

**MODEL UNIT
BAND A
LEVEL 2**

GOD IS GOOD

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 (highlighted)

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 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 recognise that God gave Adam and Eve responsibility 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		ASSESSMENT STRATEGIES
Retell the story of creation. (1a,1c)	⇒	questioning; work samples.
List things which God provides. (1b)	⇒	Questioning; work samples
Distinguish between natural resources and products made by human beings. (2b)	⇒	Questioning; work samples
Sort things people need from things people want. (2b)	⇒	Questioning; observation of students at work; work samples
Identify natural cycles and illustrate parts of a natural cycle. (2a)	⇒	observation; written comments on work samples

UNIT SUMMARY

Students hear the story of creation and identify the many things that God gives. Students distinguish between natural resources and manufactured products, and between needs and wants. Students then investigate a cycle within creation.

UNIT NOTES

The theme of this unit is 'God is good'. The headings of the section indicate the way in which this theme is developed. Where appropriate, make comments to your students which stress the goodness of God, eg *God is good to give us this sunny day*.

Many of the activities in this unit link closely with other curriculum areas such as Society and Environment and Science and may be done in the time you designate for these curriculum areas.

However, remain conscious of the Christian dimension and continually point students to God who has created and sustains the world.

WORDS TO KNOW

create, product, natural resource, manufactured, cycle

INTRODUCTION

1 GOD IS GOOD: HE MADE ALL THINGS

Share the story of creation with your students. Consider the following alternatives and choose the one appropriate for the needs of your class:

- Use a children's Bible or tell the story based on Genesis 1:1 – 2:4.
- Use TRS A2/1 which recounts the story of creation based on Psalm 148. Either draw a picture map, or use felt or paper cut-outs to illustrate the story as you tell it. Encourage students to join in with the refrain.
- Read the story of creation from a picture book. If you choose this option, be sure to show students where the story is found in the Bible.

Choose from the following activities to develop students' understanding of the story:

- Students write their own sentences following the pattern of TRS A2/1, eg *God made the . . . They say, 'He is so good'*. Group these to make simple liturgies to use in class worship.
- Examine other picture books of the creation story, looking at ways the illustrator has shown aspects of creation. Use one of these books as a model for making your own big book of the story. Add a simple text and use it for class reading.
- Choose appropriate tasks from TRS A2/2.

DEVELOPMENT

2. GOD IS GOOD: HE PROVIDES ALL THAT WE NEED

This section of the unit has three distinct steps. Take students as far as you feel they are able to go.

Step 1: Identify some of the many things that God gives.

Go outside with your students to enjoy the world around you. Let students choose activities that they like and do some things as a class, eg play games, go for a walk. Try to make this a relaxing time for all, simply letting students know that they have time to enjoy the things that God gives.

On pieces of card or paper begin to record (using words or pictures) some of the many things that God provides for people. This could be done by the teacher, or students could record ideas on their own pieces of paper. Challenge students to see how many things they can think of.

Step 2: Identify manufactured products made by people out of the natural resources created by God.

Ask students to sort the pictures that they have made, eg food, living things, things that grow etc. Then ask students if they could sort them into two groups: things that God has made and things that people have made.

To help students develop an understanding of the difference between natural resources and manufactured products, you could

- make a display of objects that can be sorted into natural resources and manufactured products;
- use appropriate non-fiction books
- make posters that illustrate the two groups;
- invite a craft person to demonstrate the use of natural resources, eg spinning wool, making pottery or mud bricks.

In your discussions highlight:

- God is good and gives people many things. Some are natural resources and others have been made by people.
- People use resources that God has given to make other things.

Step 3: Identify the difference between needing and wanting.

To help students develop an understanding of this concept, use activities like these:

- Show a variety of objects such as food, toys, clothes, books and eliminate those that people want but don't need.
- Sort pictures from magazines and make posters illustrating the two groups.

In your discussions highlight:

- There are basic things that all people need, eg food, clothing, shelter.
- There are many things that people want but do not really 'need'.
- God is good and gives much more than what people need.

