

MENU

BIBLE REFERENCES

1 God created all things

God created the world Genesis 1:1 – 2:4

Living creatures in God's creation

God creates living creatures Genesis 1:20–25

Animals are under the control of people
Genesis 9:2,3

Sun, moon and stars

God creates lights in the sky Genesis 1:14–19

I often think of the heavens. . . Psalm 8:3

. . . were created by God Psalm 136:1,7–9

2 God takes care of his creation

(God) takes care of the earth Psalm 65:9

You provide streams of water . . . birds build
their nests . . . Psalm 104:10–18

He fills the sky with clouds . . . He provides food
. . . Psalm 147:8,9

Sparrows are important Matthew 10:29

God feeds the birds Luke 12:24–28

Cycles in creation

Summer and winter . . . Genesis 8:22

The heavens keep telling the wonders of God
. . . Psalm 19:1–6

The sun comes up, the sun goes down . . .
Ecclesiastes 1:5–7

3 God wants people to take care of his creation

Responsibility to care for creation

God places people in control of the earth
Genesis 1:26,28; 2:15, 19–20; 9:2,3

You let us rule everything your hands have
made . . . Psalm 8:6–8

He has given the earth to us humans
Psalm 115:16

Praise for creation

Sing joyful songs to the Lord Psalm 95:1–7

Praise the Lord, he is good Psalm 136:1–9

Sing praise Psalm 146

Shout praises to the Lord Psalm 148

KEY BIBLE VERSES FOR STUDENTS TO HEAR AND REMEMBER

In the beginning God created the heavens and the earth.

Genesis 1:1 CEV

All people and animals are under your care.

Psalm 36:6

Let all things praise the name of the Lord.

Psalm 148:5 CEV

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INTRODUCTORY ACTIVITIES

1 God created all things

FICTION OR NON-FICTION BOOKS

Stimulate students' interest in the world around them by using books which illustrate aspects of the natural environment, eg picture books by Jeannie Baker.

Go on to tell students that you know a story about a time when the world was even more wonderful than the pictures they see in books. (1a)

WHAT DO YOU NEED? Show students objects like a cake, an article of clothing, a craft item. Identify the materials that were needed to make each object.

Introduce the story of creation with words like: 'People need to use things when they want to make something. I know a story about someone who made something out of nothing'. (1a)

DISPLAY NATURAL OBJECTS Set aside an area of the classroom and develop a display in any of the following ways:

- Take the class for a 'creation walk', carefully observing and collecting objects as you go. (Help students identify those objects which should only be observed and those which could be collected.)
- Invite each student to bring a special object to school, eg feather, bird's nest, stone, shell. Use these as the basis for 'show and tell'. Students could also write about their objects and make a class book of 'creation collections'.
- Develop a display around the five senses, eg scented leaves and herbs for smelling; bark, gumnuts and stones for touching; shells and/or environmental music for listening; fruit and vegetables for tasting; brightly coloured flowers for seeing. (1b)

2 God takes care of his creation

OBSERVE A LIVING OBJECT The teacher brings an item such as a plant, bird or small animal to the classroom. Talk about the needs of living things and how care is provided, either through natural means or by people. (2a)

OBSERVE THE WORLD OUTSIDE

Take students outside to enjoy and absorb some elements of creation, eg the warmth of the sun, the smell of leaves, the sound of birds.

Older students could identify natural elements of creation that are essential for people's survival, eg, water, light, soil, air. (2b)

WHAT'S FOR LUNCH? Use the students' lunches as an example of the many things God gives.

Point younger students to God as the one who cares for us and gives us all we need. Older students can identify the source of the food, eg which products are made from milk, flour etc. (2b)

SHOW A VIDEO Select a video which introduces students to the wonders of creation, eg the survival of animals in the wild, the unique features of plants, animals or insects.

Share simple Bible verses from the Psalms which talk about God's creative work or his care for all that he has made. (2a,2c)

3 God wants people to take care of his creation

A REFLECTION ACTIVITY Establish a reflective atmosphere by asking students to sit with eyes closed. Play music quietly in the background if you wish. Lead students to imagine that they are in a beautiful park, with trees, flowers, a river, animals etc. Then ask students what they would need to do to take care of such a place. (3a)

CONTRASTING PICTURES Show contrasting pictures of the natural environment: one well-cared for and the other spoilt by pollution. Talk about what each picture looks like, what it would feel like to be in each place, what sounds and smells would there be. (3b)

USE A PUPPET Introduce a puppet to lead the students through activities designed to develop an understanding of care for the environment, eg a very messy puppet or one that is very eager to care for environment. (3b)

WALK AROUND THE SCHOOL Take students **either** to observe and collect the litter that is left lying around **or** to observe the efforts that have been made to keep the grounds clean, to recycle, make compost etc. (3b)

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DEVELOPMENT ACTIVITIES

1

God created all things

THE CREATION STORY Select from the following approaches to tell the story of creation:

- Illustrate the story on an old window blind or a long piece of paper. Unroll as you progressively tell the story.
- Use a felt or magnet board and add illustrations of the story as you tell it.
- Use an OHP. Begin with a black screen, and add light, followed by illustrations made from coloured cellophane paper.
- Build up a three-dimensional scene in the sand tray as you tell the story. Cover everything with a black cloth to begin with, use a torch to illustrate the light, and add plastic animals, birds etc to the scene as you go.
- Play environmental music softly in the background as you tell the story.
- Show a video of the creation story. (1a)

A BOOK COLLECTION Make a collection of children's Bibles or Bible story books which tell the creation story. Use them for quiet reading in the classroom, and encourage students to take books of an appropriate level for home reading. (1a)

WORD OR PICTURE CARDS Make cards on which you or the students write, draw or paste pictures of things that God gives. Challenge students to see how many different things they can suggest.

