

Since  
1922



*New Zealand  
Schools Catalogue*

2020



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# Welcome!

Dear friend,

If you teach Religious Education, Christian Studies, Biblical Studies, or any other subject concerned with Christian faith development, this is your catalogue. Whatever your tradition, within these pages you'll find contemporary resources that fulfil the aims and objects of your program while engaging your students with best-practice pedagogy.

The situations under which you labour are many and varied. For some, RE is an assessable and compulsory subject. For others, it's optional. Some of you get one lesson a week. Others, one lesson per day. For some, your work is seen as central to your school's mission. For others, it once was, or is yet to be.

We understand this. Every year we travel the country, learning what you do and how you do it so that we can better serve you in the delivery of this most

important of subjects. To that end, as CEP heads towards its 100th anniversary (in 2022), we thought it opportune to reappraise and reaffirm what we do.

Central to our role is our relationship with teachers and your feedback over the past 12 months has been invaluable in keeping us abreast of shifting pedagogical trends. It has been especially interesting to hear the overarching telos of various schools' RE programs. Knowing that a student will be under a

school's care for up to 13 years, what drives the creation of a cohesive program that builds understanding year on year? What are the ultimate goals?

For your encouragement here are some (partial) responses from the past year:

*'By the end of year 12 we wish to create world citizens who engage with the world and are not judgemental. In every year, we teach strong biblical content.'*

*'Students will be biblically literate and understand and have responded to the gospel whether they have accepted it or rejected it. Every lesson I want to put a rock in every kid's shoe—give them something to think about that they can't dismiss.'*

*'In Primary, we teach all the main characters and turning points of salvation. In Secondary, we put all the pieces of the jigsaw together and look at apologetics and how the ideas of the Bible intersect with the prevalent ideas in the world.'*

*'In Secondary, we show how to use and engage with the Bible, particularly the gospels. We also show how to engage with other faiths, world views and ethical systems of thought.'*

We wish you well in 2020. May God bless your work.

*The team at CEP*

*This year, we have launched a new webstore and revised our logo, colour scheme and fonts—which you will see throughout this catalogue. This reflects the balance of professionalism and personal style that is inherent in good teaching and, consequently, our resources.*



# Curriculum Mapping

## Primary

### 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.

A one-year curriculum in two semesters.

See page 6.



### Connect—Infants

Cycle A looks at how the broken Creation is redeemed and restored through Jesus, Old Testament people of faith, and the examples of early Christians in following Jesus.

A one-year curriculum in two semesters.

See pages 8–9.



### Connect—Upper Primary

The same themes as Infants and Lower Primary, but at a Years 6–7 learning level.

A one-year curriculum in two semesters.

See pages 8–9.



### 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.

9 lessons offering 1–2 terms' worth.

See page 19.



Revised for 2019

### Another Dimension

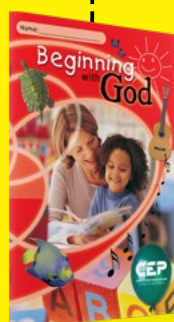
Life through the lens of the Sermon on the Mount.

7 lessons offering 1–2 terms' worth.

See page 21.



Revised for 2020



### 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.

40 lessons offer a full year's worth.

See page 7.



### Connect—Lower Primary

The same themes as Infants, but at a Years 4–5 learning level.

A one-year curriculum in two semesters.

See pages 8–9.



### Big Questions

*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.

A one-year curriculum in two semesters.

See page 10.



### Mistaken Identity?

Cover to cover through Mark's Gospel.

9 lessons offering 1–2 terms' worth.

See page 20.



All our primary curriculum products/programs 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.

Download Teacher's manual and Student activity book samples  
[cepstore.co.nz/primary-school-books](http://cepstore.co.nz/primary-school-books)





*Start children off on the way  
they should go, and even when they  
are old they will not turn from it.*

Proverbs 22:6 (NIV)





Download online samples  
[cepstore.co.nz/hello-god](http://cepstore.co.nz/hello-god)

## Hello God! *Preschool*

*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.

A full-colour child's component is available for each unit (there are two units per semester). The Teacher's pack includes a manual full of detailed preparation notes, 20 colour posters, lesson aims and outcomes, and a CD of age-appropriate songs and movement music.

### *Learning outcomes*

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

- know that God created the world and everything in it, humans choose to disobey 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.

### **Teacher's pack (inc. manual, CD and Visual aids)**

*\$64.00 each*

**Semester 1** Code 3100

**Semester 2** Code 3103

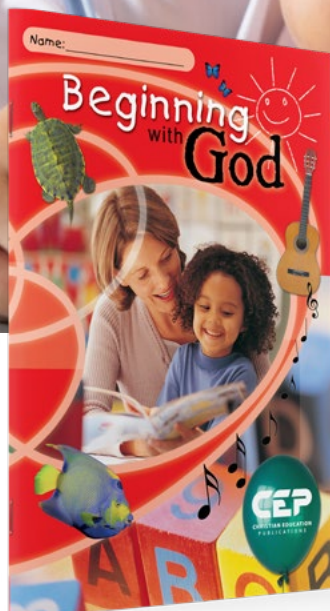
### **Child's component**

*\$3.70 each*

**Semester 1 Unit 1** Code 3101 **Unit 2** Code 3102

**Semester 2 Unit 1** Code 3104 **Unit 2** Code 3105





Download online samples  
[cepstore.co.nz/bwg](http://cepstore.co.nz/bwg)

I really enjoy using *Beginning with God* with our Prep students as they start their school journey learning about the Christian faith. I find these creative stories, short games and ideas draw in the children's interest and open the way to introduce the next concept of God or Bible story.

Amy Griffin  
St Luke's Anglican  
School Bundaberg,  
QLD

## Beginning with God Year 1

*Beginning with God* is a one-year, stand-alone program which 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 Teacher's pack includes a manual of 40 lessons with learning aims and outcomes, detailed preparation notes, and a CD of songs, plus 18 A2 posters and 49 digitised images.

### 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 is 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.

### Teacher's manual

**\$64.00 each** Code 17011

### Visual aid pack (inc. digitised images)

**\$51.00** Code 17000

### Teacher's pack (inc. manual, CDs and Visual aids)

**\$86.00** Code 17013

### Student activity book

**\$6.70 each** Code 17012





Download online samples  
[cepstore.co.nz/connect](http://cepstore.co.nz/connect)

## **Connect** *Infants, Lower Primary, Upper Primary*

*Connect* is a three-year rotating curriculum covering Years 2–3, 4–5 and 6–7. Across the six years of primary school students will work their way through the program twice, returning to familiar passages in their later years but at a deeper learning level. By the end of primary, students will have worked through the entire biblical story twice.

*Some of the teaching outcomes you can expect to see in Connect are:*

- Knowledge and understanding, in relation to:
  - » 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.

Each Teacher's manual also contains a CD of age-appropriate songs, the words of which are in the accompanying full-colour Student activity book.

*The Scope and Sequence for all three stages is available to view at [cepstore.co.nz/connect](http://cepstore.co.nz/connect)*

The CEP *Connect* books have been a great help in planning a thorough Christian Education for primary children as they learn many exciting Bible stories.

*Simon Surgenor  
 The Scots College  
 Preparatory  
 School, NSW*



Connect  
in 2020 is  
Cycle A

Over  
5.75  
Million  
sold



## Connect website [cepconnect.co.nz](http://cepconnect.co.nz)

cepconnect.co.nz has 1000s of free great resources which can be used along with all our primary level curriculum.

Join up to access extra lesson tools, teaching tips, upcoming events, articles and FAQs, sample lessons, plus the complete Scope and Sequence.

### Teacher's manual

*\$51.00 each*

#### Infants (Years 2–3)

**A1** Code 18111 | **A2** Code 18211

#### Lower Primary (Years 4–5)

**A1** Code 18121 | **A2** Code 18221

#### Upper Primary (Years 6–7)

**A1** Code 18131 | **A2** Code 18231

### Student activity book

*\$4.40 each*

#### Infants (Years 2–3)

**A1** Code 18112 | **A2** Code 18212

#### Lower Primary (Years 4–5)

**A1** Code 18122 | **A2** Code 18222

#### Upper Primary (Years 6–7)

**A1** Code 18132 | **A2** Code 18232

### Visual aid pack (inc. digitised images)

*\$51.00 each*

**A1** Code 18100 | **A2** Code 18200

See page 11 for more Visual resources.





