

MODEL UNIT
BAND A
LEVEL 1

GOD CREATES PEOPLE

LIFE CONCEPT: GOD CREATES HUMAN BEINGS

YEAR: SUGGESTED DURATION: 4 weeks (100 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① ② 3

UNIT-SPECIFIC GOALS (highlighted)
1. GOD CREATES AND LOVES ALL PEOPLE
1a hear the Bible's account of the creation of people

1b investigate the Christian belief that people are male and female by God's design

1c explore examples from the Bible which illustrate God's love for people

2. GOD CREATES EACH PERSON AS A UNIQUE INDIVIDUAL WITH CHARACTERISTICS AND ABILITIES
2a explore the Christian belief that God gives each person their physical and emotional characteristics

2b explore and express their creative gifts

3. GOD CREATES ALL PEOPLE TO LIVE IN RELATIONSHIP WITH HIM
3a explore pictures the Bible uses to help people relate to God

3b investigate the Christian belief that people are unique because they can relate to God

STUDENT ASSESSMENT
ASSESSABLE STUDENT OUTCOMES

Respond to the story of the creation of people. (1a)

Prepare a response which shows an understanding of the characteristics of people. (2a,2b)

Illustrate how God showed his love to Adam and Eve. (1c)

ASSESSMENT STRATEGIES

⇒ work sample (dramatisation or illustration)

⇒ Work sample or presentation using art, drama, music or dance.

⇒ TRS A1/4

UNIT SUMMARY

Students identify what makes people different from other living creatures. They then hear the Bible story of the creation of people. Students explore the following characteristics of people: God created people with bodies (physical), with feelings (emotional) and the need to be with other people (social). As students participate in activities to explore each of these characteristics, they are also given opportunity to explore and express their own creativity.

WORDS TO KNOW

alive, Adam, Eve, body, feelings

INTRODUCTION**1. ALIVE**

Two options are given to introduce students to the concept that human life is unique. Select the one you feel is appropriate to your students.

Option 1: Invite a parent with a young baby into the classroom. At the same time show students a doll and through discussion identify what is different between the doll and the baby, eg the baby is alive, the baby has feelings, the baby will grow and change. (If need be, this activity can be done with just a doll.)

Students could either:

- draw and write what they have observed about the baby, or
- through mime or dramatisation show what it would be like to be a doll compared with being a real person.

Option 2: Bring a live animal into the classroom. After observing what the animal can do, ask students what people can do that animals can not.

Read fiction books which humorously illustrate what animals can and cannot do. (See Recommended Resources Menu.) Students create their own page, showing something that people can do that animals cannot.

2. PEOPLE: ALIVE AND MADE BY GOD

Briefly go through the Bible's account of the creation of the world (Genesis 1:1–26). Use pictures or models of animals as you briefly revise the story of God creating the world. Use words like: After God had made the world he made animals to live in it. He made . . . and . . . The animals could do different things. Some could swing by their tails, some could run very fast, some could . . . But there was no animal that God could talk with.

Continue to tell or read the story of God making people (Genesis 2:4–25). Conclude with words like: *Now God had made people, the most special of all things in the world.*

Ask students to close their eyes and imagine that they are the first people, waking up to see the world in which they are living. What things can they see? What would they do?

Students either mime or develop their own play about Adam and Eve exploring their world. Alternatively, students illustrate this scene.

DEVELOPMENT**3. THE NATURE OF PEOPLE**

Activities in this section provide students with the opportunity to respond in ways that express their creativity. Student responses will provide you with the opportunity to acknowledge this creativity and to assess their understanding of the concept.

People have bodies

The Bible tells that God created Adam and Eve with human bodies. They were able to do all the things with their bodies that people can do today.

Trace around the body-shape of one student and on it begin to record things that people can do, eg walk, sleep, eat, think, write, read. This could form the beginning of a display, to which you could add pictures of people (or students) involved in various physical activities.

Select activities from the tasks on TRS A1/1 in order to develop students' understanding and appreciation of the human body, and to express themselves creatively through the use of their bodies.

Summarise this section with the words from Psalm 139:14: 'I praise you because you made me in an amazing and wonderful way' (NCV).

People have feelings

Lead students to imagine the feelings that Adam and Eve may experienced, eg how would they have felt when they watched the animals at play, how would they have felt when they knew God was their friend. Tell students that Adam and Eve once disobeyed God and did something that God had asked them not to. How do you think this made them feel?