3. GOD IS GOOD: HE SUSTAINS CREATION

God cares for and sustains life through cycles of creation. These cycles are part of the ongoing creation of God. The work in this section links closely with Society and Environment, Science and Health. As you teach, keep the focus on the ongoing creation of God.

Activities are suggested for two cycles. Choose the one that is appropriate for your students. Alternatively, choose a cycle, eg seasons, that links with work you are already doing in other curriculum areas and add your own activities to focus on God who sustains life.

Begin by reading TRS A2/3 to your students.

CYCLE 1: day and night

Use non-fiction material from other curriculum areas to investigate the cycle of day and night and its importance in our lives. Choose from the following activities to focus on God who sustains life through the cycle of day and night:

- Make two large posters with day and night scenes. Display these with headings like *God gives day and night. In the day . . . In the night . . .*
- Revisit the creation story to notice that God made the day, night and the elements in the skies.
- Explore fears that students have about the night. Reassure students that God created both day and night and he is with them at all times.
- Write prayers that are appropriate for use at specific times in the day or night, eg early in the morning, at the end of the day.
- Talk about how they feel when they are very, very tired. God knows people get tired, so he gives a time to sleep.

- Use the rhyme on TRS A2/4 or others similar to it.

CYCLE 2: plant growth

Use non-fiction material from other curriculum areas to support a study of plants. Involve students in growing plants of some type, eg sprouts in water, seeds in containers or establish a small garden.

Choose from the following activities to focus on God who sustains life through the cycle of growth:

- Share Genesis 1:11–13 with your students. Students make paintings which illustrate the variety of plants that God created.
- Display a title like *Shhh, God is at work* or *Watch God's work happen* above the plants that you are growing. Talk about the meaning of this title with your students.
- Take students for a walk in the school grounds to observe stages of plant growth. Look for tiny shoots, buds, plants with seeds, dried leaves etc. Take a camera to make a photographic record of this. Make a display of the photos or mount them in a book with a title like *God is at work in our school grounds*.
- Use the rhyme on TRS A2/4, or others similar to it.

RESPONSE

4. GOD IS GOOD

There may be students in your class who, even at this stage, would question whether God is good. Do not force a response from any student; rather accept the honest responses that they give.

Give students the opportunity to respond to the statement *God is good* in any of the following ways:

- Students make drawings or paintings for a class book or display in response to the title *God is good*. Students write (or the teacher scribes) a caption for their pictures.
- Teach the song *God is so good* (ATN 54). Students make up their own verses for the song, eg *He made the world, God gives good things*.
- Enjoy a 'God is good' afternoon, in which students choose ways they can celebrate and enjoy God's goodness. Conclude the time with a prayer of thanks.

YOU WILL NEED

- | | |
|---|---|
| <input type="checkbox"/> picture books of the creation story | <input type="checkbox"/> non-fiction material to support the life cycle study that you choose |
| <input type="checkbox"/> small pieces of card for recording | <input type="checkbox"/> art materials for the options you choose |
| <input type="checkbox"/> non-fiction books that identify natural resources and manufactured goods | <input type="checkbox"/> photocopy of TRS A2/2 for students' use |
| <input type="checkbox"/> magazines for pictures | |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Through discussion, relate what is read and viewed to own knowledge and experience. *Everyday Texts:* Order ideas, sort information from a range of sources.

SOCIETY AND ENVIRONMENT: *Resources:* Identify goods made by combining resources; identify manufactured resources and products.

SCIENCE: *Life and living:* Identify natural cycles *Health of populations:* Identify things people need to stay healthy.

HEALTH: *Growth and development:* How living things grow and change;

THE ARTS: *Visual arts:* Draw, paint, manipulate to express own feelings, thoughts. Use simple skills of visual communication, eg layout.

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to and develop the range of students' understanding of the creation story?

How did I respond to the range of students' understanding that God continues to provide for people through the things he has made?

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?

God is so good

(based on Psalm 148)

Many years ago somebody wrote a song to tell God how wonderful the world is.
It went like this.

God is so good.

He made the sky, the sun, the moon and the stars.

He made the lightning, the rain, the clouds and the wind.

They say:

God is so good!

God made the angels in heaven.

They say:

God is so good!

God made the sea and all of the creatures that live in the sea —
great whales and coloured fish.