Download online samples  
[cepstore.co.nz/bq](http://cepstore.co.nz/bq)

*Big Questions* is a very adaptable work book. There are always lots of questions around 'Who is God?', 'What is forgiveness?', 'Is the Bible true?' and this series looks at these discussions and helps students sort out answers! They are biblical in context which is awesome.

*Joce Kearney  
St Oran's College,  
New Zealand*



## Big Questions *Year 7-8 alternative*

*Big Questions* is offered as an alternative to *Connect* for Year 7. It uses an open questioning style of learning where students share their own opinions and investigate the Bible, how its teachings intersect with our culture and what it 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?'.

*Some of the teaching outcomes you can expect to see in Big Questions are:*

- Knowledge and understanding, in relation to:
  - » 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.

See the full aims and outcomes and the syllabus at [cepstore.com.au/bq](http://cepstore.com.au/bq)

### Teacher's manual

**\$51.00 each**

**Semester 1** Code 3201 | **Semester 2** Code 3202

### Student magazine

**\$6.30 each**

**Semester 1** Code 3211 | **Semester 2** Code 3212





## Additional visual resources

Each visual aid pack contains a set of teacher's notes explaining the biblical content of each poster, plus a CD of the images in digital format and photocopiable masters for students to use as they learn.

### Bible Events

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

**\$34.70** Code 1481

### Bible Maps

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.

**\$40.50** Code 1471

### Bible Timeline

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.

**\$34.70** Code 1431

*Therefore the Lord himself will give you a sign: The virgin will conceive and give birth to a son, and will call him Immanuel.*

Isaiah 7:14 (NIV)



## **Christmas** *Resources and gifts*

### **Christmas comics**

Two 14-page comics telling the Christmas story—one from Mark's Gospel, the other told through the eyes of the wise men.

**Christmas—God's gift ... the Saviour** \$1.40 Code 6204

**Looking for the King at Christmas** \$1.40 Code 6209

### **All about Jesus Christmas Colouring and Activity Book**

Contains loads of colouring and puzzle activities for students aged 2–7.

\$5.80 Code 633

### **Jesus—A King is Born! The Christmas Story**

Share the wondrous story of the first Christmas with this uniquely illustrated book. Available as a Jumbo edition (42 x 42 cm), ideal for teacher-to-class reading.

**Jumbo edition** \$34.70 Code 9754

### **Christmas colouring-in gift cards**

A set of 30 double-sided cards. The perfect classroom activity or gift.

\$15.20 Code 2996

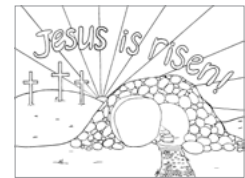
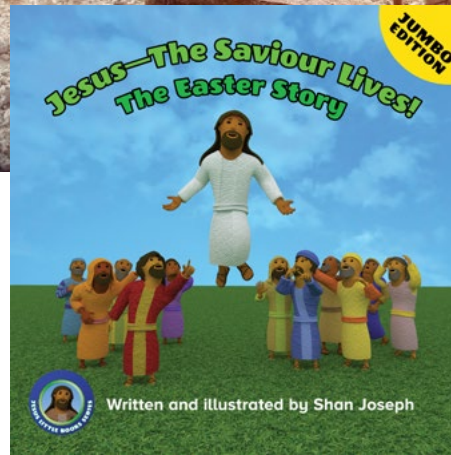
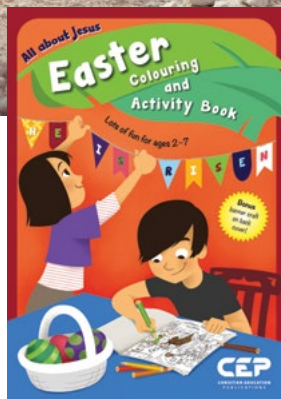
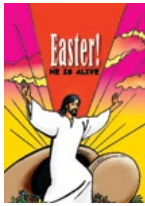
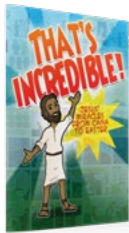
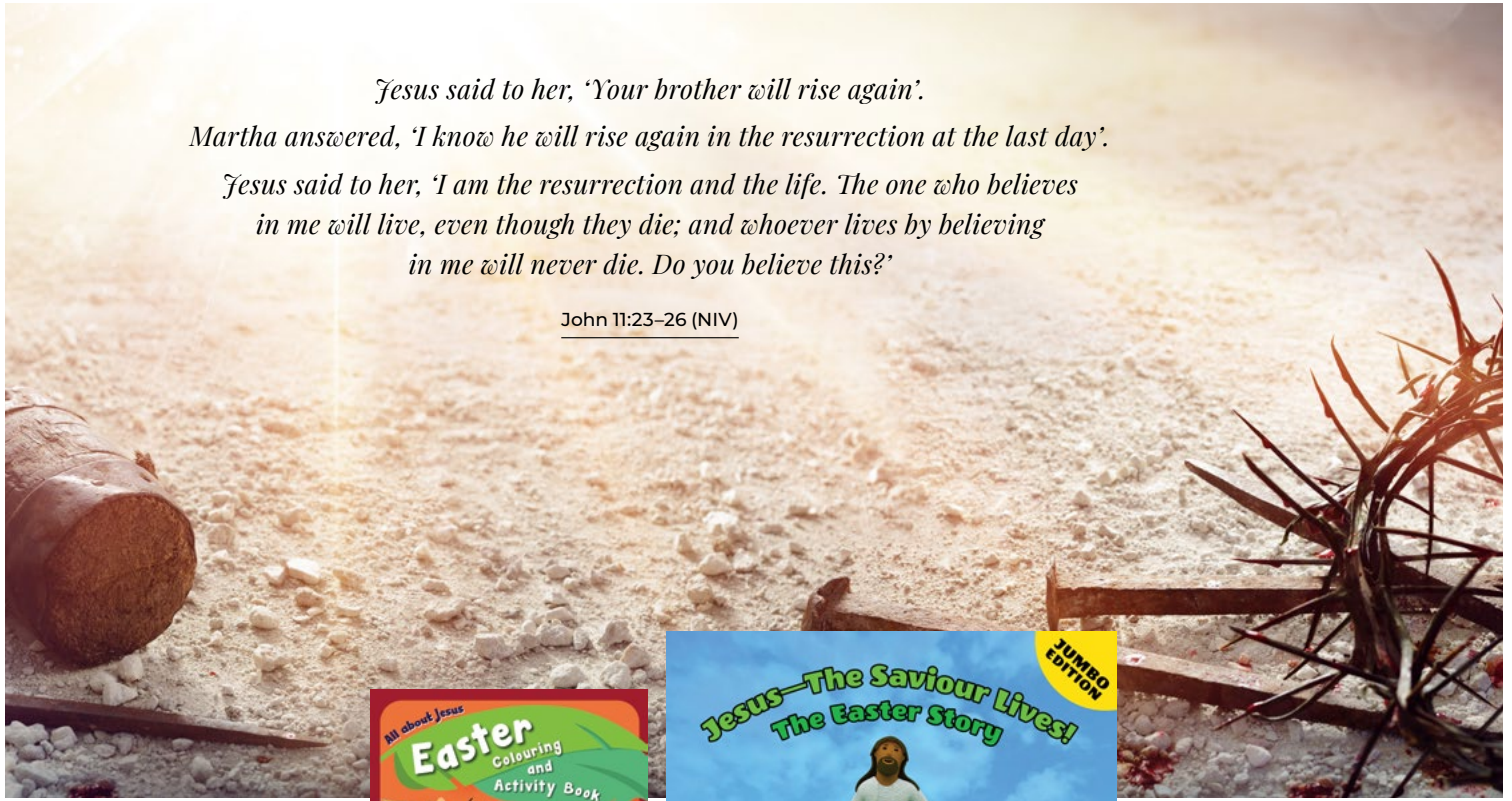


*Jesus said to her, 'Your brother will rise again'.*

*Martha answered, 'I know he will rise again in the resurrection at the last day'.*

*Jesus said to her, 'I am the resurrection and the life. The one who believes in me will live, even though they die; and whoever lives by believing in me will never die. Do you believe this?'*

John 11:23–26 (NIV)



## **Easter** *Resources and gifts*

### **Easter comics**

Two 14-page comics telling the Easter story—one from Mark's Gospel, the other showing Jesus' incredible miracles including the greatest miracle of all.