All people have feelings. Through the use of picture books, picture talks and discussion, develop an illustrated list of feelings that people experience, and display this in the classroom.

Select activities from the tasks on TRS A1/2 in order for students to express and record their various feelings.

Summarise this section by reminding students of the Bible's message that God loves people all the time, no matter how they feel.

People need other people

The Bible account in Genesis 2 tells that God first created just one human being.

But even though he was living in a beautiful garden with many animals around him, Adam was lonely. The animals couldn't talk or laugh with Adam or listen when he wanted to tell them how he was feeling. God knew how Adam was feeling, and because he loved Adam, God made a special friend for him.

People need other people. Give each student small pieces of paper on which to draw pictures of people who are important to them. Come together as a class to discuss and categorise the illustrations, eg parents, family, grandparents, teachers, people in the community. These could be pasted on a chart and displayed.

Select activities from the tasks on TRS A1/3 in order for students to develop and record their understanding of the importance of other people in their lives.

Your modelling of the importance of each child in the classroom will both summarise and continue to reinforce this concept.

3. GOD'S LOVE FOR ALL PEOPLE

Show students an object you have made and that is special to you, eg a craft item, painting, something you made as a child. (Note: this need not be a beautifully made object; it could be something that is unattractive but special to you.) Tell the students why this object is special, eg you worked hard to make it, it reminds you of the time you made it, you like the way it turned out.

Encourage students to bring and show to the class something special that they have made. As students show their objects, continue to discuss the way people feel about the things they have made. Use questions such as:

- *Why is this . . . special to you?*
- *How do you care for this . . . ?*
- *How would you feel if something happened to it?*

An appropriate book to read at this stage is *You Are Special* by Max Lucado (see Recommended Resources Menu). This is a longer book, but it could be read over several days to students of this age.

When people make something special, they are proud of what they have done. God was pleased with the world he had made, but he especially loved Adam and Eve.

Use the headings on TRS A1/4 as discussion starters for how God showed his love for Adam and Eve. Students can then illustrate each one. They can use the empty boxes to add ideas of their own.

For the next activity you will need to prepare a box with a mirror pasted on the bottom and a message on the lid which says *Look inside to see who God loves*.

Tell students: *The Bible tells that God loves someone else he has made*. Pass around the box and allow time for students to look inside and see their reflection.

An optional activity is for students to decorate their own box and place a mirror inside. On the lid write the message *Look inside to see someone God loves*.

RESPONSE

Option 1: Teach Psalm 100:3 to your students: 'God made me: I am his', choosing from the suggestions and activities on TRS A1/5.

Option 2: Together, plan a presentation which reviews what has been learnt and in which students themselves can take an active role. This could include showing art work, dance, music and song. Share this with an audience, eg parents, school assembly or worship.

TRS A1/6 provides a framework for this presentation.

YOU WILL NEED

- | | |
|--|--|
| <input type="checkbox"/> a Bible story book of the creation of people (or be prepared to tell it in your own words) | <input type="checkbox"/> materials for the TRS options that you choose to develop |
| <input type="checkbox"/> either: a parent with a young baby, and a doll, or an appropriate live animal to observe in the classroom | <input type="checkbox"/> a box with a mirror pasted on the bottom and a message on the lid which says <i>Look inside to see who God loves.</i> |
| <input type="checkbox"/> pictures or models of animals | <input type="checkbox"/> photocopy of TRS A1/x for student use |
| <input type="checkbox"/> an object you yourself have made | |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Relate what is read and viewed to their own knowledge and experience. Extend vocabulary through language use. *Everyday texts:* Speak audibly, pronounce clearly and order ideas.

HEALTH: *Patterns of growth and development:* How living things grown and change. *Movement and Participation:* Experiment with different ways of moving, respond to music to create their own movement patterns. Explore actions of different body parts. *States of health:* Explore different feelings. *Identity:* Recognise things they do well; gain positive feelings from activities.

THE ARTS: *Dance:* Explore movement, share dance with others in the class; enjoy performing as an organised activity. *Drama:* Explore imaginary situations through dramatic action and role playing; share part of their drama with a familiar audience; develop, rehearse and present a drama. *Visual Arts:* Experiment with different media; show work to others.

from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' understanding of the Christian teaching that God gives people life?

How did I respond to the range of students' attitudes towards their own creativity and the creativity of others?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

PEOPLE HAVE BODIES

The following activities are designed to help students appreciate the many things that the human body can do. They will link with other areas of the curriculum, eg Health, The Arts. Many will provide opportunity for students to express their creativity. Select those that you feel are appropriate for your class.

