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Since **1922**

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 and around the world.



CEP is:
Rigorous & Flexible





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

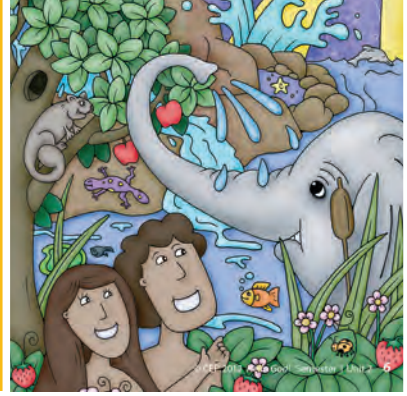
We're sure you'll love our new digital study: *The Least of These* Teacher's manual and Student handbook (p. 37).



CEP is:
Contemporary &
Compelling



CEP is:
Physical, Digital
or Online



Preschool

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.

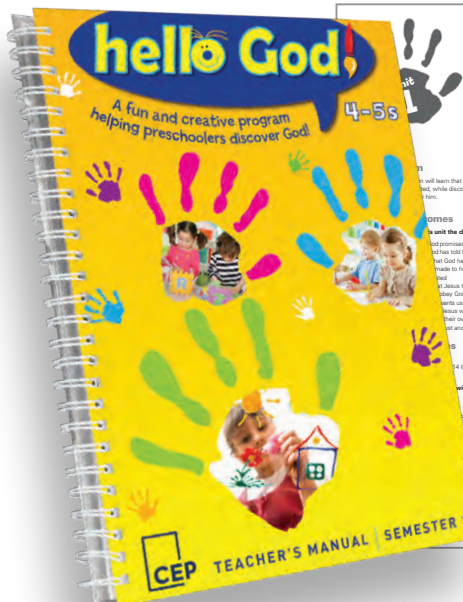
Teacher's pack

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 explicated. 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 any situation. Luke 8:22-25 reveals Jesus' power over all creation and his care for his friends when he calmed the storm.

In Lessons 5 and 6 the children are invited to enter into the world of those who actually made contact with Jesus. The first two are people who became his friends—Mary and Martha (Luke 10:38-42)—while children are the subjects of Lesson 6 (Luke 18:15-17).

Lesson 7 explores how Jesus prepared and introduced the children to the Lord's Prayer (Mark 11:29-30; Luke 11:2-4). Children will be encouraged to seek to God using this prayer.

Lessons 8 and 9 look at the Lord's Prayer in more detail. Lesson 8 focuses on trusting our loving God and asking him for all our needs while Lesson 9 explains we do not need to say sorry and seek God's forgiveness (Luke 11:2-4).

In Lesson 10 the children hear Jesus' story of the Good Samaritan and are encouraged to love others as the Samaritan did (Luke 10:25-37).

Teacher's posters

There is a **Teacher's poster** to be displayed in each lesson, which sustains the Bible theme being taught. These are useful for reinforcing learning, summarising and recalling past lessons, and creating a colourful timeline of learning.

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 or 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 have 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 reach people about God so that they can have a relationship with God, their Creator, who loves them.





Early Stage 1



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

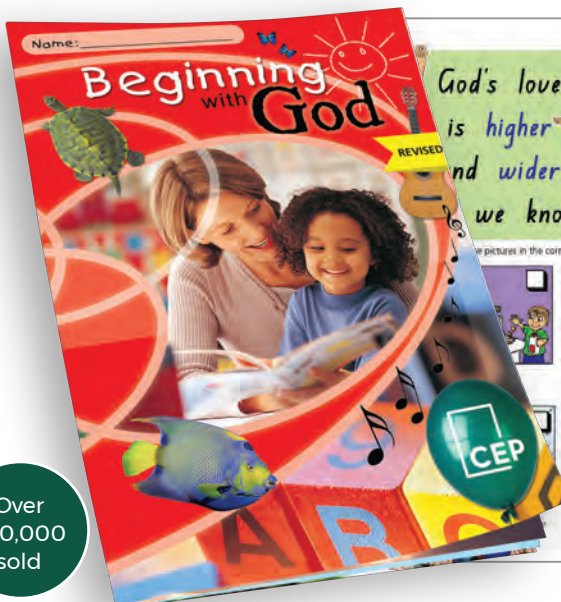
40 lessons (1 year's worth) in a single volume.

For the Teacher

Teacher's manual	\$54.95 each	Code 17011
Visual aid pack (inc. digitised images)	\$42.95 each	Code 17000
Digital Visual aid licence	\$19.95/teacher	Code e17000

Student's component

Student activity book	\$5.95 each	Code 17012
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Over
530,000
sold

God's love
is higher
and wider
than we know.

Put the pictures in the correct order.

God's world was perfect. Lesson 5



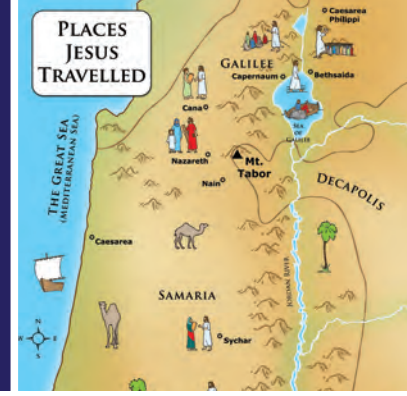
Draw a scene just like this. Call it the first of all the times you could see.
Mark a circle on the ground. Put a flag on the circle.



cepstore.com.au/bwq



Stages 1, 2 & 3



Connect

Connect is a three-year rotating curriculum covering Stages 1, 2 and 3. 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

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

Student's component

Student activity book	\$3.95 each	
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