**That's Incredible!** \$1.40 Code 6210

**Easter! He Is Alive** \$1.40 Code 6205

### **All about Jesus Easter Colouring and Activity Book**

Contains loads of colouring and puzzle activities for students aged 2–7.

\$5.80 Code 632

### **Jesus—The Saviour Lives! The Easter Story**

A touching retelling of the Easter message and the true hope we have in Jesus. Available as a Jumbo edition (42 x 42 cm), ideal for teacher-to-class reading.

**Jumbo edition** \$34.70 Code 9752

### **Easter colouring-in gift cards**

A set of 30 double-sided cards. The perfect classroom activity or gift.

\$15.20 Code 2995





View samples online  
[cepstore.co.nz/tween-ministry](http://cepstore.co.nz/tween-ministry)

## Dig-in Discipleship series For ages 10–12

Designed specifically for kids as they move from primary to high school, these studies each focus on a specific group of verses, exploring their meaning and how they fit within the whole message of the Bible. Perfect for lunchtime and after-school groups.

### **Follow the Leader** *Philippians 2:5–11*

\$8.00 Code 766

### **Battle Gear** *Ephesians 6:13–18*

\$8.00 Code 767

### **Good Advice** *Proverbs 3:1–6*

\$8.00 Code 769

### **Keep on Keeping on** *Hebrews 12:1–6*

\$8.00 Code 7701

### **Pray this Way** *Matthew 6:7–13*

\$8.00 Code 770

### **Pastures, Paths and Parties** *Psalms 23*

\$8.00 Code 765

### **True Identity** *Colossians 3:12–17*

\$8.00 Code 768



View samples online  
[cepstore.co.nz/  
birds-and-bees-by-the-book](http://cepstore.co.nz/birds-and-bees-by-the-book)

## Birds and Bees by the Book

*For children aged 7–10 and their parents/carers*

### *Birds and Bees by the Book (six-book set)*

Today our world is replete with messages about sexuality, gender and identity, and more than ever, our children need a safe space to learn about these topics. Everything in this six-book set is framed within the Bible's message that children are unique creations of God, and that sex is a precious gift to be used carefully and wisely within the context of marriage.

Written by renowned sex educator Patricia Weerakoon, these books help children to understand the family structures in the world around them and how their body and brain are developing as they grow. Designed for parents or carers to read with their children, topics covered include: what is involved in sexual activity, what it means to be a boy or a girl, and how to protect themselves against pornography if they stumble across it.

### *Key benefits*

- A set of six books at 32 pages each, covering three foundational topics—family, body and brain—and three extension topics—sexuality, gender and pornography
- Beautifully illustrated and accessible for children aged 7–10
- Designed to equip parents in educating children about sexuality, gender and identity from a Christian world view
- Accompanying online web resource for parents and carers.

**\$49.90 for the set** Code 993





# Curriculum Mapping

## Secondary

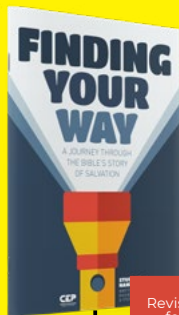
### Finding Your Way

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.

9 lessons offering 1-2 terms' worth.

*See page 19.*



Revised for 2019

### Another Dimension

Life through the lens of the Sermon on the Mount.

7 lessons offering 1-2 terms' worth.

*See page 21.*



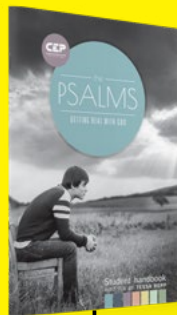
Revised for 2020

### The Psalms

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

7 lessons offering 1-2 terms' worth.

*See page 22.*

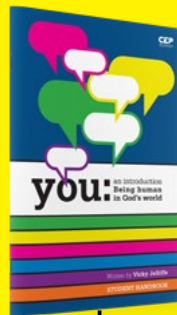


### You: An Introduction

Human identity in a postmodern world.

15 lessons offering 2 terms' worth.

*See page 25.*



### The Good, the Bad and the Ethical

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

16 lessons offering 2 terms' worth.

*See page 29.*



Yr 9

Yr 9

Yrs 9-10

Yrs 9-11

Yrs 9-11

Yrs 9-11

Yrs 10-11

Yrs 10-11

Yrs 10-12

Yrs 10-12



### Mistaken Identity?

Cover to cover through Mark's Gospel.

9 lessons offering 1-2 terms' worth.

*See page 20.*



### Your Sneaking Suspicions?

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

16 lessons offering 2 terms' worth.

*See page 23.*

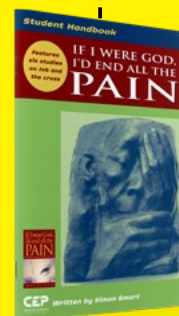


### War of the Spirit World

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

8 lessons offering 1-2 terms' worth.

*See page 24.*



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

The age-old struggle of humanity, and the comfort of Christ.

6 lessons offering 1 term's worth.

*See page 26.*



### No Turning Back

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

6 lessons offering 1 term's worth.

*See page 27.*





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. This flow chart offers many possibilities.



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 need.

### Teen Sex by the Book

Sexuality, identity and relationships from the popular, scientific and biblical points of view.

10 lessons offering 1–2 terms' worth.

See page 30.



### The Resurrection

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

8 lessons offering at least 1 term's worth.

See page 31.

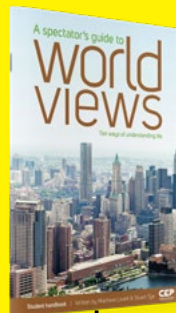


### A Spectator's Guide to World Views

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

10 lessons offering 1–2 terms' worth.

See page 33.



### The Spirit

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

10 lessons offering 1–2 terms' worth.

See page 37.



### John 10:10

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

10 lessons offering 1–2 terms' worth.

See page 38.



Yrs 10–13

Yrs 10–12

Yrs 11–12

Yrs 11–13

Yrs 11–13

Yrs 11–13

Yrs 11–13

Yrs 11–13

Yrs 12–13

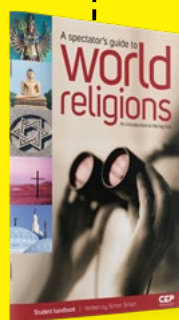


### Life in the Past Lane

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

10 lessons offering 1–2 terms' worth.

See page 28.

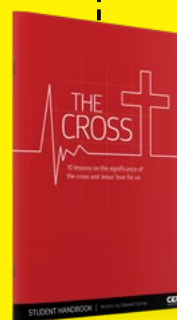


### A Spectator's Guide to World Religions

Explores the beginnings, history, central beliefs and 'good news' of the world's five biggest faiths.

7 lessons offering at least 1 term's worth.

See page 32.



### The Cross

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

10 lessons offering 1–2 terms' worth.

See page 36.



### Hope for a Shattered World

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

8 lessons offering 1–2 terms' worth.

See page 34.



In addition to the content within the Teacher's manuals and Student handbooks, thousands of resources are waiting for you on the CEP Teachers Lounge.

See page 18 for details.