They say:

God is so good!

God made all the land:

the mountains,

the hills

and flat land.

They say:

God is so good!

God made the animals that live on the land:

wild animals,

big animals,

small creatures,

and animals for food.

He made the birds that fly in the sky.

They say:

God is so good!

God made the trees and plants.

They say:

God is so good!

God made so many wonderful things.

I say:

God is so good!

CREATION ACTIVITIES

Use these suggestions in any of the following ways:

- Make into task cards. Students choose the activities they would like to do.
- Choose the ones you want students to do and cut and paste them to make your own activity sheet.
- Choose one or more activities that you want all students to do.

DRAW OR PAINT Divide your page in half. Think about what the Bible says things looked like before God made the world. Draw or paint the way you think it looked on one half. On the other half draw or paint the way you think it looked when God had finished making the world	PLAYDOUGH Use play-dough to make at least five different things that the Bible says God made.
CUT AND PASTE God made all the living creatures. Cut pictures of creatures from magazines and sort them into groups. Paste each group onto a different piece of paper. Name each group that you have made.	PRESENT A STORY Choose a picture book of the creation story. Work in a group and practise how you will share the book with the class. You may like to make objects to show as you read, or use acting or music to help you.
MAKE A SCENE Use a box and craft materials to make one scene from the story of God creating the world.	WRITE AND ILLUSTRATE Imagine you were there when God created the world. Write and illustrate what you saw.

HAVE YOU EVER NOTICED?

A SCRIPT FOR TEACHERS TO READ

Choose from the following suggestions when using this script with your students:

- Read the script all at once. Students illustrate and suggest other cycles that they have noticed.
- Read one section at a time and use pictures to illustrate the changes that take place. Allow time for students to add their comments and observations.
- Students do their own illustrations of the way they interpret natural cycles. As this is used at the beginning of this section, do not expect that all illustrations will be accurate at this stage; rather use the illustrations to help you assess students' current knowledge.

Have you ever stopped and had a look around?

Have you ever noticed things that happen all the time?

Have you ever noticed day and night?

When we go to bed at night, we know that when we wake up there will be brand-new day.

At the end of the day when we get sleepy and tired, we know that night will come and soon we can rest.

Have you ever noticed day and night?

Have you ever noticed that seeds grow into plants?

We plant a flower seed and we know that it will grow into a flower.

But it won't last forever.

The flower will die, but before it dies it will make new seeds that will grow into more flowers.

Have you ever noticed that seeds grow into plants?

Have you ever noticed how baby animals grow?

A new-born kitten with eyes closed tight soon grows bigger and pounces and plays.

But before long it is a grown-up cat who hunts for mice or sleeps in the sun all day.

Have you ever noticed how baby animals grow?

Have you ever noticed that you are growing too?

Can you remember when you couldn't reach the tap and tie laces up on shoes.

But now you can.

You're getting taller and can do new things all the time.

Have you ever noticed that you are growing too?

Have you ever wondered who's in charge of all of this?

Who makes day follow night?

Who makes the plants grow?

Who makes the animals change?

Who makes people grow?

Have you ever wondered who's in charge?

Why, it's God of course.

ACTION RHYMES

A RHYME FOR THE CYCLE OF NIGHT AND DAY

1.

Morning sun rises, dark slips away.
I look out the window, I stretch and I say:
'Thank you, God, for this brand new day'.
In the day we have light,
shadows and shade,
plants grow,
sun shines,
we go out and play.

2.

Then late afternoon the sun starts to go
down,
darkness comes over the hills and the
town.
Stars twinkle,
moon shines,
we sleep,
eyes closed tight,
till the next new day and morning light.
'Thank you, God, for day and night.'

A RHYME FOR THE CYCLE OF THE GROWTH OF PLANTS

This cycle provides opportunities for students to imitate the growth of plants through mime, movement, or dance.

1.

Tiny seeds
in the ground,
the warm sun shines,
the rain falls down.

3.

Now they've grown
very high,
reaching up
towards the sky.

2.

Tiny seeds
start to sprout,
getting taller,
leaves come out.

4.

So many plants
short or tall.
Thank you, God,
who made them all.