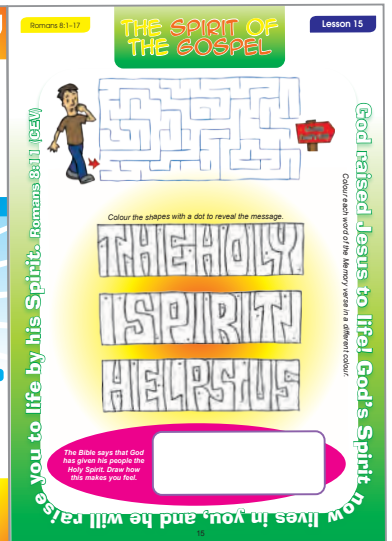
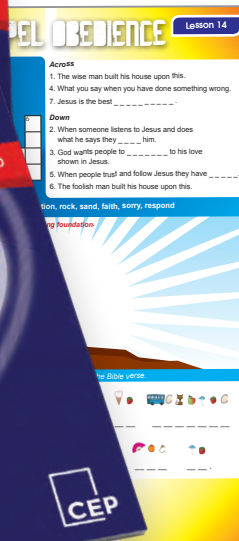
These visual aids can be used across all three learning levels. There is a poster available for use in every lesson. The pack includes 24 A2-sized colour posters, plus digitised images of the posters and PowerPoint slides as downloads.

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





Stage 3



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 \$44.95 each

Semester 1 Code 3201

Semester 2 Code 3202

Student's component

Student magazine \$5.45 each

Semester 1 Code 3211

Semester 2 Code 3212

Psalm 139 (CEV)

The Lord is always near

- 1 You have hid **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 discover my thoughts.
- 3 You notice everything I do and everywhere I go.
- 4 Before I even speak a word, you know what 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 far above me.
- 6 Where could I go to escape from your Spirit or from your sight?
- 7 If I went to climb up to the highest heavens, you would be there.
- 8 If I went 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 around the world.
- 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!
- 15 How have you died?
- 16 Nothing about me is hidden from you! I was secretly woven together deep in the earth below, 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.
- 17 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 139:1-16, 23-24 LESSON 2

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 know all about my life. There is nowhere I can go that you cannot see 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 139:1-6



cepstore.com.au/big-questions



Stages 1, 2 & 3



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

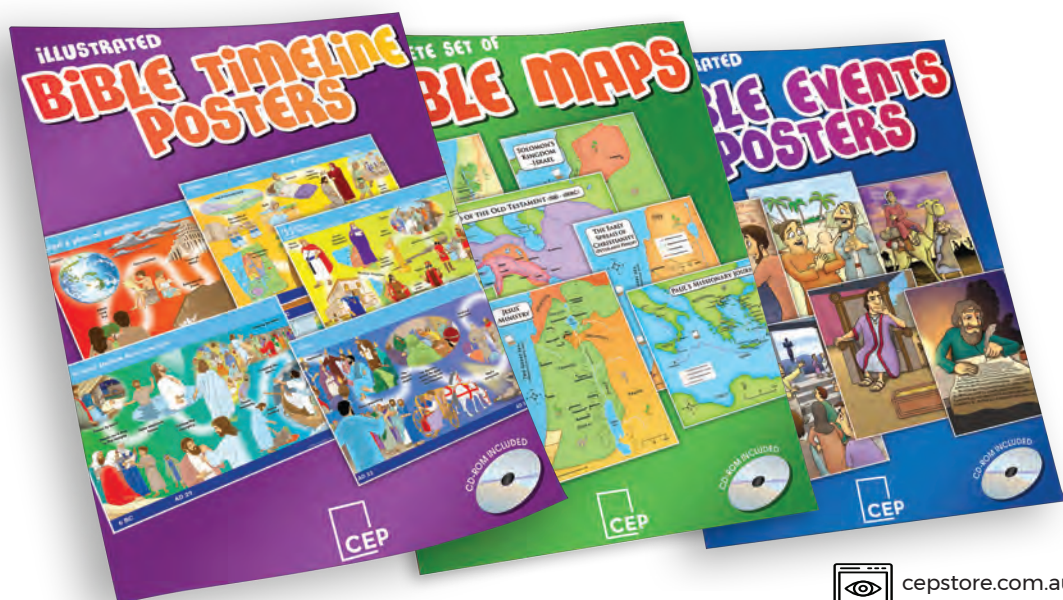
Nine A2 posters depicting God's big salvation plan from creation to the present day. The major events in the Bible are shown on the one long timeline.

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

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

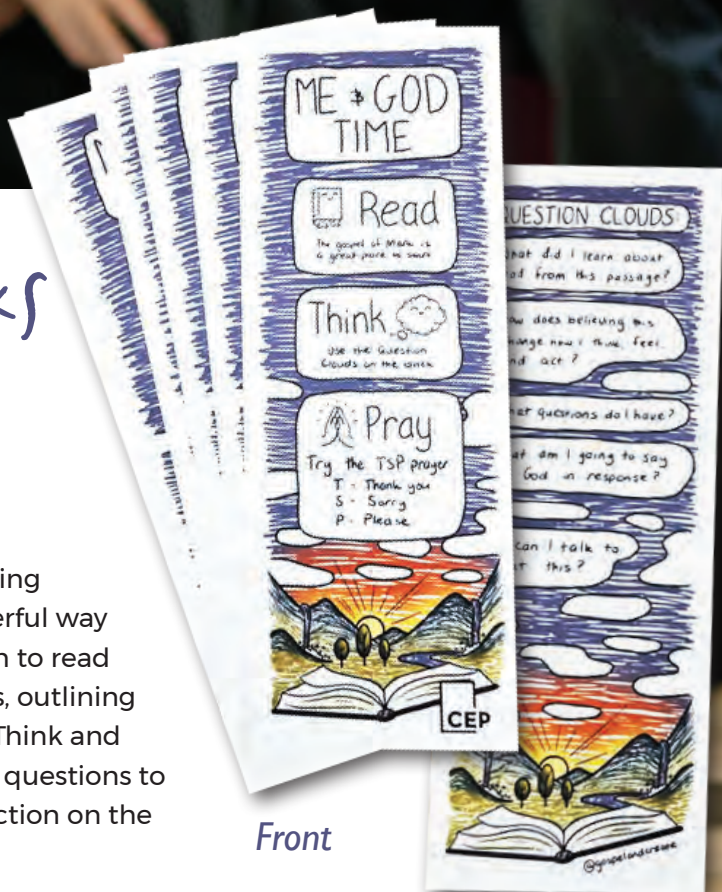




~~Full~~marks Book for students

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

cepconnect.com.au

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.com.au 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!