# Explore thousands of extra resources online

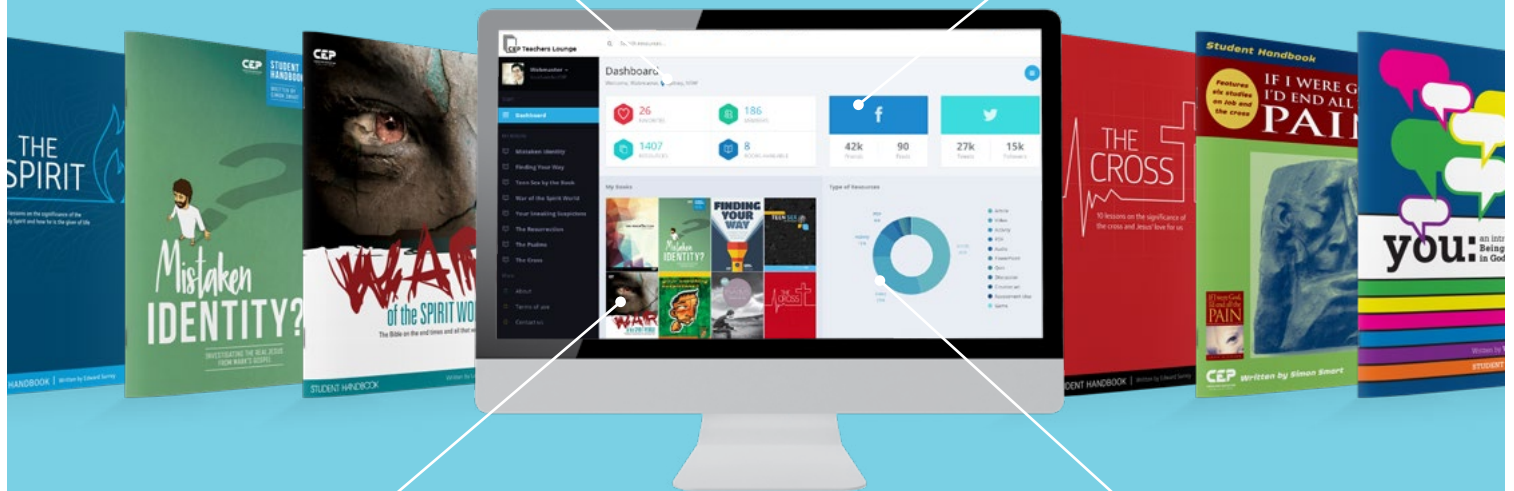
There's only so much we can fit in our Teacher's manuals and Student handbooks.

The CEP Teachers Lounge contains a wealth of additional resources that support our secondary curriculum. Videos, articles, Powerpoints for each lesson, Mentimeter quizzes ideal for formative testing, and numerous extension activities suitable for differentiated learning.

It's also a place where you can share resources that you have found that support CEP's curriculum. Have you found a brilliant movie clip that illustrates 'just-war theory' (suitable for *The Good, the Bad and the Ethical*)? An article about how the evidence for the big bang points to the Genesis account of creation (suitable for *Hope for a Shattered World*)? Let us know about it.\*

## POWERPOINTS

## UNIT OVERVIEWS



## MENTIMETER QUIZZES

Mentimeter is a free, customisable online tool, ideal for BYOD classrooms.

## PLUS TONS OF LINKS

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

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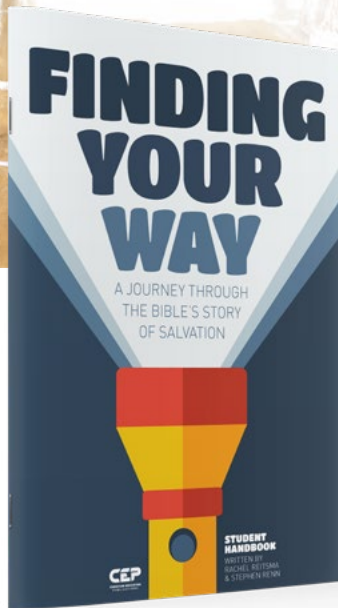
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All suggestions are checked before being uploaded to the CEP Teachers Lounge.



*If corpses can't be raised, then Christ wasn't, because he was indeed dead. And if Christ weren't raised, then all you're doing is wandering about in the dark, as lost as ever. But the truth is that Christ has been raised up, the first in a long legacy of those who are going to leave the cemeteries.*

1 Corinthians 15: 16–17; 20 (The Message)



*Finding Your Way* has been a great resource for young students to grasp the overarching story of God. Many people in our context attend church but have very low biblical literacy. *Finding Your Way* allowed students to put logic and reason to things that have been taught to them without supporting evidence from Scripture.

*Jordan Curtis  
Kigali International  
Community School,  
Rwanda*



## Finding Your Way Years 8–9

### *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?*

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*

Nine lessons offering 1–2 terms' worth of work.

**Teacher's manual** \$70.00 Code 5568

**Student handbook** \$12.00 Code 5569

**Digital student handbook** \$10.00 Code E5569



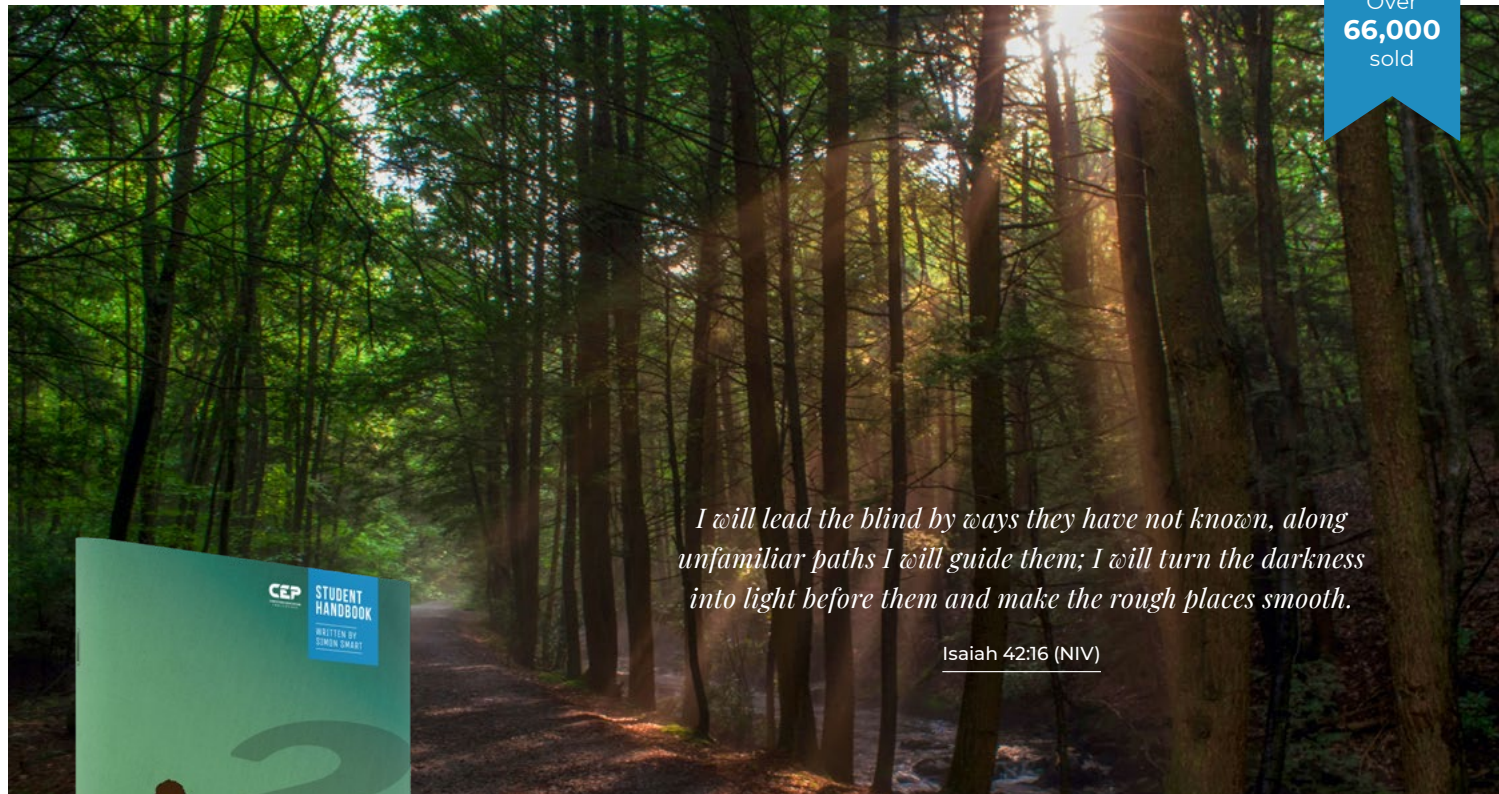
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*I will lead the blind by ways they have not known, along unfamiliar paths I will guide them; I will turn the darkness into light before them and make the rough places smooth.*

Isaiah 42:16 (NIV)

## Mistaken Identity? Years 8–9

### *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, why he went where he did, who he spoke to and why—and the significance of it all. The teaching in this unit (along with *Finding Your Way*) forms a crucial foundation for Religious Education which 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
- be able to recognise how the Gospel of Mark fits into the Bible as a whole.

