

**MODEL UNIT  
BAND A  
LEVEL 1**

# GOD'S WORLD

**LIFE CONCEPT: GOD CREATED THE UNIVERSE**

YEAR ..... SUGGESTED DURATION: 3–4 weeks (approximately 100 minutes per week)

DATE OF USE: ..... FAITH STATEMENTS: ① 2 ③

**UNIT-SPECIFIC GOALS (highlight your selection)**

**1 GOD CREATED ALL THINGS**

- 1a hear the biblical story of creation
- 1b investigate the natural environment as part of God's creation
- 1c explore ways they can respond to God's creation

**2 GOD TAKES CARE OF HIS CREATION**

- 2a investigate cycles within creation
- 2b consider ways people use what God has created
- 2c explore psalms that recognise God as caring Creator

**3 GOD WANTS PEOPLE TO TAKE CARE OF HIS CREATION**

- 3a consider the responsibility that God gave Adam and Eve to care for creation
- 3b identify ways in which people care for the environment
- 3c explore ways in which they can take care of the school environment

**STUDENT ASSESSMENT**

**ASSESSABLE STUDENT OUTCOMES**

- Make observations about objects in the 'creation collection'. (1b)
- Recall aspects of the biblical account of creation. (1a,3a)
- Identify ways people can care for the environment. (3b)
- Participate in a class project which shows care for the environment. (1c,3c)

**ASSESSMENT STRATEGIES**

- ⇒ observe students; questioning
- ⇒ teacher's questions; work samples
- ⇒ teacher's questions; awareness of students' comments in class discussion
- ⇒ teacher's observation of students' participation

**UNIT SUMMARY**

Students investigate the natural environment and learn that God is the Creator of all things. Students are introduced to the concept of people's responsibility to care for the environment, and they participate in a class project to demonstrate this care.

## UNIT NOTES

Many of the activities suggested in this unit will link with work from Society and Environment, Science, Art, Health, and may be done in the time you designate for these curriculum areas.

However, it is vital that you remain conscious of the Christian dimension and continually point students to God who creates and sustains this world. You may do this through songs, rhymes, finger plays and prayers and take opportunities to speak with students as they work or play. Use comments like:

- *We heard about God making. . . in the Bible story.*
- *I can see beautiful patterns that God has put in there.*
- *Isn't it amazing that God can make something so . . . !*
- An optional addition to this unit is to introduce an animal 'mascot' who appears at appropriate times throughout the unit, ie in the creation display, on work-sheets or book covers, and as the spokesperson to encourage care for the environment.



### WORDS TO KNOW

create, creation, environment, care

## INTRODUCTION

### 1. A CREATION COLLECTION

The teacher begins a 'creation collection' by bringing objects from the natural environment, eg plants, flowers, coloured stones or shells. Tell students that you have brought these items to remind you of the many beautiful things that God has made. Display your collection, and allow time for students to touch and talk about them.

Take your students on a 'creation walk' to explore the school grounds for other natural objects to add to the collection. (Help students identify items which can be removed without damage to the environment and items which should be observed and left where they are found).

Encourage students to bring things from home to add to the collection.

As you establish your collection, choose from the following activities to develop students' knowledge of the natural environment:

- Provide magnifying glasses for students to examine the objects closely.
- Use the objects for sorting and classifying. Add labels or record information on a chart or in a class book.
- Use non-fiction books or videos to extend students' knowledge of the natural environment.
- Develop art/craft activities using natural materials, eg collages, printing etc.

*Aim to develop a sense of wonder at the beauty and detail of these objects. Listen carefully to the students' contributions. As appropriate, acknowledge God as the maker of all things and comment on the beauty, patterns and detail of his creation.*

To help students focus clearly on God as creator, choose from the following activities:

- Read picture books about the natural world which acknowledge God as creator (at this stage do not use those which tell the story of creation).
- Teach appropriate songs, rhymes and finger plays.
- Develop simple worship sessions around the objects you have collected.
- Add a Bible verse to the display, eg *God created all things.* John 1:3 CEV

## DEVELOPMENT

### 2. LOOKING AT THE BIBLE

#### Story one: Genesis 1:1–2:4

Either read the story from a children's Bible, or tell it in your own words, using a felt or magnet board, story cube or other appropriate aids.