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 Stage 3 learning level.

See pages 4–5.



Stages 1, 2 and 3

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 Stage 2 learning level.

See pages 4–5.

Big Questions

An alternative curriculum to *Connect* for Stage 3, *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.



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 14.

Another Dimension

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

See page 16.

Your Sneaking Suspicions?

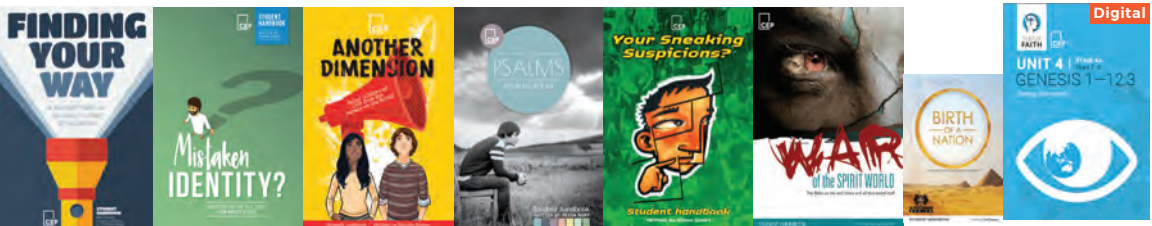
A probing, challenging and apologetic look at the big questions of life and the claims of the Christian faith.

See page 18.

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 20.



Stage 4 _____
 Stage 5 _____

Mistaken Identity?

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

See page 15.

The Psalms

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

See page 17.

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 19.

Think Faith –Stage 4

64 fully digitised lessons—enough for all of Stage 4. Topics cover various books and personalities of the Bible and what the Christian life looks like.

See page 21.



Revised
in
2022

You: An Introduction

Human identity in a postmodern world.

See page 22.

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 24.

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 26.

The Good, the Bad and the Ethical

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

See page 28.



Stage 6

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 23.

Think Faith —Stage 5

64 fully digitised lessons—enough for all of Stage 5. Topics cover various books and personalities of the Bible and the nature of the Christian life.

See page 25.

No Turning Back

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

See page 27.

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 29.



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 (see pages 10–11)

Released
in 2023

Think Faith Seminars— Stage 6

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 36.

Hope for a Shattered World

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

See page 32.

The Spirit

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

See page 34.

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 30.



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 31.

Revised
for
2023

The Cross

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

See page 33.

10:10

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

See page 35.

The Least of These

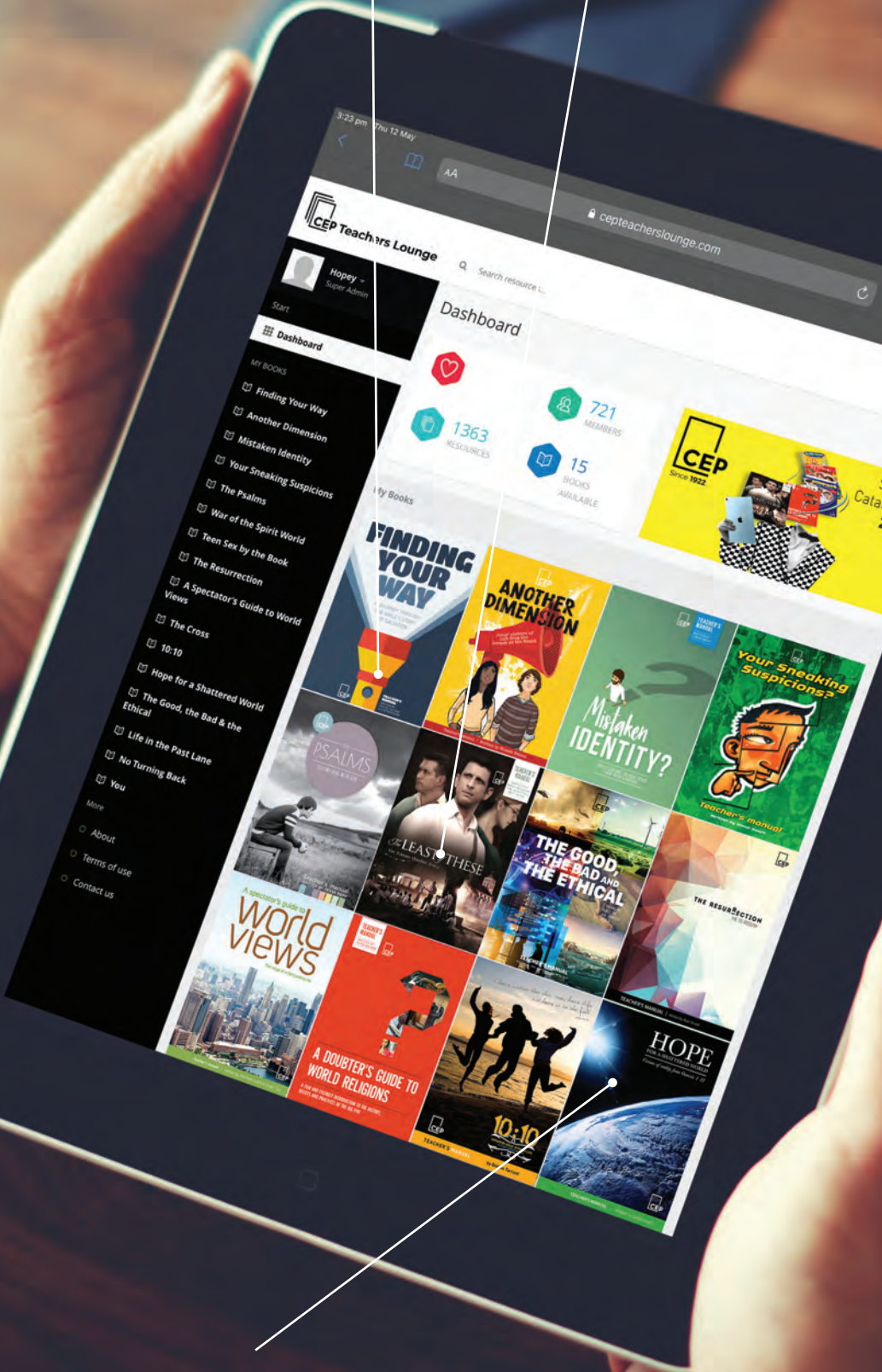
Explores forgiveness, compassion, and whether it is possible to change one's world view through the true story of Christian doctor and martyr, Graham Staines.

