNESS IS BORN ON YOUR EYES. USE YOUR OWN LIGHT TO BRING DARKNESS INTO THE LIGHT OF YOUR OWN LIGHT.

THE ULTIMATE EXAMPLE OF LOVE FOR ENEMIES WAS GIVEN BY JESUS. ABOUT PRESENT FOR THOSE WHO WERE ENEMIES. THEY FORGAVE THEM. SO THEY DO NOT KNOW WHEN THEY ARE ASKED.

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18. Express your response to this example of Jesus. Why do you think Jesus would pray the God would forgive those who were executing him?

19. How do you understand the relationship between forgiveness and justice? Can you forgive someone when there is no justice? If justice is done, do you need forgiveness too? Why/Why not?

20. What difference would it make in your life and relationships if you would 'let your heart be free like this'? How does prayer help?

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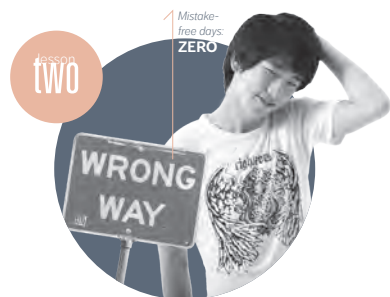
40. What difference would it make in your life and relationships if you would 'let your heart be free like this'? How does prayer help?



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Yrs 8-11



## The Psalms

### Why teach on the Psalms?

Music and poetry are an innate human response to the God of the universe. In this unit, the themes, longings and cries of joy of seven psalms are explored and compared to the stories and songs of people today.

### How does *The Psalms* fit within a broader RE program?

Music has offered comfort and joy to Christians from the earliest days. Through the poetry of the Psalms (and corresponding contemporary songs), students will learn profound biblical truths in new ways, the words of which can remain with them for a lifetime.

### Unit outcomes

By the end of this unit, students will be able to:

- explain what a psalm means by identifying its key elements and how these elements connect with each other
- interpret a psalm in light of its poetic genre
- reflect clearly on their own circumstances and consider the implications of the Psalms for their own lives.

### Duration

7 lessons offering 1-2 terms' worth of work.

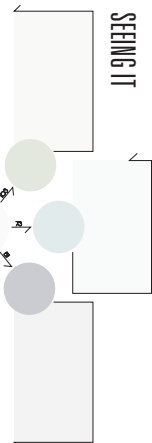
### For the Teacher

**Teacher's manual** \$72.50 each Code 487

### Student's component

**Student handbook** \$11.50 each Code 4871

**Digital student handbook** \$10.25 each Code e4871

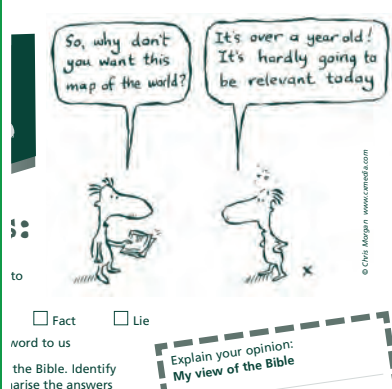


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Yrs 8-11



## Your Sneaking Suspicions?

### Why teach on a personal investigation into Christianity?

This fun thematic look at some of life's biggest questions, such as 'Why are we here?' and 'How do I find meaning?', clears a path to a more serious consideration of religion in general and the Christian message in particular.

### How does *Your Sneaking Suspicions?* fit within a broader RE program?

This unit shows students that the Christian faith is more than resilient—it offers answers where it matters. The wide range of popular objections and challenges explored leads into the broad themes of faith before examining the life of Christ.

### Unit outcomes

By the end of this unit, students will be able to:

- articulate various popular responses to, and views on, issues such as the purpose of sex, the value of beauty, and why there is suffering in the world
- give their opinion on a number of these issues and give reasons to support their views
- explain the author's argument regarding the wisdom of looking into the claims of Jesus.

### Duration

16 lessons offering at least two terms' worth of work.

### For the Teacher

Teacher's manual \$72.50 each Code 558

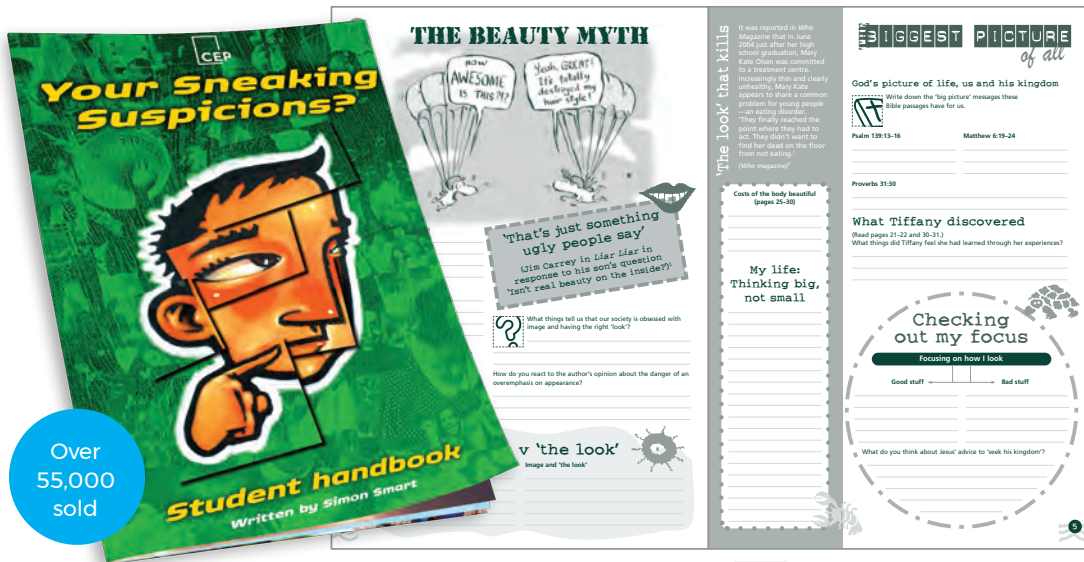
### Student's component

Student handbook \$11.50 each Code 559

Digital student handbook \$10.25 each Code e559

A Sneaking Suspicion (textbook)\* \$14.95 each Code 5601

\*NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.



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**Yrs 8-11**



## LESSON 7 HEAVEN AND HELL

### God doesn't play favourites

What 'measuring stick' do you think God should use in judging humankind? What is his measuring stick?

'For he has set a day when he will judge the world with justice by the man he has appointed. He has given proof of this to everyone by raising him from the dead.' ACTS 17:31

### God's 'reckoning day'

the choice of accepting or rejecting him, consequences of this choice will last for ever. Whenever there is any talk about God's justice, 'hell' also is a major factor. From the Bible we know the truth about hell.

It is real.  
It is terrible.  
It is eternal.  
It is a fair punishment.  
It is a separation from God.  
It is God giving us what we want.  
It is not an eternal 'party'.