### *Duration*

Nine lessons offering 1–2 terms' worth of work.

**Teacher's manual** \$70.00 Code 5571

**Student handbook** \$12.00 Code 5572

**Digital student handbook** \$10.00 Code E557

*Mistaken Identity?* focuses learning on the person of Jesus Christ, emphasising his essential role in God's plan of salvation. It outlines the key themes of Mark's Gospel, is well structured and easy to follow.

Cain Mann  
Mueller College, QLD



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*We are made for larger ends than earth can encompass.  
Oh let us be true to our exalted destiny!*

Catherine Booth—Co-founder of the Salvation Army



## Another Dimension Years 8–10

### *Why teach the Sermon on the Mount?*

Here are some of the most challenging, inspiring, encouraging and profound words ever uttered. This teaching impacts our relationships, our major life choices and even 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 much to ponder and meditate over.

### *Unit outcomes*

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

- identify points of contrast between Jesus' teaching and 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*

Seven lessons offering 1–2 terms' worth of work.

**Teacher's manual** \$70.00 Code 5550

**Student handbook** \$12.00 Code 5551

**Digital student handbook** \$10.00 Code E5551



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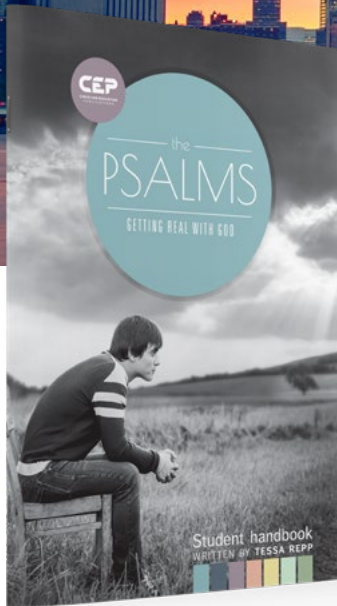
We have been using this resource for a number of years. Students get to weave their way through the messages of the Sermon on the Mount through the practical and relevant activities and personally challenging thoughts presented.

*Yvette Britten  
Elim Christian  
College, New Zealand*



*But as for me, my feet had almost slipped; I had  
nearly lost my foothold. For I envied the arrogant  
when I saw the prosperity of the wicked.*

Psalm 73:2–3 (NIV)



*The Psalms* has really helped my students understand that being a Christian is about having a personal relationship with God, not merely a set of intellectual beliefs. At the end of the course, I have them rewrite a Psalm in their own words and set it to music—they absolutely love it.

*Michelle Underwood  
Thornlie Christian  
College, WA*

## **The Psalms**    *Years 9–11*

### *Why teach the Psalms?*

Music and poetry are timeless worship of the God of the universe. The themes, longings and cries of joy of seven Psalms are explored in this unit, 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 bed down in their hearts and last a lifetime.

### *Unit outcomes*

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

- explain what a psalm means by identifying key ideas and how these ideas 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*

Seven lessons offering 1–2 terms' worth of work.

**Teacher's manual**    \$70.00    Code 487

**Student handbook**    \$12.00    Code 4871

**Digital student handbook**    \$10.00    Code E4871



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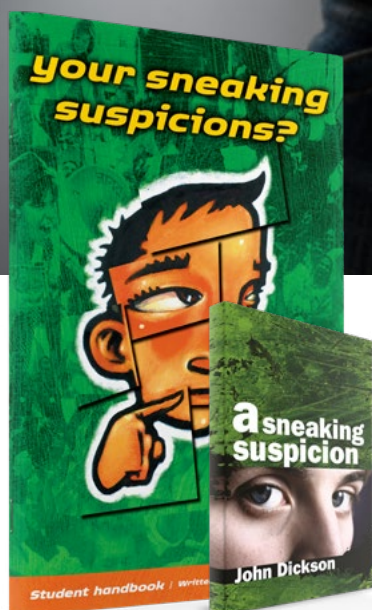
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*When a person's mind begins to concern itself with God, it is baffled. It gropes in the dark. It flounders out of its depth. It is lost ... but God has spoken. He has taken the initiative to reveal himself.*

John Stott—Basic Christianity



## **Your Sneaking Suspicions?** Years 9–11

### *Why teach on a personal investigation into religion and 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 in general, and then of life in Christ in particular.

### *Unit outcomes*

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

- articulate various popular responses to, and views on, such issues 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 these held views
- explain the author's argument of the wisdom of looking into the claims of Jesus.

### *Duration*

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

**Teacher's manual** \$70.00 Code 558

**Student handbook** \$12.00 Code 559

**Digital student handbook** \$10.00 Code E559

**A Sneaking Suspicion (Book)** \$15.00 Code 5601

*Your Sneaking Suspicions?* is a gospel-based curriculum which deals with a range of challenging issues and questions that teenagers face today. It is a very useful tool in drawing students out and helping them to consider Christianity, and ultimately to point them towards a relationship with Jesus.

*Jon Taylor*  
Sunshine Coast  
Grammar School,  
QLD



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*As a New Age Spiritualist, I had believed Jesus was just a cosmic force; part of the universal consciousness, or a great psychic healer. Since my conversion I've met and read of many psychics, gypsies, mediums, witches and even Satanists who also discovered the entities of their spirit guides or dead relatives were not who they claimed to be ... (These evil entities) flee when challenged with the name of Jesus.*

Laura Maxwell—Ex-spiritualist



## War of the Spirit World Years 9–11

### *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?*

Among many early 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*

Eight lessons offering 1–2 terms' worth of work.

**Teacher's manual** \$70.00 Code 497

**Student handbook** \$12.00 Code 4971

**Digital student handbook** \$10.00 Code E4971

We are always looking for twin qualities in resources we use—Biblical faithfulness and everyday relatability. *War of the Spirit World* ticks both boxes and has greatly helped our students explore the intersection of God's word with everyday life.

David Burton  
William Clarke  
College, NSW



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*Stuff is good, but it's just stuff. When was the last time your phone gave you a hug?*

From You: An Introduction



## **You: An Introduction**    *Years 10–11*

### *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 10 and 11 are a crucial time for many students in their forming of identity and self-worth. This curriculum allows students to consider 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 life affect our purpose and how we view ourselves.

### *Duration*

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

**Teacher's manual**    \$70.00    Code 4972

**Student handbook**    \$12.00    Code 4973

**Digital student handbook**    \$10.00    Code E4973

**You: An Introduction (Book)**    \$19.70    Code 4974



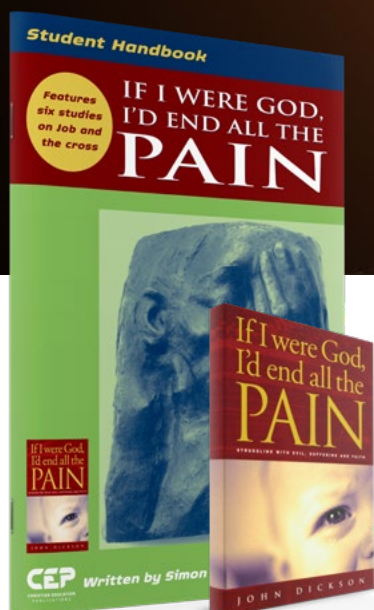
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*After Good Friday, humanity began to suffer in hope.*

Léon Bloy—French novelist



## **If I Were God, I'd End All the Pain**    *Years 10–11*

### *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 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. 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*

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

**Student handbook**    \$12.00    Code 568

**Digital student handbook**    \$10.00    Code E568

**If I Were God, I'd End All the Pain (Book)**    \$11.50    Code 566



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*There, peeping among the cloud-wrack above a dark tor high up in the mountains, Sam saw a white star twinkle for a while ... Hope returned to him. For like a shaft, clear and cold, the thought pierced him that in the end the Shadow was only a small and passing thing: there was light and high beauty forever beyond its reach.*

JRR Tolkien—The Return of the King



## No Turning Back Years 10–12

### Why teach Ephesians?

Ephesians explores six timeless themes—grace, forgiveness, light and darkness, a place to belong, our heavenly inheritance and new life—that promise no less than the most fulfilling life possible.