See page 37.

New for
2024

PowerPoints

Unit overview



Plus tons of links

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

Your complete digital solution

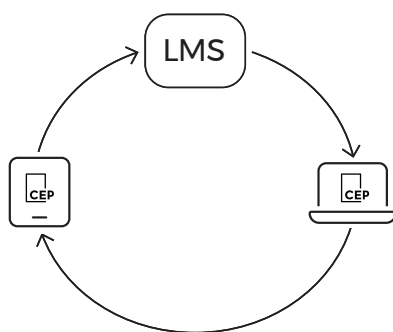
cepteacherslounge.com

Sign up today!



CEP offers you a complete digital solution for your secondary RE class.

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.

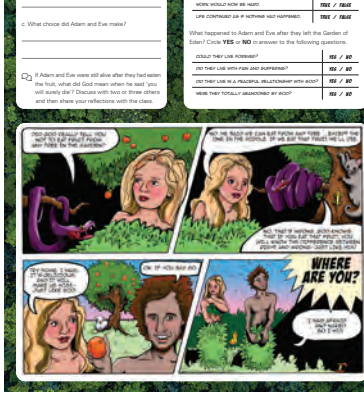
If you need to deliver your secondary RE content digitally, CEP has got you covered.



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



Stages 4-5



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.

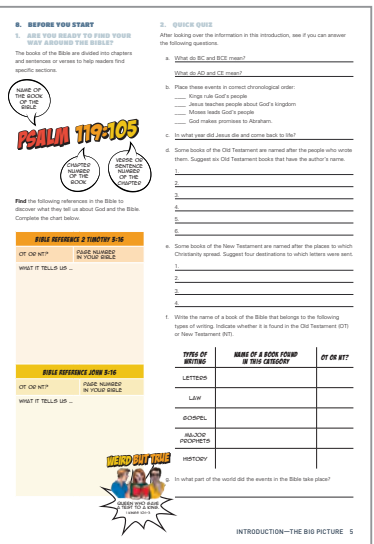
For the Teacher

Teacher's manual **\$62.50 each** Code 5568

Student's component

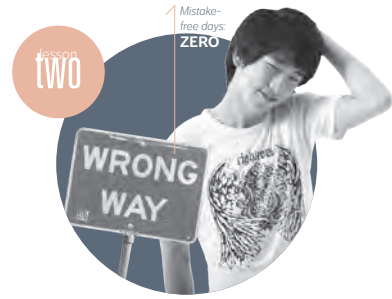
Student handbook **\$11.25 each** Code 5569

Digital student handbook **\$10.25 each** Code e5569





Stages 4-5



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.

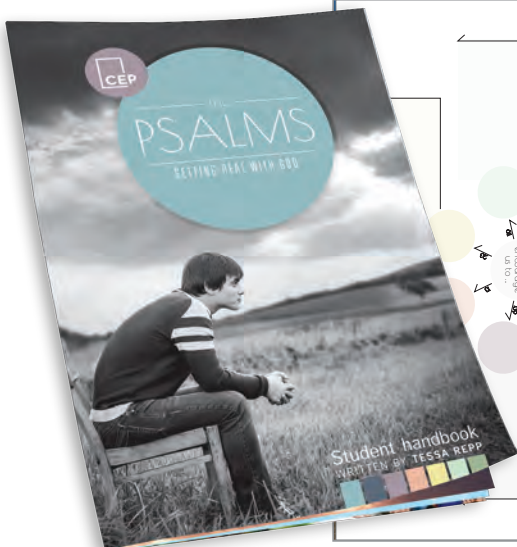
For the Teacher

Teacher's manual \$62.50 each Code 487

Student's component

Student handbook \$11.25 each Code 4871

Digital student handbook \$10.25 each Code e4871





Stages 4-5

to

Fact Lie

word to us

the Bible. Identify and summarise the answers

Explain your opinion: My view of the Bible

© Chris Madden www.erned.com

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 \$62.50 each Code 558

Student's component

Student handbook \$11.25 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.



Over 55,000 sold

THE BEAUTY MYTH

"That's just something ugly people say"
 (Tim Carrey in *Liar Liar* in response to his son's question 'Isn't real beauty on the inside?')"

What things tell us that our society is obsessed with image and having the right 'look'?

How do you react to the author's opinion about the danger of an overemphasis on appearance?

v 'the look' image and 'the look'

BIGGEST PICTURE

of all

God's picture of life, us and his kingdom

Write down the 'big picture' messages these Bible passages have for us.

Psalm 139:13-16 Matthew 6:19-24

Proverbs 31:30

What Tiffany discovered

(Read pages 21-22 and 30-31)
 What things did Tiffany feel she had learned through her experience?

Checking out my focus

Focusing on how I look

Good stuff ——— Bad stuff

What do you think about Jesus' advice to 'seek his kingdom'?