# War of the Spirit World

## Why teach on the supernatural?

From Harry Potter to *Stranger Things*, our culture has an insatiable appetite for the other-worldly. It's no surprise, then, that questions around the supernatural, evil, the nature of life after death, and the power and purpose of God abound, both among believers and non-believers alike. This unit offers the Bible's perspective on what is real, what has no power over us, and where the world is heading.

## How does *War of the Spirit World* fit within a broader RE program?

For many teens the supernatural holds a particular fascination. Over time, false ideas in this area can lead to much fear and uncertainty. This unit puts all the weird stuff in its proper

place so students can understand that God is indeed in control and has a secure future for them.

## Unit outcomes

By the end of this unit, students will be able to:

- appreciate that the Bible gives us an understanding of certain elements about end times but does not give us exact dates and intricate details
- recognise that God deals with his creation justly
- understand that God is sovereign, so we do not need to fear the evil one.

## Duration

8 lessons offering 1-2 terms' worth of work.

## For the Teacher

**Teacher's manual \$72.50 each Code 497**

## Student's component

**Student handbook \$11.50 each Code 4971**

**Digital student handbook \$10.25 each Code e4971**



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Yrs 8–9

# The Jesus Foundation Series

## Birth of a Nation

Explore the story of the Exodus seen within the context of Jesus' teachings and his claim that all Scripture testified about, and was fulfilled in, him. The Teacher's manual includes DreamWorks' *The Prince of Egypt* DVD.

### Duration

5 lessons offering  
1 term's worth of work.

## Radical Jesus

From his birth to his miracles, wisdom, execution and ascension, *Radical Jesus* challenges students to consider the significance of Jesus' life. The Teacher's manual includes the *Jesus: Life of Christ* DVD.

### Duration

10 lessons offering  
1-2 terms' worth of work.

## Hard Core Christians

These lessons explore the five core disciplines every Christian needs to grow into maturity: faith, obedience, prayer, reading God's word, and meeting with other Christians.

### Duration

5 lessons offering  
1 term's worth of work.

## For the Teacher

**Birth of a Nation Teacher's manual** \$35.95 each Code 496

**Radical Jesus Teacher's manual** \$35.95 each Code 565

**Hard Core Christians Teacher's manual** \$21.95 each Code 493

## Student's component

**Birth of a Nation Student handbook** \$6.45 each Code 4961

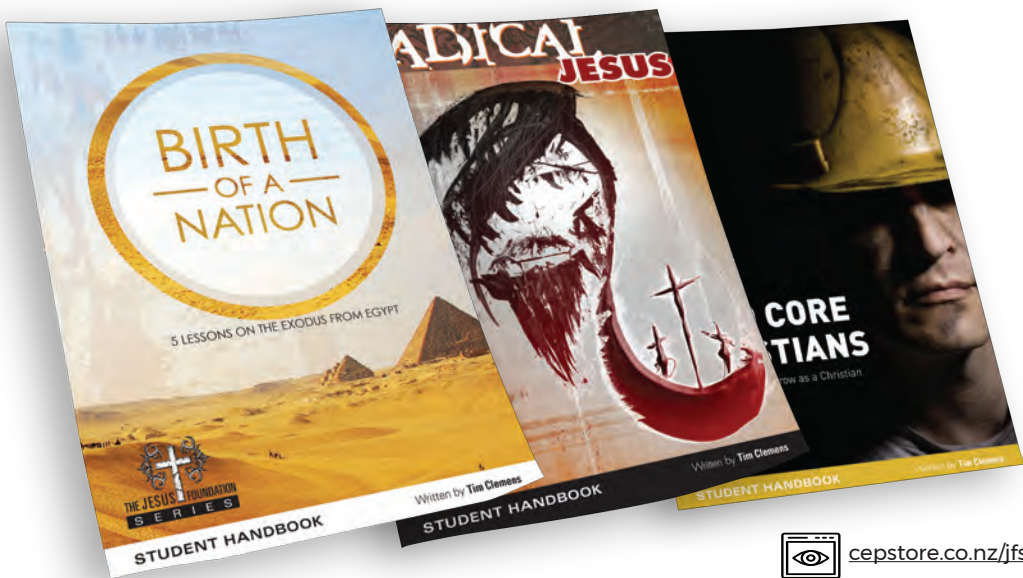
**Radical Jesus Student handbook** \$10.45 each Code 5651

**Hard Core Christians Student handbook** \$6.45 each Code 4931

**Birth of a Nation Digital student handbook** \$5.95 each Code e4961

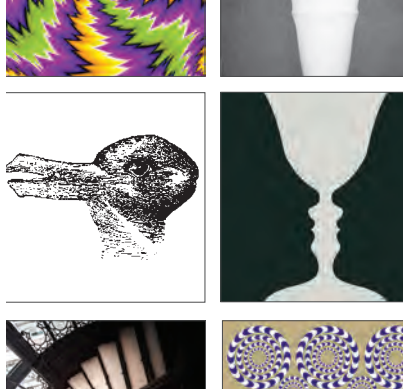
**Radical Jesus Digital student handbook** \$9.95 each Code e5651

**Hard Core Christians Digital student handbook** \$5.95 each Code e4931



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Yrs 8–9

# Think Faith

*Think Faith* is a flexible, fully digitised curriculum containing teaching plans, lesson tips, PowerPoints, video links and printable student worksheets. There are 4 units per year level, each containing 8 lessons. *Think Faith* is issued for one calendar year and priced on the number of students being taught. A licence gives you access to the full catalogue of *Think Faith* lessons.

**Unit 1: An introduction to the Bible**  
Students explore why the Bible is the word of God and the foundation for Christian living.

**Unit 2: Mark**  
Mark's Gospel examines the unexpected life of Jesus and stresses the importance of not misunderstanding him.

**Unit 3: Paul in Acts**  
The transformation of a murderer into Jesus' proclaimer and the explosion of Christianity across the ancient world.

**Unit 4: Genesis 1–12:3**  
Four fundamental world view questions about origin, meaning, morality and destiny are examined against the opening backdrop of Genesis.

**Unit 1: The Bible tells one big story**  
An overview of the epic biblical story with a focus on the climax as told through the gospel narratives.

**Unit 2: Matthew**  
The life of the promised King. What is it like to walk with Jesus? Do we give up when we find him too challenging? Or will we follow him to death for eternity?

**Unit 3: Peter in Acts**  
Peter's wonderful transformation as he steps out in generosity and love to tell the world of the risen Jesus.

**Unit 4: Jonah**  
The story of this conflicted prophet challenges us to rethink our preconceptions of God and his concern and will for humanity.

**Duration**  
8 lessons each, offering 1 year's worth of work.

Student's component

Yrs 8–9 \$19.95 per student, per year Code e476C

THINK FAITH CEP

Digital

UNIT 4 | STAGE 4A  
Years 7–8  
GENESIS 1–12:3  
Seeing the world

Seminar material is also available.