#### Discuss:

- What do you imagine it was like before the world was made?
- How do you think God felt when he saw the things he had made? Why do you think God felt that way?
- How do you feel when you see the wonderful things in the world?

God created the universe

- If you could ask God questions about the time when he created the world, what would you ask?

Choose from the following activities to develop the story:

- Use Teacher Resource Sheet (TRS) A1/1 for simple reflections or finger plays about creation.
- Fill lids or small containers with sand. Students add stones, twigs, flowers, toy animals etc to make their own mini-world. Or use the sandtray for a similar activity with the whole class.
- Make a class mural of the creation story.
- Write picture prayers using the model on TRS A1/2. These could be recorded in a class book or on cards to use in worship time.

### Story two (based on Genesis 1:28; 2:19,20; 9:2,3)

Use the *Adam and the Animals* script on TRS A1/3 to tell the story of Adam naming the animals.

This story lends itself to dramatisation and movement, along with making masks for the different animals. Choose an activity appropriate for your class. You may like to adapt the story as a play and present it to an audience, eg school worship, assembly, another class, parents.

## RESPONSE

### 3. CARING FOR CREATION

*God made people to 'rule over' or manage creation. Caring for the environment is one of the ways we do this. Although the work you will do in the next section links closely with Science, Society and Environment and Health, add the extra dimension: our responsibility to care for **God's** world*

Review the second half of TRS A1/3 to develop the concept of caring for the environment. You could:

- read fiction or non-fiction books with an environmental theme. (See Recommended Resources menu);
- use posters which illustrate a spoilt and unspoilt environment and talk about how it would look, feel, smell etc to be in each one;

- use appropriate resource material from environmental awareness groups;
- use a puppet to talk to and question the students about ways of caring for the environment. The students' responses will help you understand their current awareness of environmental care, and possibly give an indication of areas that you could develop in the next section.

### 4. CARING FOR CREATION IN THE SCHOOL ENVIRONMENT

Identify an area of the school environment in which students could undertake a practical project, eg

- keeping an area within the school grounds tidy
- caring for an indoor garden in the classroom
- caring for pets in the classroom
- turning food scraps into compost
- establishing and using recycling containers for paper.

Introduce the project with words like:

*God made a beautiful world for people to live in. God wants people to take care of it. What are some ways that we can care for our part of the world when we are at school?*

Students share their suggestions. List and talk about these. If possible, use students' suggestions as a starting point for your project.

Use non-fiction materials from other curriculum areas as appropriate. Involve students in implementing the project wherever possible, eg helping to decide what must be done, who will do it, when it will be done.

As you observe students showing appropriate care, give them a badge in recognition of their efforts (TRS A1/4). Look for opportunities to present each student with one of these.

Inform parents of the project you are undertaking and invite their interest and input. You may wish to use TRS A1/4 for reporting and parent information.

### YOU WILL NEED

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| <ul style="list-style-type: none"><li><input type="checkbox"/> non-fiction books, posters, charts, videos etc which relate to the collection of objects from the environment</li><li><input type="checkbox"/> picture books about creation</li><li><input type="checkbox"/> children's Bible or your choice of aids to assist in telling the story, eg felt or magnet board with appropriate pictures, story-cube.</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> songs, rhymes, finger plays about creation</li><li><input type="checkbox"/> non-fiction material related to the project that you undertake</li><li><input type="checkbox"/> paper, paints, crayons and other art materials for the options you choose</li><li><input type="checkbox"/> photocopies of TRS A1/2, A1/4 for students' use</li></ul> |
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### INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Relate what is read and viewed to own knowledge and experience; extend vocabulary through language use. *Everyday texts:* Speak audibly; question to gain information.

**SOCIETY AND ENVIRONMENT:** *Investigation:* Investigate the environment directly; record observations. *Natural systems:* Show concern for living things and the natural environment.

**SCIENCE:** *Life and living:* Discover the existence of a variety of living things through observations, books, films, pictures; learn the names of some living things.

**HEALTH AND PHYSICAL EDUCATION:** *Environmental interaction:* Identify local environmental issues; identify ways people care for the environment.

**THE ARTS:** *Dance:* Experience dance activities that explore feelings, ideas and simple narratives. *Drama:* Use given stories for the basis of drama; shape drama with mime, movement or masks. *Music:* Learn age-relevant songs. *Visual arts:* Use known stories as a basis for drama; draw, paint, construct to record observations, express feelings and thoughts.