Stages 4-5

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 'judgement' or '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 \$62.50 each Code 497

Student's component

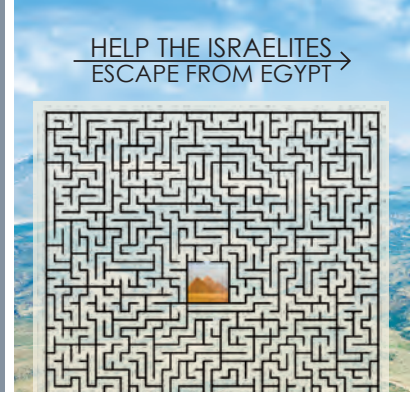
Student handbook \$11.25 each Code 4971

Digital student handbook \$10.25 each Code e4971





Stage 4



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

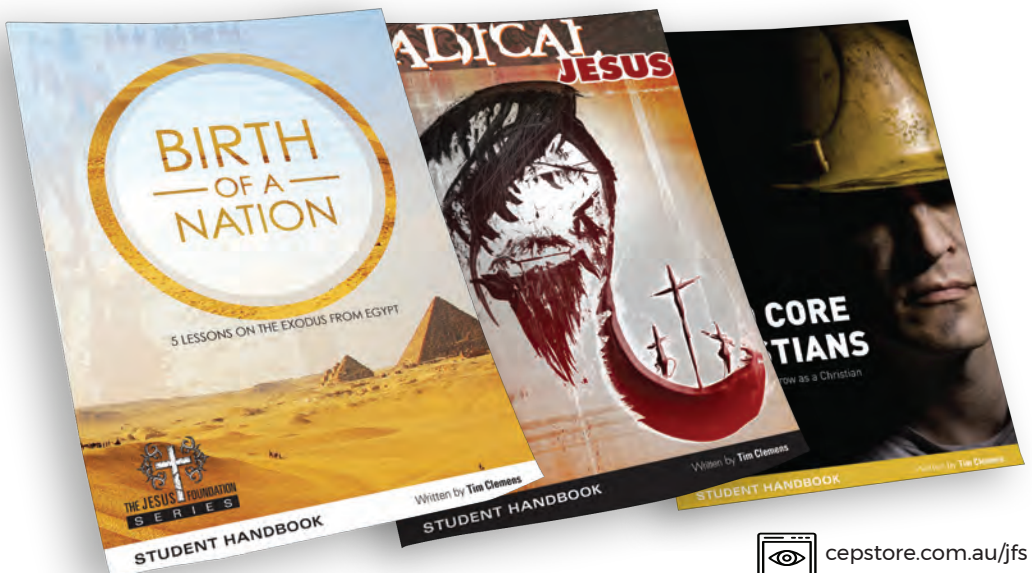
Radical Jesus Student handbook \$10.45 each Code 5651

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

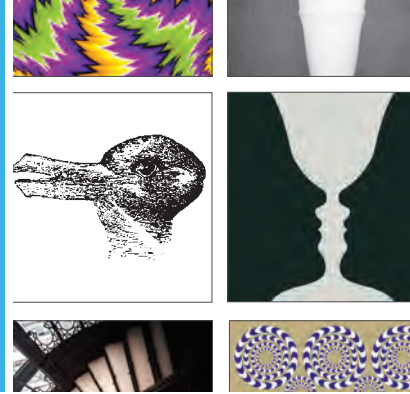
Hard Core Christians Digital student handbook \$5.95 each Code e4931



cepstore.com.au/jfs



Stage 4



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 for Stage 4.

Stage 4A

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.

Stage 4B

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

Stage 4 (Years 7–8) **\$22.95 per student, per year** Code e476C



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 PATTERNS MOVING? <input type="radio"/> To the left <input type="radio"/> To the right	2. WHAT DO YOU SEE? <input type="radio"/> Three clay columns <input type="radio"/> Two people talking
3. WHAT DO YOU SEE? <input type="radio"/> A rabbit <input type="radio"/> A duck	4. WHAT DO YOU SEE? <input type="radio"/> A wine glass <input type="radio"/> Two faces
5. WHICH DIRECTION IS THIS PICTURE MOVING? <input type="radio"/> Up the staircase <input type="radio"/> Down the staircase	6. WHICH WAY ARE THE CIRCLES TURNING? <input type="radio"/> To the left <input type="radio"/> To the right

QUESTION: when do we start school?
ANSWER: _____

QUESTION: what do we learn for?
ANSWER: _____

QUESTION: how should we treat others?
ANSWER: _____

QUESTION: what happens to the people?
ANSWER: _____

WORLD VIEWS

The set of beliefs that help us to view the world in a certain way.

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

TICKET TO LEAVE

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

Understanding our origins influences the way we treat 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 creation story shows that God is ...

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

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





Stage 5



Anxiety today

On the 'canvas' below, draw your own depiction 'Anxiety today', bringing out the points on page



WHEN YOU'RE FEELING ANXIOUS, WHERE DO YOU GO FOR REASSURANCE AND SUPPORT?

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 \$62.50 each Code 4972

Student's component

Student handbook \$11.25 each Code 4973

Digital student handbook \$10.25 each Code e4973

You: An Introduction (textbook) \$19.95 each Code 9474*

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





Stage 5



Visions of the future

The Bible presents some stunning visions of the future that God promises to establish once his justice has been brought down on the world.

The prophet Isaiah spoke about a time when there would no longer be the pain and suffering brought on by people's cruelty and selfishness.

Read the following passage:

Understanding the frame

The entire story of the Bible, and the world, fits within the framework of creation, the Fall, and the restoration being brought under God's creation. Within that frame lie the flood, Abraham and the promise, Jesus and his life, death and resurrection.

All of human history falls into this rebellion from God, and the story of how to bring people back to him. Every

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.

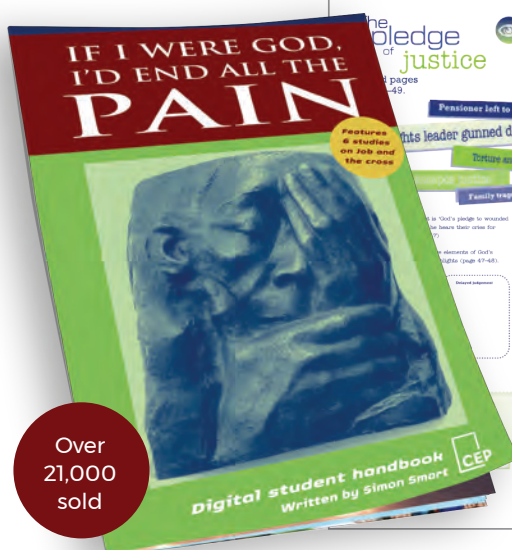
Student's component

Student handbook \$11.25 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.