Contact us for details.

SEEING

Look at the optical illusions and write your answers below.

1. WHICH WAY IS THE PATTERN MOVING?  
○ To the left  
○ To the right

2. WHAT DO YOU SEE?  
○ Three clay columns  
○ Two people talking

3. WHAT DO YOU SEE?  
○ A rabbit  
○ A duck

4. WHAT DO YOU SEE?  
○ A wine glass  
○ Two faces

5. WHICH DIRECTION IS THIS PICTURE LOOKING?  
○ Up the staircase  
○ Down the staircase

6. WHICH WAY ARE THE CIRCLES TURNING?  
○ To the left  
○ To the right

ORIGIN

MEANING

MORALITY

DESTINY

WORD FIND

Circle each of the following words and count how many times they appear in the puzzle.

ORIGIN MEANING MORALITY DESTINY

ORIGIN MEANING MORALITY DESTINY

TICKET TO LEAVE

The idea that God is the Creator of everything is ...

Understanding our origins influences the way we view each other ...

The Bible provides important answers to world-view questions ...

I think the creation story deals mainly with the world-view question about ...

ORIGIN MEANING MORALITY DESTINY

The activity that most helped me understand the lesson was ...

One thing that stood out for me today was ...

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25



Yrs 10-11

## You: An Introduction

### Why teach on human identity?

This unit leads students to consider various aspects of their identity as human beings in a postmodern world, such as being free, being able to communicate, being a child, having dreams, and finally, facing death.

### How does *You: An Introduction* fit within a broader RE program?

Years 9 and 10 are a crucial time for many students in their forming of identity and self-worth. This curriculum explores how different 'being human' looks when we put God, rather than ourselves, at the centre.

### Unit outcomes

By the end of this unit, students will be able to:

- identify the various means by which individuals establish a sense of identity
- recognise the tensions between the freedoms and responsibilities that our culture affords us
- articulate how the Christian ideas of being made in the image of God, being saved, and living with Christ at the centre of our lives affect our purpose and how we view ourselves.

### Duration

15 lessons offering at least two terms' worth of work.

### For the Teacher

Teacher's manual \$72.50 each Code 4972

### Student's component

Student handbook \$11.50 each Code 4973

Digital student handbook \$10.25 each Code e4973

*You: An Introduction (textbook)\** \$19.95 each Code 4974

\*NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.





Yrs 10-11



# If I Were God, I'd End All the Pain

## Why teach on suffering?

The age-old struggle of humanity. For believers and non-believers alike, suffering touches us all and is forever in the news as an affront to our ideals of the good life and our sense of control over both our lives and the world around us. For Christians, suffering raises significant questions about the power and love of God.

## How does *If I Were God, I'd End All the Pain* fit within a broader RE program?

At an age of increasing independence—both in thought and action—students are challenged by this unit to consider whether they are really in control of their lives. Moreover, a reasoned response to the problem of suffering is an essential part of Christian maturity.

## Unit outcomes

By the end of this unit, students will be able to:

- understand the various faith positions on the 'problem of suffering'
- appreciate the different ways Christian people have responded to suffering and evil, and articulate the reasons for the hope they have
- explain how, within the Christian faith, the cross is central to God's solution to human suffering.

## Duration

6 lessons offering at least a term's worth of work.

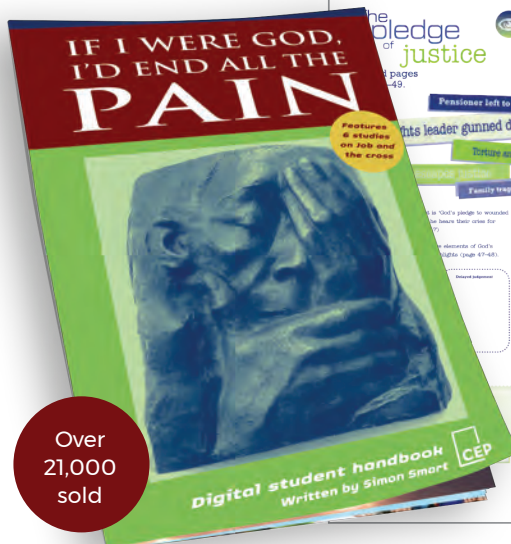
## Student's component

**Student handbook \$11.50 each Code 568**

**Digital student handbook \$10.25 each Code e568**

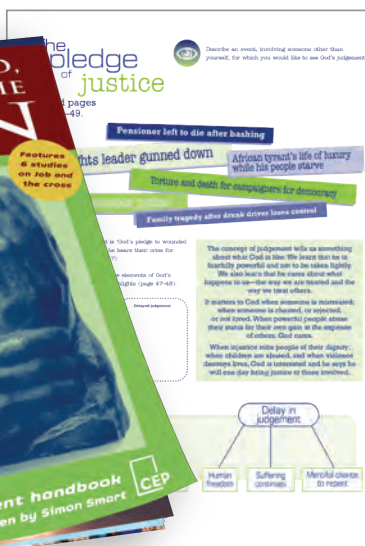
***If I Were God, I'd End All the Pain (textbook)\* \$12.95 each Code 566***

\*NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.



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Written by Simon Smart



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# Yrs 10-11



## The Jesus Foundation Series

### Big Calls

Examines Jesus' five 'I am' statements. From the bread of life, to the good shepherd, to the way, the truth and the life, each new statement revealed something different about Jesus and was a challenge to both the people of his day and us to respond to. The Teacher's manual includes *John—The Visual Bible* DVD.

#### Duration

5 lessons offering 1 term's worth of work.

### Historical Jesus

These lessons give a detailed portrait of the life, time and place of Jesus so that students can have confidence that what they read in the Bible is trustworthy and historically valid. The Teacher's manual includes the *Life of Jesus* DVD.

#### Duration

5 lessons offering 1 term's worth of work.

### Looking For Life

What is the true purpose of our lives? In these five studies, Jesus meets Nicodemus, the Samaritan woman, his disciples and Thomas, and we see that when we put our trust in God, he gives us what we really need. The Teacher's manual includes *John—The Visual Bible* DVD.

#### Duration

5 lessons offering 1 term's worth of work.

### For the Teacher

**Big Calls Teacher's manual** **\$35.95 each** Code 495

**Historical Jesus Teacher's manual** **\$35.95 each** Code 564

**Looking For Life Teacher's manual** **\$35.95 each** Code 492

### Student's component

**Big Calls Student handbook** **\$6.50 each** Code 4951

**Historical Jesus Student handbook** **\$6.50 each** Code 5641

**Big Calls Digital student handbook** **\$5.95 each** Code e4951

**Historical Jesus Digital student handbook** **\$5.95 each** Code e5641

**Looking For Life Digital student handbook** **\$5.95 each** Code e4921





Yrs 10-11



## Think Faith

*Think Faith* is a flexible, fully digitised curriculum containing teaching plans, lesson tips, PowerPoints, video links and printable student worksheets. There are 4 units per year level, each containing 8 lessons. *Think Faith* is issued for one calendar year and priced on the number of students being taught. A licence gives you access to the full *Think Faith* catalogue of lessons.