(Based on the National Statements and Profiles)

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### 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' attitudes towards the natural environment?

How did I respond to the range of the students' awareness that God created the universe?

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?



# REFLECTIONS AND FINGER PLAYS

Use or adapt the following scripts to help students begin to reflect on creation. Use visual aids as appropriate, eg display pictures, draw as you tell, use a felt board etc. Play environmental music quietly in the background if you wish. Art/craft, music and movement activities can be developed from these reflections.

<p style="text-align: center;"><b>THE SKY</b></p> <p>What do you see when you close your eyes? The dark. That's how it was before God made the light. But then God made the sun, hot and bright, to shine during the day. He made the thousands of stars that sparkle in the sky and the silvery moon that shines at night. When God looked at the sun, the moon and the stars he had made, God knew that they were good. What do you think when you look at them? (based on Genesis 1:14–19 CEV)</p>	<p style="text-align: center;"><b>PLANTS</b></p> <p>Can you imagine what it would be like if there were no plants, trees or flowers? That's what it was like until God said: 'let the plants grow'. And they did. All sorts of plants began to grow. Trees grew tall, reaching into the sky. Grass covered the ground. Flowers grew: red, yellow, pink, white — bright with colour among the green leaves. There were seeds, roots, branches, vines — plants everywhere, big and small. God had made them all. When God looked at the plants he had made, God knew that they were good. What do you think when you look at them? (based on Genesis 1:11–13 CEV)</p>
<p style="text-align: center;"><b>ANIMALS</b></p> <p>What would it be like if there were no animals or birds or fish? That's how it was before God made the animals. God said: 'Let there be fish in the sea, birds to fly in the sky and animals on the land'. And there were. Whales and dolphins splashed in the ocean. Birds screeched as they flew from tree to tree. Lions roared, bears lumbered, baby lambs skipped in the grass. What a noise there was! When God looked at the animals he had made, God knew that they were good. What do you think when you look at them? (based on Genesis 1:20–25 CEV)</p>	<p style="text-align: center;"><b>WHEN GOD MADE THE WORLD A FINGER PLAY</b></p> <p>Before God made the world it was all dark. <i>Cover eyes with hands</i> Then <i>Clap</i> God made the light <i>Point to each finger in turn as you 'count off' the next rows.</i> the day and the night. God made the mountains and the seas. God made plants and tall, tall trees. God made land, animals too. God made people like me and you. <i>Point to self and a friend.</i></p>



# MODEL FOR PICTURE PRAYERS

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Dear God,

I like the  that you made.

I like the  and the

Thank you, God.

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God made the  so big.

God made the  so small.

Thank you, God, for making them all.

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Dear God,

You made the  that

You made the  that

Thank you, God.



# ADAM AND THE ANIMALS



When God had finished making the world, he made people to live in it.

God called the first person Adam. What do you think Adam did when he was living in God's brand new world?

*(Students add their suggestions.)*

One day God gave Adam a special job to do.

God told Adam to give names to all the animals.

Can you imagine that?

There was Adam, in God's garden, with all the animals around him.

Here come the animals. They're coming to Adam to be named.

Here comes an animal with long legs and a long neck. Its head is right up near the tops of the trees.

Adam looked way up and said: 'I think I'll call you . . . "Giraffe".'

Here comes an animal with stripes. It looks like a cat, but it's much bigger. 'Mmmm', thought Adam. 'I know, you can be . . . "Tiger".'

Adam named the animal with a short tail and a long trunk . . .

*(Use children's suggestions.)*

He named the insect that jumped . . .

He named the bird with a very large beak . . .

He named the huge fish . . .

*(Adapt and extend this section, if you wish.)*

God also said to Adam: 'I want you to look after the world that I have made.

Be in charge of the animals. Look after Giraffe and Tiger for me.

Use the water that I have given you.

Take care of the plants; use the soil to grow food.'

And so people were put in charge of God's wonderful world.

You are living in God's world.

There are still rivers and trees, birds and animals.

What do you need to do to take care of things.

*(Students add their suggestions.)*



Our class is showing that we care for the world God made.

We are .....

This is what it looks like:

I have been.....  
.....

A note from the teacher: .....  
.....  
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God created the universe

TRS A1/4