Over 21,000 sold

pledge of justice

Describe an event, involving someone other than yourself, for which you would like to see God's judgment.

Penitence left to die after bombing

Church leader gunned down

African tyrant's life of luxury while his people starve

Torture and death for campaigners for democracy

Family tragedy after drunk driver loses control

Delay in judgement

Human Progress | Suffering | Merciful justice to reward

Yeah but ...

Spirit of violence and loss

Yeah, but ...

Yeah, but ...



Stage 5



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 \$6.45 each Code 4951

Historical Jesus Student handbook \$6.45 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





Stages 5-6



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.

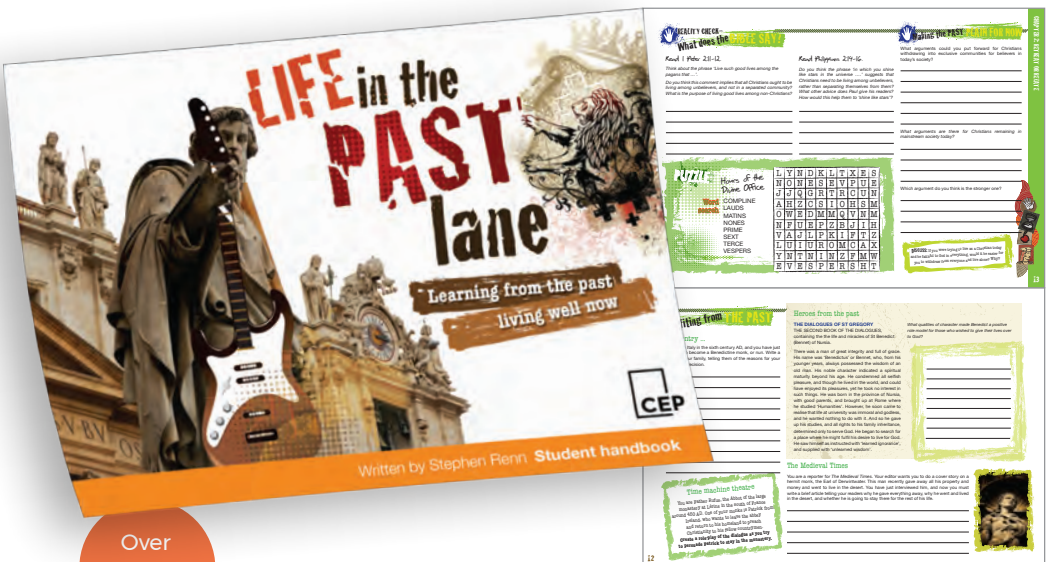
For the Teacher

Teacher's manual \$62.50 each Code 5562

Student's component

Student handbook \$11.25 each Code 5563

Digital student handbook \$10.25 each Code e5563



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Stages 5-6

LESSON 2
INDIVIDUALISM

FUN IS #1

DISCUSS
Have a think: has any discipline he makes in life 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 loses on fun might negatively

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.

Isaac or **YOU**

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 **\$62.50 each** Code 5573

Student's component

Student handbook **\$11.25 each** Code 5574

Digital student handbook **\$10.25 each** Code e5574



15 LESSON 4 - VALUES AND VIRTUES

VALUES
The previous 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 our necessary values, they are related to our values.

According to the 'value' ethical theory the big question of ethics is:

WHAT SHOULD I DO? / **WHAT IS MY PERSON'S RESPONSIBILITY?**

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

WHAT'S THE MOTIVATION?
These students think about Peter's big problem. They all approach the principal Mr Jones to talk about Ryan.

DISCUSS
Read the scenario. Ryan, the cheating of her friend and the fact he stole about Ryan's match to get him to transfer.

DISCUSS
Ryan's best friend and she is concerned about the and his problem and Ryan needs the help that he, Ryan might be able to arrange.

CONSIDER
at (check) reasons of choice, what of the success of checking to (check) any.

EDUCATING VALUES
The following list of values comes from the Australian Federal Government's 'The values for Australian Schooling' document. You might have seen it in something similar displayed in your school somewhere.

YOU
Rank these from 1 to 5 in order of what you consider to be the most important to the least important. Highlight the ones you would like to demonstrate more often.

DISCUSS
Compare your ordering of values to those around you. Are they the same? If not, how can you determine whose value ranking is best?

LIFE
What were some recent examples at school where you have seen any of these values displayed?

YOU
What value(s) if any would you add?

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Stages 5-6



A WHEN MIGHT SOMEONE HOLD A CHRISTIAN WORLD VIEW QUESTION SCIENTIFIC DEVELOPMENTS?

B WHAT ARE PEOPLE MOST LIKELY TO PUT THEIR FAITH IN IF THEY DO NOT PUT IT IN GOD?

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 \$62.50 each Code 8102

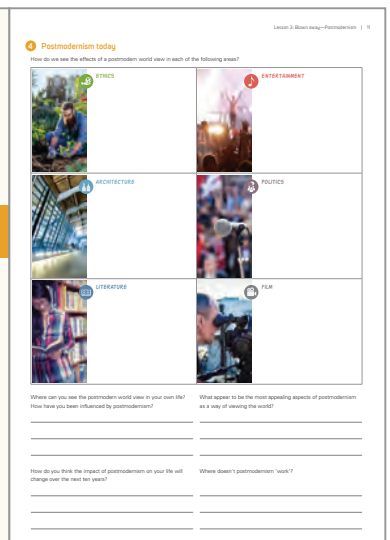
Student's component

Student handbook \$11.25 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.