### Unit 1: Exodus

Moses the shadow. Jesus the fulfilment. How the incredible events of the Exodus are but a shadow to a much greater event where death itself is defeated.

### Unit 2: Luke (Part 1)

Luke examines the life of Jesus asking, is this the saviour Israel has been waiting for for 1000 years?

### Unit 3: Luke (Part 2)

Jesus teaches his disciples how to follow him into the kingdom of God.

### Unit 4: A full life

The meaning, hope and joy of existence as offered only by Jesus.

### Unit 1: Many genres, one story

An examination of the how and why of storytelling through the Bible and how all genres point to Jesus.

### Unit 2: John

Jesus is the unexpected life-giver. John's Gospel is determined to show the multitude of ways that Jesus brings life to those he meets.

### Unit 3: Ephesians

Paul describes how life-changing it is to trust Jesus as Lord and Saviour.

### Unit 4: Daniel

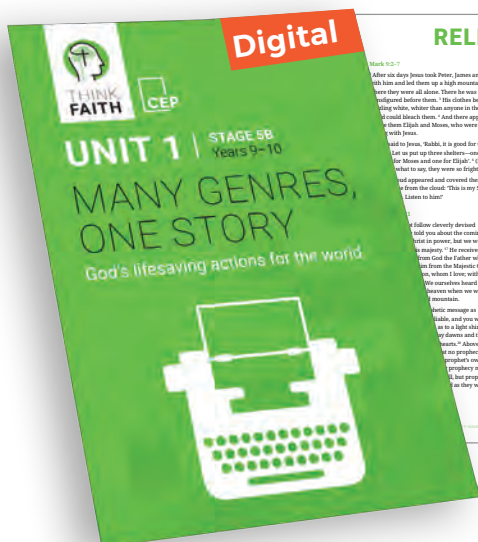
The pressure to conform to culture is not new. As for Daniel, we need wisdom, courage and obedience to trust God over the dominant social voices.

### Duration

8 lessons each, offering 1 year's worth of work.

## Student's component

Years 10-11 **\$19.95 per student, per year** Code e479C



### RELIABILITY

Mark 9:2-7  
After six days Jesus took Peter, James and John with him and led them up a high mountain, where they were all alone. There he was radiantly dressed. His clothes became gleaming white, whiter than any in the world could bleach them. And there appeared to them Elijah and Moses, who were talking with Jesus.  
Peter said to Jesus, Rabbi, it is good for us to be here. Let us put up three shelters—one for you, one for Elijah and one for Moses. (He did not know what he was saying, for they were so frightened.) And he appeared and covered them, and he said to them, Do not be afraid. I am with you. Listen to him!  
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Six reasons that people can trust that the Bible is true

1. Holy writing
2. Spoken testimony
3. Enduring appeal
4. Enduring testimony
5. Enduring testimony
6. Enduring testimony

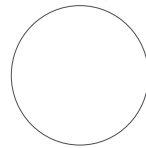
L2 / NOV

### TICKET TO LEAVE

3-2-1-0

The Bible is a reliable history that tells the story of God's lifesaving actions towards the world.

1. Bring a lesson to life
2. Bring that would change in the world if what's learned today is true
3. Bring it would like the teacher to know about today's lesson
4. Draw your reaction to the lesson in the circle below as an emoji



L3



[cepstore.co.nz/thinkfaith](https://cepstore.co.nz/thinkfaith)



# Life in the Past Lane

## Why teach church history?

A comprehensive understanding of the past is crucial if we are to appreciate our present world and culture. Growth, conflicts, major figures and events of the church from Acts onwards and their impact on the present day are covered in this unit.

## How does *Life in the Past Lane* fit within a broader RE program?

Students discover how historical perspectives relate to the present time. Ideas conspicuous in other senior subjects—such as human rights, freedom of religion, the enlightenment and human rationalism—have a history, which is essential to understand.

## Unit outcomes

By the end of this unit, students will be able to:

- describe significant events that have changed the course of history over the past 2,000 years, for better or for worse
- appreciate the influence of the lives and careers of certain key individuals in the history of the church
- apply lessons learned to their own individual circumstances and to the world today.

## Duration

10 lessons offering 1-2 terms' worth of work.

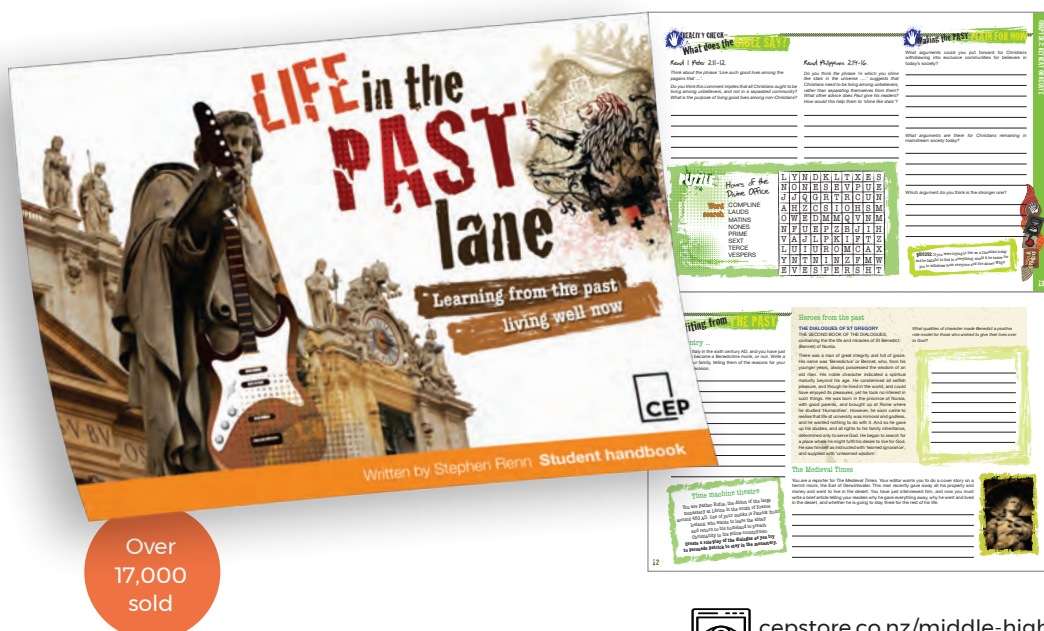
## For the Teacher

Teacher's manual \$72.50 each Code 5562

## Student's component

Student handbook \$11.50 each Code 5563

Digital student handbook \$10.25 each Code e5563







The thematic approach of Ephesians offers another way into the truths of Jesus' teaching. Ideas of identity, purpose and meaning, life fulfilment, justice and mercy link in with many topics explored in the secondary Religious Education classroom.