Be sensitive to students who may have difficulty with any physical activity.
Emphasise what students can do, not what they can not do.

FACTS ABOUT THE HUMAN BODY

Psalm 139:14 is an appropriate verse to share with the students: *I praise you because you made me in an amazing and wonderful way* (NCV).

Use non-fiction material, videos, CD-ROMs, etc, to learn about the human body. Students could keep a record of what they have learnt in a big book made in the shape of a human body.

ART AND CRAFT

Students use different parts of the body to create their own art works: For example

- printing with fingers, hands or feet
- making plaster moulds of hands or feet
- blowing paint through straws.

Trace the body outline of each student. Students use collage materials as they decorate the outlines to represent themselves. On each one print a caption which describes physical activities that the person enjoys doing, or a description of themselves.

DANCE AND MUSIC

Bodies are able to move in many different ways. One of these is dance. God's people in the Bible used dance as a way of praising God. *Praise his name by dancing and playing music on harps and tambourines.* Psalm 149:3

Lead students to appreciate dance through activities like the following:

- Watch videos of various dance forms, eg ballet, Indigenous Australian corroborees, line dancing.
- Teach students dance movements. This could include liturgical dance.
- Students work in groups to make up their own dances. These could be set to songs of praise. Add the use of musical instruments and present these dances to a school worship or assembly.

HEALTH AND FITNESS

Bodies grow and change. The teacher could show photographs of him/herself as a baby, child, teenager and adult. Invite students to bring photographs or memorabilia of when they were a baby to share with the class. Discuss the physical changes that are part of growing up.

Photograph each student taking part in a physical activity. Use these photographs to display or make into an album, with a title like: *The Bible says: God created people. People use their bodies to . . .*

PEOPLE HAVE FEELINGS

The following activities are designed to help students understand and appreciate the feelings that all people experience. They will link with other areas of the curriculum, eg Health, The Arts. Many will provide opportunity for students to express their creativity. Select those that you feel are appropriate for your class.

FEELINGS IN THE BIBLE

Use the Bible References Menu and select stories or instances that illustrate feelings expressed in the Bible, eg a time when Jesus was happy, sad, angry.

Tell a story, eg the healing of Jairus's daughter (Mark 5:21–43) and identify the different feelings that people would have felt throughout the story.

LITERATURE

Use picture books to explore feelings in more depth. Expand students' vocabulary by developing a list of words which describe feelings. Use these words in daily class situations, eg 'I'm feeling concerned because ...'

Use these words to write and illustrate a class book of feelings. Conclude with words like *How are you feeling today? The Bible says God loves people however they are feeling.*

MUSIC

Play music that evokes different moods and feelings. Encourage students to suggest how the music makes them feel. Once students are familiar with this process, play music for the students to paint to as they listen.

The teacher pastes on cards pictures which illustrate different feelings. Students select and play the musical instruments they think will express that feeling.

ART AND CRAFT

Students suggest how different colours make them feel. Students choose one colour and use it to paint an occasion that made them feel happy, sad, excited, worried, etc.

Students use paper plates and collage materials to make faces which depict the different feelings that people experience. Display these with a heading such as: *All people have feelings. The Bible says: God loves people however they feel.*

DANCE AND DRAMA

Explore movements that illustrate particular feelings, eg springing up for excited, spinning around for happy, curling up for sad. Students work in groups to create a dance that shows different feelings. Present this to an audience who must try to guess the feelings expressed.

Place a large mirror in the classroom. Encourage students to use the mirror to make facial expressions or body language that depicts different feelings.

PEOPLE NEED PEOPLE

The following activities are designed to help students appreciate the need for and benefits of people working together. They will link with other areas of the curriculum, eg Health, The Arts. Many will provide opportunity for students to express their creativity. Select those that you feel are appropriate for your class.

WORKING TOGETHER

God created Adam first. When he made a friend for Adam he did not make another man, but he made a woman. God made boys and girls to be friends with each other and to help each other.

Encourage students to choose a partner of the opposite sex and either spend time playing together or work together on a project, eg

- make a painting or picture together
- use construction materials to make a machine or building
- use musical instruments and together create a piece of music
- create a dance, practise it and present it to an audience
- play games in which students must cooperate and help each other, eg three-legged race.