Stages 5-6



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 **\$62.50 each** Code 8011

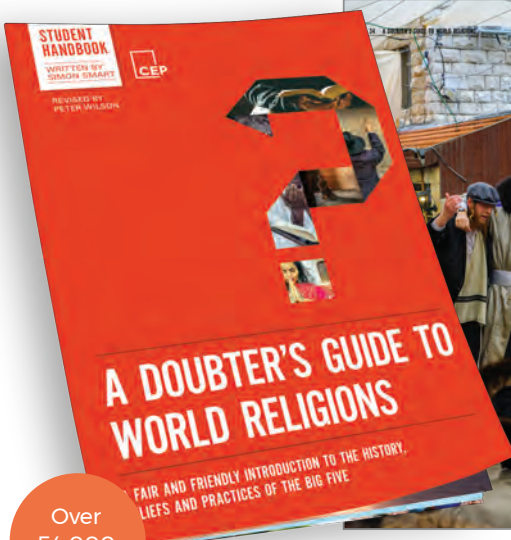
Student's component

Student handbook **\$11.25 each** Code 8012

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

A Doubter's Guide to World Religions (textbook)* **\$32.95 each** Code 8002

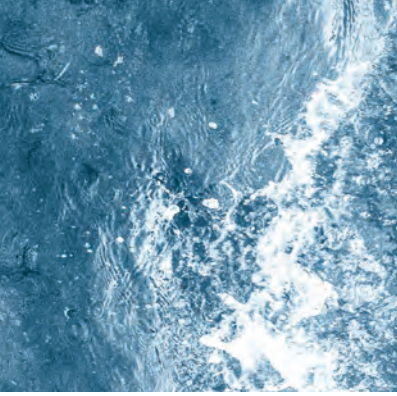
*NB: Students will require access to this book—either as a class set or their personal copy—as well as their own Student handbook.



Over 54,000 sold



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Stages 5-6



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 **\$62.50 each** Code 5554

Student's component

Student handbook **\$11.25 each** Code 5555

Digital student handbook **\$10.25 each** Code e5555

HOPE FOR A SHATTERED WORLD
VISIONS OF REALITY FROM GENESIS 1-11

STUDENT HANDBOOK | Written by Simon Smart

Over 24,000 sold

The foundation stone
Who is God? Who cares?
Genesis 1:1

The beginning God
... and the heavens and
the 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 nudged 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'!

Describe a time when you have been 'nudged on your heels' in wonder at life and creation. What response did this cause you to have?

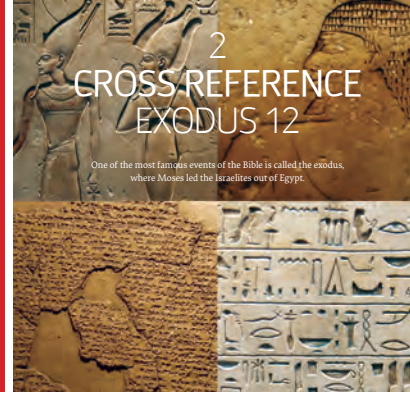
The audience
"The one essential condition of human existence is that man should always be able to bow down before something infinitely great. If men are deprived of the infinitely great, they will not go on living and will die of despair. The infinite and the Eternal are as essential for man as the little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

The view from the book
Such a statement stood in stark contrast to Israel's pagan neighbours whose stories of creation involved a multiplicity of gods. The deities quarrel, battle, 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. He is not a multiple or accident, or the result of blind fate. We are not simply a bunch of chemical matter, but are a unique creation of an all-powerful God. We are not relying on the blind forces of nature or even of gods who do not for their pleasure. The first verse of Genesis gives a centre and foundation for the whole universe and all of life.



Stages 5-6



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 \$62.50 each Code 4976

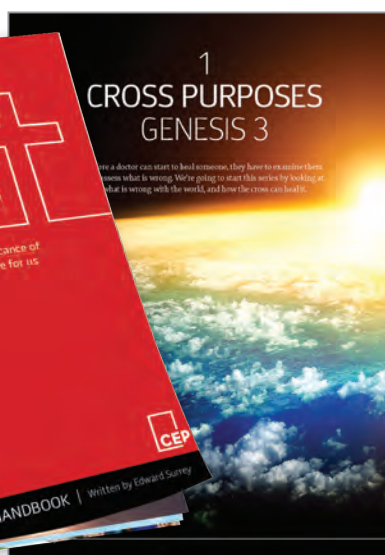
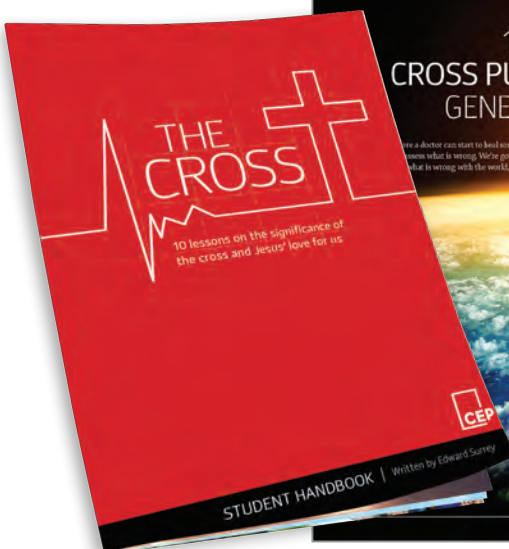
Student's component

Student handbook \$11.25 each Code 4977

Digital student handbook \$10.25 each Code e4977

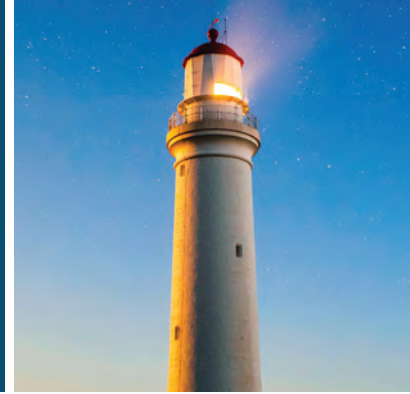
*The Cross (textbook)** \$14.95 each Code 4975

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





Stages 5-6



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 **\$62.50 each** Code 4979

Student's component

Student handbook **\$11.25 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.