- identify the 6 life-changing ideas in Ephesians and clearly express their own opinions in relation to them
- recognise the difference that believing in Jesus made to the lives of the Ephesian Christians
- understand how the ideas the Ephesians adopted have impacted people in contemporary settings.

6 lessons offering at least a term's worth of work.

**Digital student handbook \$10.25 each** Code e499

[illegible]



# Yrs 10-13

LESSON 2  
INDIVIDUALISM

**FUN IS #1**

**DISCUSS**

Have a think about any decisions he makes in the should be all about him having fun. What limits are there to such an approach? If he does pleasure with the basis of every decision he made, how might he go wrong?

**LIFE**

If you were friends with Isaac, describe to the person near you a scenario where he has fun in a negative way.

**REFLECT**

List some areas of life where you get to choose what you want. Contrast this with areas where you do not have a choice.

Unlimited

Limited or No choice

## The Good, the Bad and the Ethical

### Why teach on ethics?

A systematic study of the major ethical frameworks, this unit helps students become reflective and intentional in their ethical and moral decisions. Extremely practical, it examines numerous issues from the global to the personal.

### How does *The Good, the Bad and the Ethical* fit within a broader RE program?

The higher order thinking skills required to identify and analyse one's motives and prejudices are a valuable tool in many senior subjects. Additionally, a sound ethical framework is crucial for young men and women as they negotiate their way through life.

### Unit outcomes

By the end of this unit, students will be able to:

- explain different approaches to ethics, and critique them for strengths, weaknesses and limitations
- assess ethical questions from the point of view of a range of ethical systems and processes
- bring a biblical model to ethics to formulate a Christian response, even if such a response is not their own.

### Duration

15 lessons offering at least two terms' worth of work.

## For the Teacher

Teacher's manual \$72.50 each Code 5573

## Student's component

Student handbook \$11.50 each Code 5574

Digital student handbook \$10.25 each Code e5574



Over  
46,000  
sold

LESSON 4  
VALUES AND VIRTUES

WHAT'S THE MOTIVATION?

These students know about Ryan's drug problem. They all approach the principal Mr. Jones to talk about Ryan.

DISCUSS: Discuss Ryan's cheating on his friend and tell Mr. Jones about Ryan's habit to get his car stolen.

DISCUSS: Ryan's dad did not want to get into a getting advice from Mr. Jones about this, but only Ryan and his mother know about Ryan's dad's problem.

The students' actions are roughly the same, but what motivates them?

UNLIMITED

LIMITED

UNLIMITED

UNLIMITED

LESSON 4 - VALUES AND VIRTUES

**VALUES**

The personal scenario shows that ethics is not simply a matter of deciding whether an action is right or wrong. The motivation behind the action needs to be taken into account. Our motives are not necessarily virtuous, they are related to other values.

According to the 'values' ethical theory the big question of values is:

What should I do? What sort of person should I be?

**VISUALISE**

What do you think is the case—do our actions from our character or do our actions spring from our character? Draw for what the way you think it works.

**CONSIDER**

At school, students of choice, what off the business of cheating is allowed?

To consider what is the best in getting a term, discuss the following scenarios. Perhaps something similar has happened to you.

A student is being teased at school about their shyness but teased. When observing this:

- What would a compassionate person do?
- What would a cruel person do?
- What would a courageous person do?
- What would a cowardly person do?

Life can bring ethical dilemmas at any point. We don't always have time to stop and analyse our ethical position before we act. Perhaps, we don't feel like a lot of time to act on our beliefs. Rather, our pre-formed character will determine our response.

**EDUCATING VALUES**

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**Review the Wikipedia account material** provided by your teacher, and complete the following two questions:

**What was the reason theory first developed?**

- a. Basically at the same time as the disciples started talking about the resurrection (c. 35 AD) when more and more people were converting Christians.
- b. c. 100, by a French doctor, André de Laennec who noted that when people were converting Christians.
- c. 1906, by a German theologian, Karl Ludewig Rahner who suggested that Luke the doctor had given Jesus a pat him into a coma during the crucifixion.

**What major world religions tend to have a belief in the reason theory?**

- a. Judaism. The Jews were glad that Jesus wasn't really dead. They had made their point clearly with the arrest and trial of Jesus, and were convinced that Jesus wouldn't bother them anymore.
- b. Hinduism. Jesus travelled to India and became a Hindu guru.
- c. Islam. Allah would not allow one of his prophets to die in such a way as a crucifixion.
- d. Buddhism. Jesus did not die but achieved enlightenment during the crucifixion.

**Did you know?** The reason theory was first developed in Australia in 1906.

**TO SWOON MEANS TO BE DEAD OR ON THE VERGE OF COLLAPSING**

death

Jesus

pretending to be dead

passed out

**DISCUSSION**

Using one of the key words on the left, write a definition of the reason theory.

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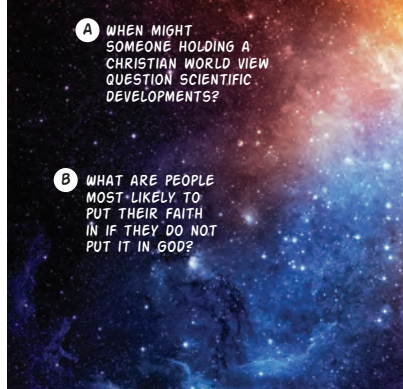
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What does the reason theory suggest about Jesus?

## 33





# A Spectator's Guide to World Views

## Why teach on world views?

Every day we are confronted with messages, both subtle and direct, that emanate from a particular world view. This unit gives students valuable tools to navigate these messages, and the implications for life if they are true, through 10 visions of life and truth as seen through the lenses of the dominant world views of our age.

## How does *A Spectator's Guide to World Views* fit within a broader RE program?

The critical thinking skills developed within this unit will prove of value to students when engaging with issues of faith and belief both now and beyond the school gates as they negotiate the dominant voices of our culture.

## Unit outcomes

By the end of this unit, students will be able to:

- understand what a world view is and be able to identify significant differences between various world views
- express their own world view and give a coherent defence of it
- critique different world views from a Christian perspective and articulate the areas of 'overlap' and the areas of divergence.

## Duration

10 lessons offering 1-2 terms' worth of work.

## For the Teacher

**Teacher's manual \$72.50 each Code 8102**

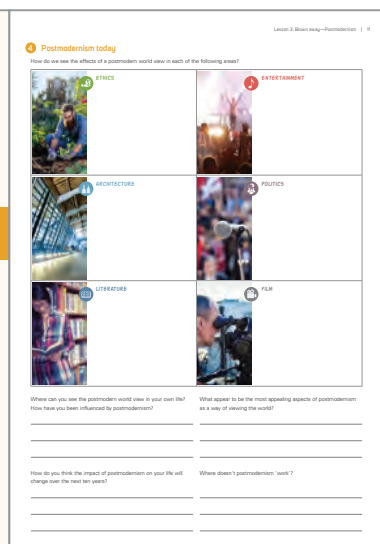
## Student's component

**Student handbook \$11.50 each Code 8103**

**Digital student handbook \$10.25 each Code e8103**

***A Spectator's Guide to World Views (textbook)\* \$26.95 each Code 8101***

\*NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.