ART AND CRAFT

Provide magazines (including those like *National Geographic*) for students to cut out pictures of a variety of people. Make the pictures into a collage for display with a heading like *The Bible says God created people. People need each other.*

Each student makes a representation of themselves, either with a paper cut-out or a pipe-cleaner figure. Join these together as a display with a heading like: *The Bible says God created people. We can work together and help each other.*

Work together on a class project. While students are working on this, remind them of the benefits of working together and how everyone plays an important part in the construction of the project.

MUSIC

Take students to listen to and watch an orchestra or a band play. Note how all the members must work together in order for the music to be played correctly.

Students use musical instruments and work as a class to create and practise a piece of music. Share this with an audience.

MIME AND DRAMA

Mime how it feels to be alone and then how it feels to be together with someone else.

Make up a play in which a person is alone until someone asks to join them. The play should show what people can do together.

Play musical action games in which all students can participate.

VIDEOS

View a program like *Sesame Street* and discuss the ways in which the characters cooperate.

SIGNS OF GOD'S LOVE

God loved Adam and Eve. He gave them. . .

life

a home

each other

the promise that he would always
love them

PSALM 100:3

God made us, and we are his. (NIV)

Choose from the following suggestions to learn and explore the verse from the psalm.

1.

Make up a clapping rhythm for the verse, eg

God (clap clap) **made us** (clap clap),

And we (clap clap) **are his** (clap clap clap).

Keep the same rhythm but use instruments instead of clapping.

2.

Substitute the names of different students for *us* and *we*, eg

God made [Joel], and [Joel] is his.

or

God made me, and I am his.

3.

Develop a simple liturgy, using pictures for the different body parts, eg

L: **God made me**

R: *and I am his*

L: **God made my hands**

R: *and I am his*

L: **God made my feet**

R: *and I am his*

L: **God made my body**

R: *and I am his*

4.

Adapt the text to make a class book or use it as an action prayer, eg

God made us, every part of us:

hands for holding, arms for hugging,

feet for walking, legs for running,

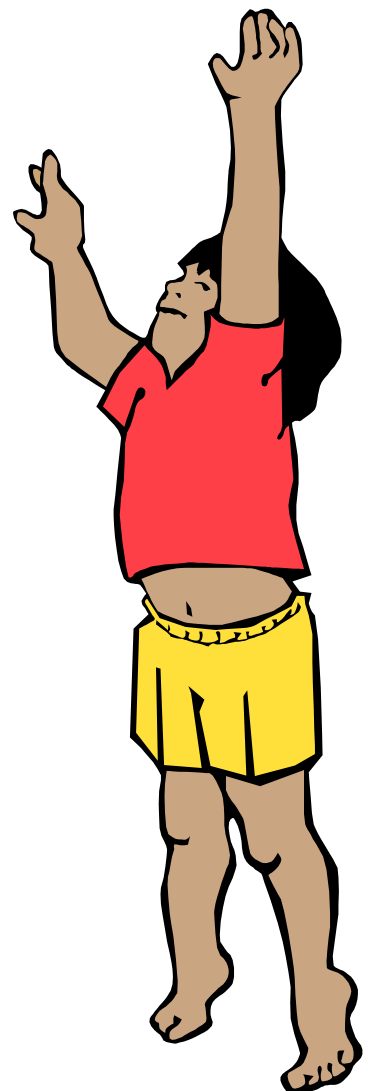
eyes for seeing, sometimes crying,

ears for hearing, mouth for smiling,

a tongue for tasting, nose for smelling,

knees for bending, a voice for telling.

God made every part of us.



FRAMEWORK FOR FINAL PRESENTATION

This framework can be used in a school worship or assembly to summarise what has been learnt during this unit. Adapt it to meet the needs of your class. Allow students opportunity to help decide how and what they will share.

Reader: The Bible tells that God made the first people. The names that the Bible gives to these people are Adam and Eve.

Adam and Eve were people just like us.

They had bodies just like ours:

Either: Name a number of physical activities which students can mime, eg dance, touch, run, jump.

Or: Share work samples from this section.

Reader: Adam and Eve had feelings just like ours.

Either: The teacher names feelings for students to mime.

Or: If students have made masks, show these.

Reader: The Bible tells that God made Adam and Eve to be with each other and to help each other.

People need other people. The students in our class have shown how they can work together.

Either: Students share samples of work that they have worked on together.

Or: Students present a dance or song together.

Reader: The Bible tells that God made all people.

The Bible tells that God loves all people.

Conclude with a song that tells about God's love for all people.