Stage 6



to perceive very major things on all around him.

Truman Burbank (Jim Carrey) has unknowingly grown up as the subject of a reality-type 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' life is a huge geodesic dome with its illuminated sky, sea and weather.

In the words of the film's character Truman: 'I wish I was the producer of the Truman Show - I'd accept the reality of the world 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 \$62.50 each Code 5564

Student's component

Student handbook \$11.25 each Code 5565

Digital student handbook \$10.25 each Code e5565



John 1:1-6

In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through him all things were made, without him nothing was made that has been made. In him was life, and that life was the light of all mankind. The light shines in the darkness, and the darkness has not overcome it.

In no coincidence that these passages contain similarities: John writes, "Through him [the Word] all things were made" and we know from earlier verses that that has been made" (John 1:3).

Genesis 1:1-6

In the beginning God created the heavens and the earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. And God said, "Let there be light," and there was light. God saw that the light was good, and he separated the light from the darkness. God called the light "day," and the darkness he called "night." And there was evening, and there was morning—the first day.

 The Word is undoubtedly significant to the beginning of the world, but who is this 'Word'? What clues does the passage give us?

If we substitute Jesus' name for 'the Word', how does the passage read? In the beginning was Jesus, and Jesus was with God, and Jesus was God (v 1). Jesus became flesh and made his dwelling among us. When John chooses the title 'Word of God' for Jesus, he is equating Jesus with God—who created the world with his words.

In Genesis 1, we read how God spoke creation into being:

God said, "Let there be light" (v 3)
 God said, "Let there be a vault between the waters to separate water from water" (v 6)
 God said, "Let the water under the sky be gathered to one place, and let dry ground appear" (v 9)
 God said, "Let the land produce vegetation" (v 11)
 God said, "Let there be lights in the vault of the sky to separate the day from the night" (v 14)
 God said, "Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky" (v 20)
 God said, "Let the land produce living creatures according to their kinds" (v 24)
 God said, "Let us make mankind in our image" (v 26).



Stage 6



**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 Stage 6 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 for Stage 6.

Stage 6 (Years 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

Stage 6 (Years 11-12) **Please contact us for pricing** Code e482C

THINK FAITH CEP
Digital
SEMINAR | TERM 3A
Years 11-12
JESUS: DEAD OR ALIVE?

SEMINAR TERM 3A
JESUS: DEAD OR ALIVE?

NOTES

JOHN 19:16b-42

Make a note of anything that fits the following:

The Romans were experts in crucifixion.

Jesus' death was public.

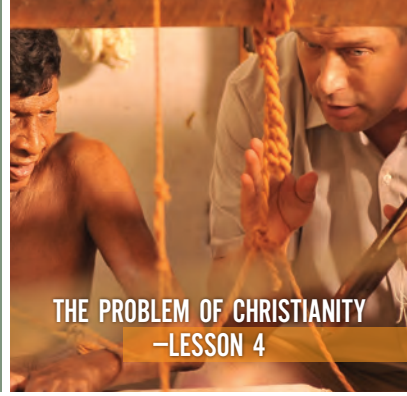
Other observations.

HO 1

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Stage 6



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



WHAT IS TRUTH? (PART 2) —LESSON 2

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

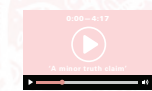
Choose the statement, or statements, that most align with your own view.

- 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.
- It's more often than I'm willing to admit, and it worries me.
- It's hard to tell the truth. But it's always easy.
- As long as no-one gets hurt, I don't think the truth matters.
- We each make our own truth.

2. How thick of a moral mask claim you once believed, but now no longer do. What made you realise this truth?

The journalist, Murray, believes that it is wrong to make claims about Staines without evidence. The editor, Mafra, does not agree. They disagree about different 'truth' positions. Let's try this on a 'tigger truth' question.

Note that this is not easy. Ideas will need to be supported, changed 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.



Let's try this on a minor truth claim—try to think of 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?

4. Name a truth claim on two, one of the claims from the Bible as both 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?

New for 2024



Centre for Christian Education

Centre for Christian Education

'Where will we find the Christian teachers we need for our school?'

Schools need more teachers. Schools need more Christian teachers. And schools need Christian teachers who have expertise, not only in their chosen subjects, but also in how the Christian faith brings 'the aroma of life' to every aspect of school education and life.

Centre for Christian Education provides theological education for Christian teachers so they might engage the hearts of children and young people with the gospel in every aspect of the school community.

Two pathways are offered:

- **Option 1 for FUTURE TEACHERS**

For those who want the best gospel preparation before gaining a teaching qualification through an approved teacher education course at university. It's a pathway for schools to recruit more Christians into teaching.

- **OPTION 2 FOR CURRENT TEACHERS**

Professional Development for those who have already gained their teaching qualification. This is for new or seasoned school teachers, whether in the first year or the fifteenth year of teaching.

'I am delighted that we have formalised a pathway for more Christians to enter the teaching profession and to deepen the gospel-expertise of Christian teachers in every school context. No doubt you can think of a number of students in your care who would make excellent Christian teachers. Please consider introducing them to the Centre for Christian Education as a first step towards this worthy, and much needed, vocation.'



The Rev Mike Dicker Principal, Youthworks College



Find out more

Ordering

Our friendly staff are always available to answer your questions and provide advice on the right material for you and your school.

Our webstore allows you to order online and receive an invoice directly. If you have never purchased from us before and would like to create an account, please email or call our sales team with your school's details, including ABN.

If you do have an existing account, your details remain unchanged. However, the first time you use our webstore you will need your CEP account number and your school's ABN to place your order. Your CEP account number can be found on any previous CEP invoice or statement.

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