[cepstore.co.nz/senior-high](http://cepstore.co.nz/senior-high)



Yrs 10-13



## A Doubter's Guide to World Religions

### Why teach on world religions?

An intelligent, thought-through understanding of the teachings, history and beliefs of the world's major faiths is relevant and necessary in our modern age, arguably more than ever. While the questions each religion has attempted to answer throughout the ages remain the same, their answers vary markedly.

### How does *A Doubter's Guide to World Religions* fit within a broader RE program?

This enormously popular unit is set at a senior level, when students are able to intellectually wrestle with the conflicting claims of different faiths on key questions of life and meaning. It has been fully revised and for the first time a teacher's manual has

been produced to offer background notes, further reading and extension activities.

### Unit outcomes

By the end of this unit, students will be able to:

- articulate the central beliefs and history of five major world faiths
- appreciate the areas of agreement and disagreement in teaching and theology, and how this influences the lives of their respective believers
- understand how Jesus is viewed from within each faith.

### Duration

7 lessons offering at least a term's worth of work.

### For the Teacher

Teacher's manual **\$72.50 each** Code 8011

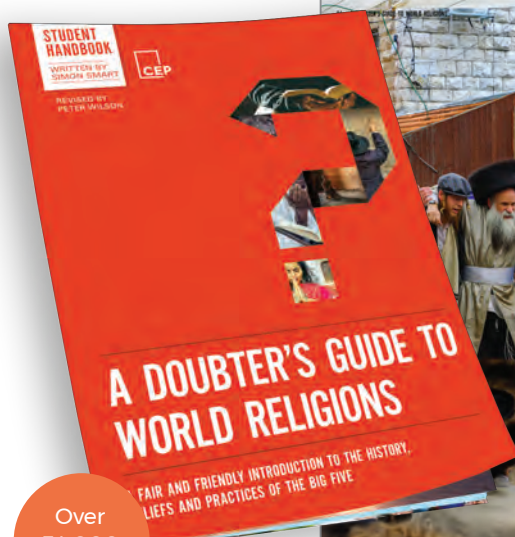
### Student's component

Student handbook **\$11.50 each** Code 8012

Digital student handbook **\$10.25 each** Code e8012

*A Doubter's Guide to World Religions (textbook)\** **\$39.99 each** Code 8002

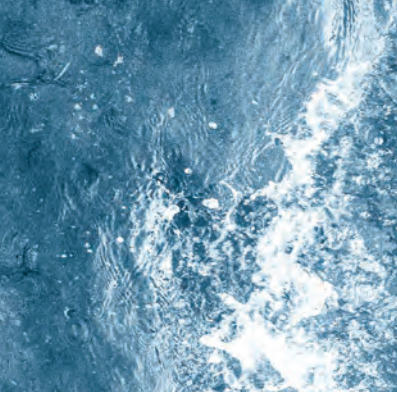
\*NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.



Over  
54,000  
sold



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# Hope for a Shattered World

## Why teach Genesis 1-11?

From creation to Babel, this unit unpacks the Bible's confusing and challenging yet hope-filled foundational opening. Here the themes of the Bible are established: Who is God? Who is mankind? Why is the world the way it is? And what hope, if any, do we have?

## How does *Hope for a Shattered World* fit within a broader RE program?

Genesis 1-11 forms a fundamental part of the background against which the claims of Christ are made. It is Act 1 of God's plan for the salvation of humanity, and however they come to understand it, each person needs to have an intelligent response to these ancient writings.

## Unit outcomes

By the end of this unit, students will be able to:

- articulate and critically evaluate the world view presented by Genesis 1-11
- establish connections—literal, figurative, poetic and more—between Genesis 1-11 and the rest of the biblical story
- recognise the profound implications for life in the 21st century in light of the account presented by Genesis.

## Duration

8 lessons offering 1-2 terms' worth of work.

## For the Teacher

Teacher's manual \$72.50 each Code 5554

## Student's component

Student handbook \$11.50 each Code 5555

Digital student handbook \$10.25 each Code e5555



Over 24,000 sold

The foundation stone  
Who is God? Who cares?

(Genesis 1:1)

The beginning of God and the heavens and earth.

The sheer wonder of life, of creation, of this place where we find ourselves alive at this moment requires a response, a thank you ... wonder, astonishment, adoration. There can't be many of us for whom the sheer fact of existence has not rocked us back on our heels ... we catch our breath ... we say thanks with our lives to life ... and not just 'thanks'; or 'thank it, but 'thank you'!

Bugene Petersen

Decide a time when you have been rocked in your heart by wonder of life and creation. What response did this cause you to have?

The audience

"The one essential condition of human existence is that man should always be able to bow down before something infinitely great. If men are deprived of the infinitely great, they will not go on living and will die of despair. The infinite and the Eternal are as essential for man as the little planet on which he dwells."

Pyotr Dostoevsky, *Idiotism, Human Nature!*

The original audience of the Genesis account was the nation of Israel. After escaping from Egypt in the Exodus, they spent 40 years in the wilderness, with Moses as their leader. The Genesis account helped the Israelites to understand something of who they were and how they were different to the pagan cultures that surrounded them. The pagan world had its own version of creation stories that were different to that of Israel.

When we read the account in the 21st century it speaks into our lives as well. It helps us to draw contrasts with competing ways of understanding the world and to see where we stand and what we believe.

For example the following three 'modes of thinking' are in conflict with Genesis. Try to identify the major contrast with Genesis which each of them involves.

**Materialism**

This is a philosophical theory that says that matter and the way it moves and operates makes up the whole of reality. Everything, including the human mind is due to merely material causes. Advocates of materialism describe the supernatural or the spiritual and look for purely scientific cause and effect in understanding the world.

**Secularism**

Secularism is a political and social philosophy that rejects all forms of religious faith and worship.

**Humanism**

Any system where human interest and values are given ultimate priority. The individual is paramount and all systems should aim to reflect this. Humanists would argue that they seek the good of humanity, but it is not much humanity in charge and responsible for human progress and development. There is little or no room for God when this is taken to an extreme."

THE FOUNDATION STONE

How do you respond to these systems of thought?  
Do they reflect your own understanding of reality?

The Genesis writer tells us that the one God created everything.