### How does *No Turning Back* fit within a broader RE program?

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

### Unit outcomes

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

- identify the six 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.

### Duration

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

**Teacher's manual** \$70.00 Code 498

**Student handbook** \$12.00 Code 499

**Digital student handbook** \$10.00 Code E499

Throughout the book, *No Turning Back*, students engaged with the anecdotal stories. The fact that these stories were written from people of similar age gave students opportunity to connect more with the experiences.

Belinda  
Dubbo Christian  
School, NSW



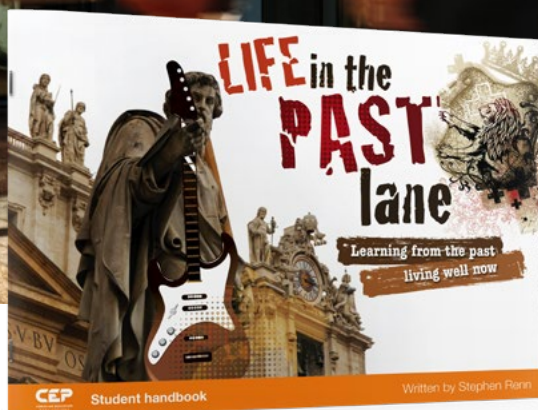
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*Live such good lives among the pagans that, though they accuse you of doing wrong, they may see your good deeds and glorify God on the day he visits us.*

1 Peter 2:12 (NIV)



## Life in the Past Lane Years 10–12

### Why teach church history?

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

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

In this unit 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 for students today 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 2000 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.

**Teacher's manual** \$70.00 Code 5562

**Student handbook** \$12.00 Code 5563

**Digital student handbook** \$10.00 Code E5563

*Life in the Past Lane* answers essential questions, provides great information and teaches key words to help students' comprehension. It is very simple to use as the lesson and worksheets flow nicely together. If you are teaching church history, you need this resource.

*Andy Price  
South Coast Baptist  
College, WA*



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*In Australia we do not lack the ability to solve poverty; we lack the will. And the richer we become as a society the more unwilling we are to sympathise with those at the bottom of the heap.*

Clive Hamilton and Richard Denniss—*Affluenza*

## The Good, the Bad and the Ethical Years 10–12

### 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

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

**Teacher's manual** \$70.00 Code 5560

**Student handbook** \$12.00 Code 5561

**Digital student handbook** \$10.00 Code E5561

CEP's long-standing study, *The Good, the Bad and the Ethical* has proved so topical with Year 11s that it has been easy to engage our students and diversify into current events.

Noel Oakey  
Frederick Irwin  
Anglican School, WA



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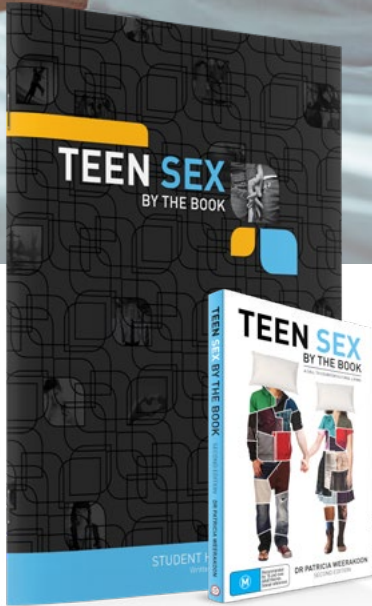


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*Sex is a big question mark. It is something people will talk about forever.*

Catherine Deneuve—French actor



## **Teen Sex by the Book**    *Years 10–13*

### *Why teach on sex?*

Sex is everywhere in our culture and it seems everyone's got an opinion on what is best and permissible. Renowned sexologist Patricia Weerakoon examines every teen's most popular subject from the popular, scientific and biblical point of view.

### *How does Teen Sex by the Book fit within a broader RE program?*

Our sexuality can give us enormous pleasure or cause much harm. We all desire intimate, satisfying relationships that last a lifetime. This unit offers students a way to evaluate their own beliefs and choices at a time when many will be considering being sexually active (or wondering if there's something wrong with them if they're not).

### *Unit outcomes*

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

- articulate the latest scientific research on the teenage brain and what happens to it when a person is in love and engaging in sexual activity
- critically evaluate our sexualised culture and identify its influence on our ideas about love, sex and relationships
- articulate God's purpose and benefits of sex in the context of marriage.

### *Duration*

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

**Teacher's manual**    \$70.00    Code 490

**Student handbook**    \$12.00    Code 491

**Digital student handbook**    \$10.00    Code E491

**Teen Sex by the Book (Book)**    \$17.30    Code 9901



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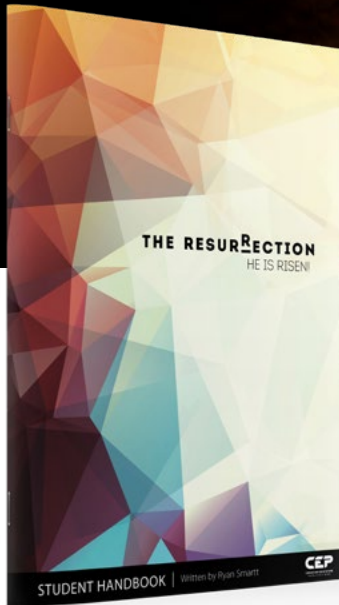


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*Most people think that when it comes to the resurrection, the burden of proof is on believers to give evidence that it happened. This is not completely the case. The resurrection also puts a burden of proof on its non-believers.*

Timothy Keller—The Reason for God



## The Resurrection Years 11–12

### *Why teach on the resurrection?*

A critical examination of the central event of Christianity, this unit—with thought-provoking quotes from the likes of Tim Keller and NT Wright among others—examines all the popular objections and competing theories to the traditional biblical account of the physical resurrection of Jesus, including swoon theory, hallucination theory, stolen body theory and others.

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

The resurrection is more than just an intellectual idea. We have produced this unit for year groups who are breathing the air of philosophical systems of thought and relativistic truths. The Christian proclamation is profound and, if substantiated, consigns all other ideas to the margins.

### *Unit outcomes*

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

- discuss evidence relating to the resurrection of Jesus
- organise, analyse and synthesise relevant information about the resurrection of Jesus from a variety of sources, considering usefulness, validity and bias
- identify key biblical texts as they apply to the resurrection of Jesus.

### *Duration*

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

**Teacher's manual** \$70.00 Code 488

**Student handbook** \$12.00 Code 4881

**Digital student handbook** \$10.00 Code E4881

In my opinion, this is one of the best Christian Education units going. This course investigates the resurrection of Jesus as a historical mystery to be solved and looks at all the possible alternative theories and points to the resurrection's reliability.

*David Elsing  
Mundaring Christian  
College, WA*



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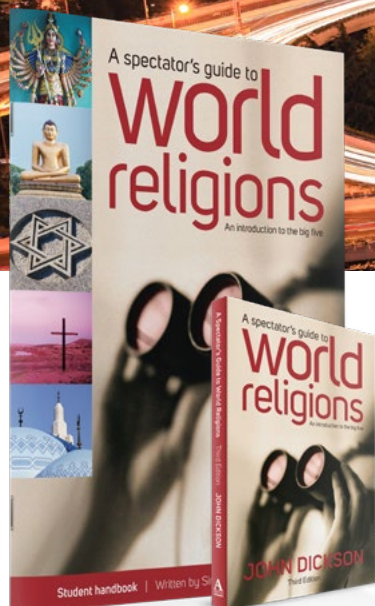


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*We believe that each man must find the truth that is right for him. Reality will adapt accordingly. The universe will readjust. History will alter. We believe there is no absolute truth—excepting the truth that there is no absolute truth.*

Steve Turner—Creed



## A Spectator's Guide to World Religions Years 11–13

### *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 now more than ever. While the questions each religion has attempted to answer throughout the ages remain the same, the answers offered vary enormously.