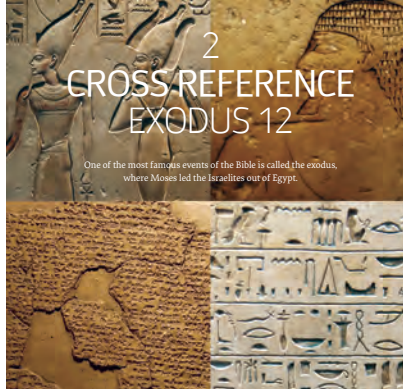
Such a statement stood in stark contrast to Israel's pagan neighbours whose stories of creation involved a multitude of gods. The deities' quarrels, battles, love affairs and reproduction; so the myths suggested, were responsible for creation.

What possible relevance does this have for us today? If what Genesis says is true, then it is the one God who exists and acts and creates. No other god, challenges, helps or opposes the one true God! This means that God is not limited by place or time. He is clearly superior to every created thing or person. He becomes the ultimate reference point for the whole of life. It is not too much to say that if we can trust this first verse of the Bible, it means every anxiety that we can think of exists in existence to him—in function, its limitations, its abilities, consequences and life. That of course includes all of us.

If the statement is true it also gives great value to all people and things. Humanism is built on that we are not a miracle, or accident, or the result of blind fate. We are not simply a bunch of chemicals or atoms, but are a unique creation of an all powerful God. We are not relying on the blind forces of nature or some of gods who use us for their pleasure. The first verse of Genesis gives a centre and foundation for the whole universe and all of life.







# The Cross

## Why teach on the cross?

At the cross, we see God's love and character most clearly. Through the execution of Jesus, every theme in the Bible is made real and complete—the Passover, the sacrifices, the end of suffering and the end of death.

## How does *The Cross* fit within a broader RE program?

This unit passes through the entire sweep of the Bible, linking the purpose of Jesus with major events, themes and characters. In addition, it skilfully presents everyday challenges young people face in this complex world and shows how living in the light of the cross makes a difference today.

## Unit outcomes

By the end of this unit, students will be able to:

- appreciate how numerous events and the roles of certain individuals in the Old Testament only make sense in light of Jesus
- comprehend key biblical concepts such as substitution, atonement, sin and justification
- understand how the cross gives Christians hope, peace, access to God and help.

## Duration

10 lessons offering 1-2 terms' worth of work.

## For the Teacher

**Teacher's manual** \$72.50 each Code 4976

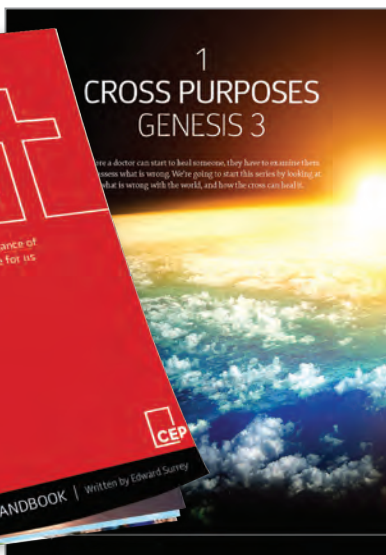
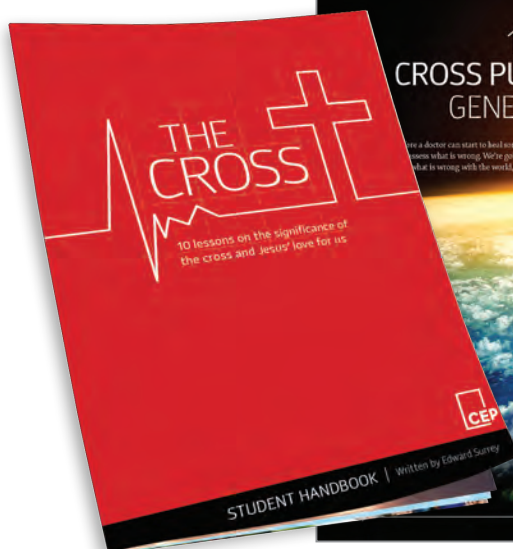
## Student's component

**Student handbook** \$11.50 each Code 4977

**Digital student handbook** \$10.25 each Code e4977

***The Cross (textbook)\**** \$14.95 each Code 4975

\*NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.



[cepstore.co.nz/senior-high](http://cepstore.co.nz/senior-high)

Yrs 10-13

## The Spirit

### Why teach on the Holy Spirit?

The breath hovering over the waters in Genesis. The helper promised by Jesus in John 14. The tongues of fire in Acts. To many, the Holy Spirit is confusing, misunderstood or outright ignored. Yet the Bible says he is no less than the giver of life and essential to creating, shaping and guiding the lives of Christians.

### How does *The Spirit* fit within a broader RE program?

A biblical understanding of the Holy Spirit informs all other aspects of Christian life and faith, such as prayer, meeting with other believers, serving with humility, and how we read the Bible.

### Unit outcomes

By the end of this unit, students will be able to:

- appreciate that the Spirit plays a role throughout both the Old and New Testaments
- comprehend the distinct role the Spirit, as God with us, has in the lives of Christians
- understand that the Spirit is equal to God and should therefore be worshipped.

### Duration

10 lessons offering 1-2 terms' worth of work.

### For the Teacher

**Teacher's manual** \$72.50 each Code 4979

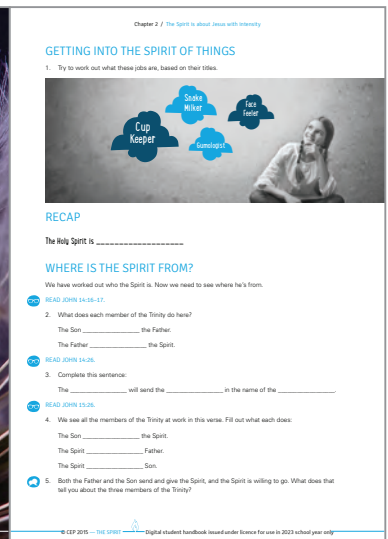
### Student's component

**Student handbook** \$11.50 each Code 4980

**Digital student handbook** \$10.25 each Code e4980

***The Spirit (textbook)\**** \$14.95 each Code 4978

\*NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.



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to perceive very major things going on all around him.

Truman Burbank (Jim Carrey) has unknowingly grown up as the subject of a reality-style television show which has made him the most famous man in the world. Every day of his life has been filmed by thousands of hidden cameras, and watched on He hasn't realised that his 'real' world is a huge geodesic dome with its own simulated sky, sea and weather.

In the words of the film's character, Christof, who is Truman's creator and producer of 'The Truman Show': 'We accept the reality of the world with which we are presented'.

to what extent does Truman Burbank accept the world with which he is presented?

## 10:10

### Why teach John's Gospel?

This unit investigates Jesus' extraordinary claim, 'I have come that you might have life to the full', by contrasting it with the pre-eminent cultural ideals of the good life. The discussion-orientated student magazine promotes student-led inquiry and learning.

### How does 10:10 fit within a broader RE program?

John's Gospel is full of challenging, complex and rich imagery, and senior students are most capable to engage with texts constructed in this way. Moreover, this unit provides a perfect opportunity to consider Jesus' offer of 'life to the full'.