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

This unit is set at a senior level, when students are able to intellectually wrestle with the conflicting claims of the various faiths on key questions of life and meaning. It also dovetails well with *A Spectator's Guide to World Views* which examines numerous secular systems of thought.

### *Unit outcomes*

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

- articulate the central beliefs and history of the five major 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*

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

**Student handbook** \$12.00 Code 801

**Digital student handbook** \$10.00 Code E801

**A Spectator's Guide to World Religions (Book)** \$28.90 Code 8001

This resource faithfully explains what each world religion articulates, and approaches them on their own terms, rightfully allowing for the significant differences. It concludes with an excellent comparative chapter on how each faith views the core doctrines of Christianity, which is helpful for our students in seeing the similarities, but also where Christianity stands as unique and unchanging.

Peter Waterhouse  
Hume Grammar, VIC



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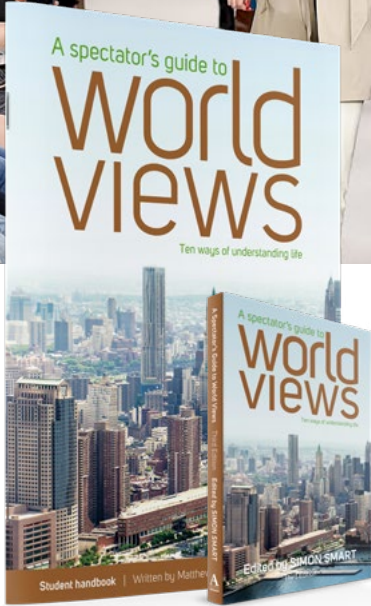




*When I was younger I really did think we were on our way to a better world and when I look at it now, it is in a worse state than I have known it, particularly for women and I find that very disturbing and sad.*

Emma Thompson—British actor

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## A Spectator's Guide to World Views Years 11–13

### Why teach on world views?

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

### 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.

**Teacher's manual** \$70.00 Code 8102

**Student handbook** \$12.00 Code 8103

**Digital student handbook** \$10.00 Code E8103

**A Spectator's Guide to World Views (Book)** \$28.90 Code 8101

We have been using CEP material in our middle and senior schools over the last few years, in particular, *A Spectator's Guide to World Views* with year 10 students. The material is engaging, stimulates great conversations and encourages them in higher level thinking and analysis.

David Jones  
Cathedral College  
Wangaratta, VIC



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(see page 18)

*Such a little story to have made so deep  
a wound. It is everybody's story.*

John Steinbeck—East of Eden (on the fall of Adam and Eve)



I have used *Hope for a Shattered World* as a major resource for Biblical Life and Worldview classes for the past several years. I find it to be an excellent discussion starter that clearly outlines a solid biblical view of God, His purposes and the state of our world. Very thought-provoking and insightful!

*Bruce Douglas  
Strathalbyn Christian  
College, WA*

## Hope for a Shattered World Years 11–13

### *Why teach Genesis 1–11?*

From creation to Babel, this unit unpacks the Bible's confusing, 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 choose 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*

Eight lessons offering 1–2 terms' worth of work.

**Teacher's manual** \$70.00 Code 5554

**Student handbook** \$12.00 Code 5555

**Digital student handbook** \$10.00 Code E5555



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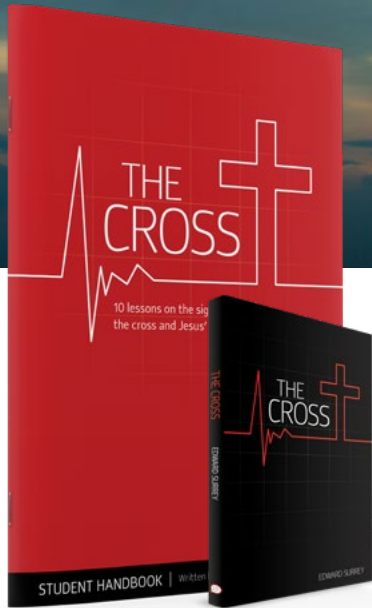
*In everything set them an example by doing what is good. In your teaching show integrity, seriousness and soundness of speech that cannot be condemned, so that those who oppose you may be ashamed because they have nothing bad to say about us.*

Titus 2:7-8 (NIV)



*In the world's finale, at the moment of eternal harmony,  
something so precious will come to pass ... that it will make it not  
only possible to forgive but to justify all that has happened.*

Fyodor Dostoyevsky—The Brothers Karamazov



## **The Cross**    *Years 11–13*

### *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.

**Teacher's manual**    \$70.00    Code 4976

**Student handbook**    \$12.00    Code 4977

**Digital student handbook**    \$10.00    Code E4977

**The Cross (Book)**    \$17.30    Code 4975



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*I don't respect people who don't proselytise. If you believe that there is a heaven or hell ..., and you think it's not really worth telling them this because it would make it socially awkward, how much do you have to hate somebody to believe that everlasting life is possible and not tell them that?*

Penn Jillette (avowed atheist)  
—Penn & Teller, American magician



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## The Spirit Years 11–13

### *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.

**Teacher's manual** \$70.00 Code 4979

**Student handbook** \$12.00 Code 4980

**Digital student handbook** \$10.00 Code E4980

**The Spirit (Book)** \$17.30 Code 4978



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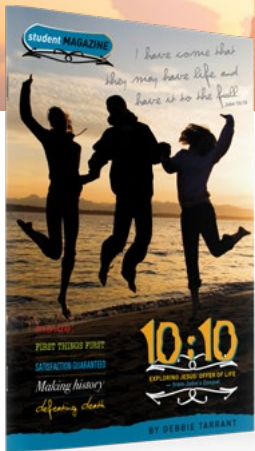


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*I have come that you might have life  
and have it to the full.*

John 10:10b (NIV)



## **John 10:10** Years 12–13

### *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 John 10:10 fit within a broader RE program?*

John's Gospel is full of challenging, complex and rich imagery and senior students are most ready to engage with texts constructed in this way. Moreover, this unit provides a perfect opportunity for students soon to leave school 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 and identify 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 the Old Testament allusions and references bring to John's Gospel.

### *Duration*

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

**Teacher's manual** \$70.00 Code 5564

**Student magazine** \$12.00 Code 5565

**Digital student magazine** \$10.00 Code E5565



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*Think Faith provides an excellent teaching resource with the flexibility required to be used in any classroom context.*

Tim Scoular—Youth Pastor, Norwest Anglican



Explore Think Faith  
[cepstore.co.nz/think-faith](http://cepstore.co.nz/think-faith)

## Think Faith Years 8–11

### Why teach Think Faith?

Think Faith is a fully digitised curriculum containing teaching plans, lesson tips, PowerPoints and printable student worksheets. Think Faith is issued under license on a calendar-year basis, based on the number of students being taught.

### Unit outcomes

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

- analyse biblical texts and appreciate the various types of biblical writings
- understand key Christian ideas such as faith, love, sin, hope and prayer
- articulate what the Christian life looks like when it is lived out in faith.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Foundation for Christian living—the Bible	Foundation of the Christian world view—the gospel	Living out the Christian life	Living as a Christian in the world

### Stage 4 Years 8 and 9

\$19.10 per student Code E476C

Introduction to the Bible	Mark	Paul in Acts	Genesis 1–12:3
The Bible Tells One Big Story	Matthew	Peter in Acts	Jonah

### Stage 5 Years 10 and 11

\$19.10 per student Code E479C

Real People Doing Real Things in Real Time	Luke (1)	Luke (2)	A Full Life
Many Genres, One Story	John	Ephesians	Daniel



View samples online  
[cepstore.co.nz/jfs](http://cepstore.co.nz/jfs)

## The Jesus Foundation series *Years 8–11*

This series is suitable for either the RE classroom or lunchtime groups.

### **Birth of a Nation** *For years 8–9*

- 5 lessons on the Exodus seen within the context of Jesus' teachings.

**Teacher's manual** \$38.20 Code 496A | **Student handbook** \$6.90 Code 4961

### **Radical Jesus** *For years 8–9*

- 10 lessons on 10 key teachings of Jesus that will challenge students.

**Teacher's manual** \$44.60 Code 565 | **Student handbook** \$12.40 Code 5651

### **Hard Core Christians** *For years 8–9*

- 5 lessons that explore the five core disciplines every Christian needs to grow into maturity and the best life there is.

**Teacher's manual** \$25.40 Code 493 | **Student handbook** \$6.90 Code 4931

### **Big Calls** *For years 10–11*

- 5 lessons looking at five of Jesus' big bold 'I am' statements.

**Teacher's manual** \$38.20 Code 495 | **Student handbook** \$6.90 Code 4951

### **Historical Jesus** *For years 10–11*

- 5 lessons on Jesus of Nazareth and the implications for us today.

**Teacher's manual** \$38.20 Code 564 | **Student handbook** \$6.90 Code 5641

### **Looking for Life** *For years 10–11*

- 5 lessons on Jesus' interactions with different people from John's gospel

**Teacher's Manual** \$38.20 Code 492 | **Student handbook** \$6.90 Code 4921

*Birth of a Nation* cleverly foreshadows Jesus' saving action on the cross in the life and work of Moses in rescuing God's people from Egypt. Moses is a great story to teach kids because it is full of action and adventure. And there's the movie too—it's a great teaching tool!

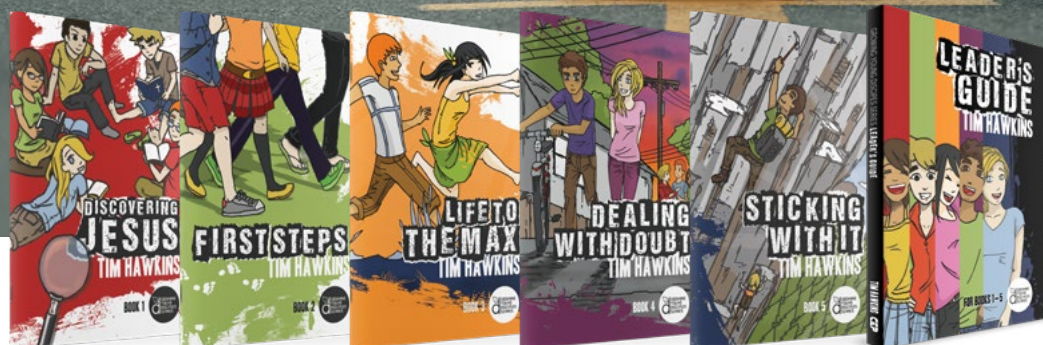
Shelley Smith  
 Methodist Ladies  
 College, WA





*We want to train junior highs to be passionate and faithful disciples who will be equipped to go and win the world for Christ—one life at a time.*

Tim Hawkins—Author



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## Growing Young Disciples series Years 8–11

Our most successful series for young people and for good reason. These five devotions by Tim Hawkins are specially designed to help junior and middle high-schoolers who are new to the faith grow in understanding and godliness. Starting with an examination of who Jesus is, the series guides students through their many questions while helping them focus on the promises and assurances of God.

### Discovering Jesus Book 1

\$8.00 Code 610

### First Steps Book 2

\$8.00 Code 611

### Life to the Max Book 3

\$8.00 Code 614

### Dealing with Doubt Book 4

\$8.00 Code 613

### Sticking with It Book 5

\$8.00 Code 612

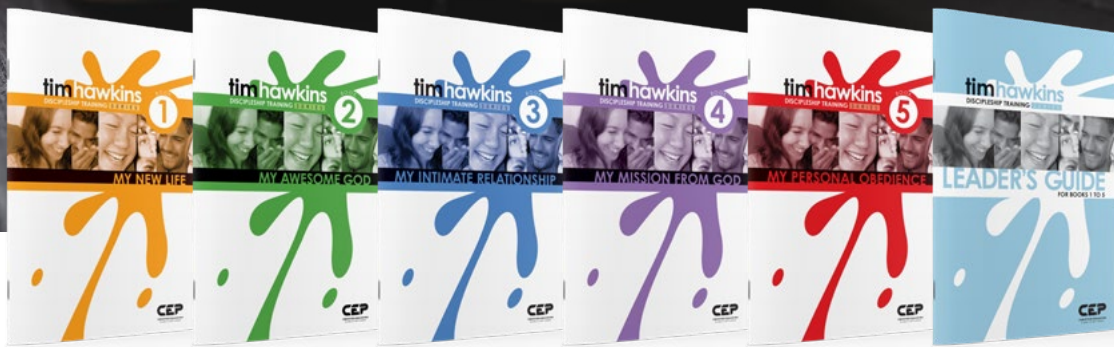
### Leader's Guide Covers all five studies

\$17.30 Code 6145



*These books will help you to understand  
and love our magnificent God, and show  
you how to deepen your relationship  
with him through his word.*

Tim Hawkins—Author



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discipleship-training-series](http://cepstore.co.nz/discipleship-training-series)

## Discipleship Training Series Years 8-13

Discipleship involves a lifetime of learning. In this series, Tim Hawkins has written a year's worth of studies on what it means to be a Christian. Suitable for new or young believers, the studies start with the basics then broaden into the picture of Christian obedience in every aspect of life.

### **My New Life Book 1**

\$8.00 Code 6301

### **My Awesome God Book 2**

\$8.00 Code 6302

### **My Intimate Relationship Book 3**

\$8.00 Code 6304

### **My Mission from God Book 4**

\$8.00 Code 6305

### **My Personal Obedience Book 5**

\$8.00 Code 6306

### **Leader's Guide** *Covers all five studies*

\$16.50 Code 6303



*These Bible studies are designed to challenge and encourage young people to be confident in their faith in Jesus in a changing world.*

Andy Stirrup—Editor



*New!*



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youthworks-series](http://cepstore.co.nz/youthworks-series)

## Youthworks Bible Study series Years 8-13

These studies, each with 4–8 lessons, are ideal for lunchtime or after school groups. They challenge and encourage young people to be confident in their faith.

### Exodus

*Mike Everett*

*\$6.90* Code 5793

### Ruth

*Joanna Roberts*

*\$6.90* Code 578

### Esther

*Matt Brain*

*\$6.90* Code 569

### Job

*Ken Moser*

*\$6.90* Code 574

### Psalms

*Graham Stanton*

*\$6.90* Code 571

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*Luke Thomson*

*\$6.90* Code 577

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*Scott Petty*

*\$6.90* Code 575

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*Matt Malcolm*

*\$6.90* Code 5761

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*Louisa Pfitzner*

*\$6.90* Code 5721

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*Ken Moser*

*\$6.90* Code 573

### 1 Peter

*Kristen Young*

*\$6.90* Code 581

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*Jon Thorpe*

*\$6.90* Code 5791

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*Michael Sams*

*\$6.90* Code 582

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*David Morgan*

For those preparing  
for confirmation  
or baptism

*\$6.90* Code 583

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

## Completing the order form

*Beginning with God*, *Connect* and *Big Questions* orders can be completed on page 45, while all other CEP resource orders can be completed on page 46.

**Important! If you would like your Semester 1 *Connect* and/or *Big Questions* order duplicated for Semester 2, please place an 'X' in the appropriate box found on the left side of the order form. Please also specify your preferred delivery date for Semester 2 found at the bottom of the order form.**

*Beginning with God* runs for the whole year and does not have a Semester 2 component.

A tax invoice will accompany the order. Our terms are 30 days.



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## Note

1. If you have ordered *Connect* and/or *Big Questions* and you wish to change your order quantities for Semester 2, you must contact our sales team at least one week before your preferred delivery date.
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Beginning with God <i>First year of primary</i>	Price	Qty	Total
Teacher's manual	\$64.00		
Visual aid pack	\$51.00		
Teacher's pack (Teacher's manual + Visual aid pack)	\$86.00		
Student activity book	\$6.70		

Connect <i>Infants, Lower Primary, Upper Primary</i>	Price	Qty	Total
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	Student activity book	\$4.45	
Lower Primary (Stage 2)	Teacher's manual	\$51.00	
	Student activity book	\$4.45	
Upper Primary (Stage 3)	Teacher's manual	\$51.00	
	Student activity book	\$4.45	
Visual aid pack	\$51.00		

Big Questions <i>Final year of primary</i>	Price	Qty	Total
Semester 1	Teacher's manual	\$51.00	
	Student magazine	\$6.30	
Semester 2	Teacher's manual	\$51.00	
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