### Unit outcomes

By the end of the unit, students will be able to:

- examine the evidence for Jesus' claims by identifying the 'signs' in John's Gospel, and be able to articulate what Jesus' offer of 'life to the full' might look like
- recognise Johannine language and usage
- appreciate the depth that Old Testament allusions and references bring to John's Gospel.

### Duration

10 lessons offering 1-2 terms' worth of work.

## For the Teacher

Teacher's manual \$72.50 each Code 5564

### Student's component

Student handbook \$11.50 each Code 5565

Digital student handbook \$10.25 each Code e5565



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Yrs 12-13



JESUS' TOMB  
WAS EMPTY  
LUKE 24:8-12

## Think Faith Seminars

If you're leading large groups of students or need material for a special event, our years 12-13 seminars could be just the ticket.

This entirely digital curriculum features exercises that can be done in discussion groups, activities led from the front, as well as material to support times of personal reflection. There are 8 seminars, each designed to cover a hot topic question in one session.

The seminars feature activities to get students thinking, exercises to help students explore the Bible, and creative and engaging video resources to bring the topics to life.

*Think Faith* is issued for one calendar year and priced on the number of students being taught. A licence gives you access to the full *Think Faith* catalogue of lessons.

### Yrs 11-12

**Term 1A:** What is the meaning of life?

**Term 2A:** Jesus: fact or fiction?

**Term 3A:** Jesus: dead or alive?

**Term 4A:** Jesus: myth, martyr or made-up?

**Term 1B:** Is God good?

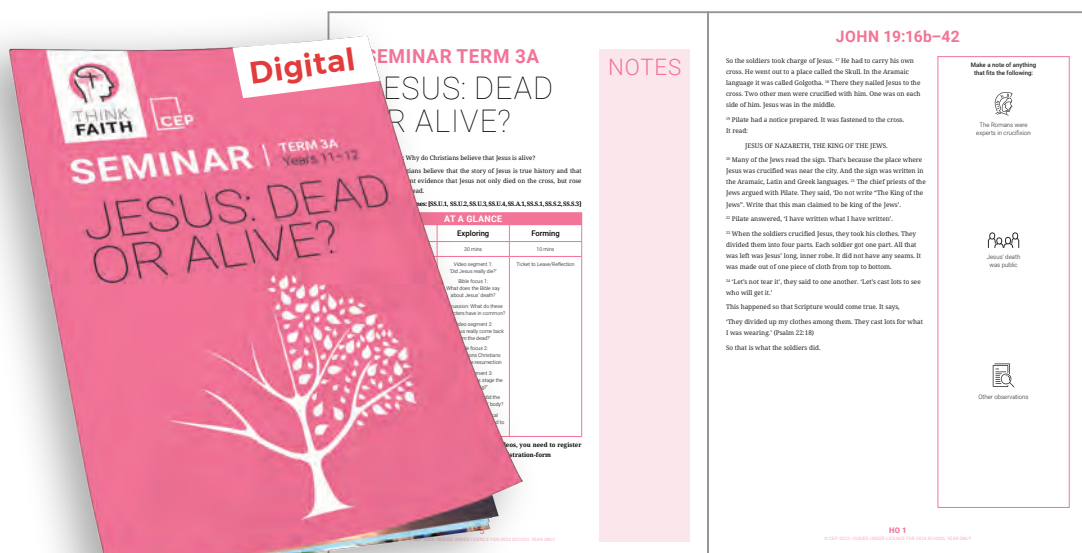
**Term 2B:** Why aren't Christians perfect?

**Term 3B:** Why isn't the Church perfect?

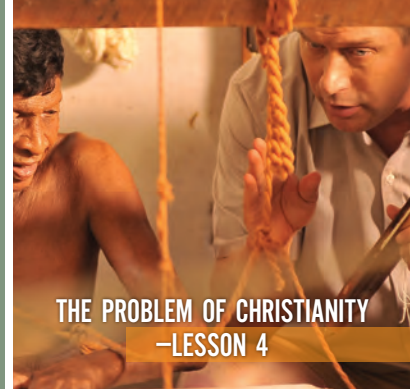
**Term 4B:** Why is Jesus worth paying attention to?

### Student's component

Years 11-12 **Please contact us for pricing** Code e482C



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## THE PROBLEM OF CHRISTIANITY —LESSON 4

# The Least of These

## Why teach about the life and martyrdom of Graham Staines?

This story shows the face of Christian compassion and forgiveness and raises tough questions about world view. Where did we get ours from? Can we change it? And what, ultimately, is truth?

## How does *The Least of These* fit within a broader RE program?

Christian stories can be inspiring, challenging and confronting. The lives of Graham and his wife Gladys made world headlines at the time and provide a vivid example to students of both what the Christian life can look like and how it can change lives.

## Unit outcomes

By the end of the unit, students will be able to:

- articulate some of their beliefs about truth, origins, the meaning of being human, what is wrong with the world, and Christianity
- articulate some of the Bible's teaching on these world view issues
- understand some of the underlying beliefs motivating both missionary endeavours and those opposed to them.

## Duration

2 lessons to watch the film, plus 4 lessons (minimum) to work through the unit.

## For the Teacher

Digital teacher's manual \$34.95 each Code e5576

## Student's component

Digital student handbook \$7.00 each Code e5575



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## WHAT IS TRUTH? (PART 2) —LESSON 2

**KEY POINT:** *Some people hold to their beliefs despite a lack of evidence or evidence to the contrary.*

Choose the statement, or statements, that most align with your own ideas.

- ☐ The truth matters. I think all of life is the search for truth.
- ☐ There is no such thing as truth.
- ☐ Without truth, there can be no meaning, and it worries me.
- ☐ The more often I'm willing to admit, and it worries me.
- ☐ I try to tell the truth. But it's not always easy.
- ☐ As long as no-one gets hurt, I don't think the truth matters.
- ☐ We each make our own truth.



Let's try this on a minor truth claim—try to prove it's a truth claim of your own.

1. Is it reasonable? How so or why? Does it match reality? Explain.

2. Why do you know it's true?

3. How often do you make a truth claim you must believe, but now no longer do. What made you sceptical that truth?

"The journalist, Murray, believes that it is wrong to make claims about Staines without evidence. The author, Murray, does not agree. They operate out of different 'truth' positions. Let's try this on a 'bigger truth' question.

Note that this is not easy. Ideas will need to be unpacked, thought about and discussed. For example, if we choose 'God is reasonable', there will be many factors that will influence you towards an immediate 'yes' or 'no' response, often dependent on your experience. Try to delve into why your initial response is the way it is.

4. Name a truth claim or two, one of the claims from the Bible as it suggests or perhaps one of those things that you believe is generally wrong for anyone to do.

5. Is it reasonable? How so or why?

6. 4:17-8:38

A longer truth claim

7. 0:00-4:17

A longer truth claim



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