Use these for sorting in different ways, eg large, small, natural, manufactured, living, non-living etc, and then display them on the wall or stapled and hung on streamers. (1b)

FACTS ABOUT CREATION Make a non-fiction book about things in creation. Include specific references to God as Creator in the text, eg *'Did you know God made animals that can change the way they look? A chameleon can . . .'* (1b)

COMPUTER PROGRAMS Use programs which will help young students investigate the natural environment (see Recommended Resources menu). (1b)

OBJECTS FROM THE CREATION

DISPLAY (See Introductory Activities.)

Investigate in detail objects from a display of natural objects. Choose from the following activities:

- Sort into categories, eg living, non-living; large, small etc.
- Use magnifying glasses to observe details.
- Look for patterns in leaves, shells, flowers.
- Develop a thankyou prayer or litany around the objects. Use this in class worship, eg *'God made rocks that shine and sparkle. . . Thank you God'*. (1b)

EXPLORE THE CREATION STORY

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

- Make a class 'sound scape' of the story. As you tell the story, the students add appropriate sound effects with instruments or voices. Tape the story and sound scape and make it available for students to listen to at home.
- Students work in groups and present the creation story in one of these ways: drama, dance or mime; using a picture book and presenting it as readers theatre; making masks or props to use as you tell the story.
- Rewrite the text in simplified form, illustrate, and make it into a class book, eg big book, accordion-fold book, flip book, pop-up book, alphabet book. Share your book with another class, the whole school or parents.
- Make your own video of creation. Either, use a video camera and go outside to film elements of creation or illustrate the creation story on a long piece of paper to roll through a pretend 'television'. Add a simple text that students can read.
- Use a computer with a drawing program, eg Kid-Pix, and allow time for students to make their own creation picture/story on the computer. (1c)

STUDY PICTURE BOOKS Make a collection of picture books about the story of creation. Study the illustrations to see how the artist has depicted the various aspects of creation.

Choose one of these techniques to make your own class book of the story. (1a,1c)

2

God takes care of his creation

Many of the suggestions below are directly related to Science and Environmental Studies. While this provides an ideal opportunity to integrate Christian Studies with other curriculum areas, it is important that the teacher helps students make links between learning about creation and God the Creator. You can do this in an incidental way by the language you use, eg *God's world is so amazing*. As appropriate, include prayers and songs of thanks and praise for the world God made.

LIFE CYCLES Investigate how God sustains creation. Study a cycle within nature, eg seeds, frogs, butterfly. (2a)

USING NATURAL RESOURCES

Choose a natural resource, eg water or plants, and investigate the many ways it is used in people's lives. (2b)

NATURAL AND MANUFACTURED

Make a display of objects and either classify them as natural resources and manufactured items, or display one natural resource and products manufactured from it. (2b)

NATURAL RESOURCES IN CRAFT

Invite a crafts-person to speak to your students and to show them how they use a natural resource in their craft, eg spinning, weaving, pottery. (2b)

INDIGENOUS AUSTRALIANS Invite an Indigenous Australian to talk to your class about ways the natural environment was used in traditional living. (2b)

NEED AND WANT (Use with older BAND A students.) Ask students to list/draw as many things as they can that people need. Use these suggestions as a starting point to help students identify that there can be a difference between things people need and things people want. Help students recognise that God gives much more than we need. (2b)

GOD CARES FOR ANIMALS (Use with younger BAND A students.) Show pictures of various animals. Students identify what God provides for each one, eg seeds or insects for birds, grass for cows etc. This could form the basis of a mural entitled 'God cares'.

GOD CARES FOR CREATION (Use with older BAND A students.) Read a simplified version of Psalm 104:10–23 to your students. Use this to begin talking about the many ways that God cares for creation. Students add their suggestions of other ways that God cares for creation. Record these in books, as paintings, or on a mural. (2c)

3

God wants people to take care of his creation

WHY CARE FOR CREATION? Use the Bible References Menu to identify the role of people in caring for creation. As there is no specific story for this, you will need to construct your own dramatic or reflective story to help students understand that God made people to care for the world.

Genesis 2:19–20, which relates how Adam named the animals, provides an ideal opportunity for story telling and identifying the unique position of human beings in the original creation. (3a)

A CLASS PET Discuss with your students the possibility of having a class pet that they can care for. Involve students in deciding what type of pet they can manage and in discussing its needs and their responsibility for its care. (3a,b)

ENVIRONMENTAL GROUPS Obtain resource kits or posters, or invite a guest speaker from an environmental or recycling group to speak to your students at their level. (3b,3c)

A PUPPET PLAY Students make their own puppets from recycled materials and use them to make up plays about showing care for the environment. Present these to an audience. (3b)

DESIGN A SIGN Students make individual posters or large signs for the classroom or school grounds, reminding others to care for the environment. (3b,3c)

COMPUTER PROGRAMS Use computer programs with an environmental theme.

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible verse (see page10).

SONGS Students learn songs related to each Faith Statement (see Resources for Music and Devotions in the appendix).

BIBLE CHARACTER (a recommended activity for Level 3) Students learn about a specific Bible character. TRS A3/3 contains a story and activities about David, the author of many psalms about the natural world.

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RESPONSE ACTIVITIES

1 God created all things

CREATION AND WORSHIP Make your worship centre into a creation corner. Ask students for suggestions of what they could do, and involve students wherever possible. Depending on the age of your students, they could:

- paint a large backdrop
- make banners
- arrange objects for a visual display
- copy appropriate Bible verses
- write prayers or simple litanies for use in worship
- make a list of favourite songs with a creation theme. (1c)

ENVIRONMENTAL MUSIC Play different types of environmental music, asking students what each section reminds them of and encouraging students to imagine parts of the natural world while they listen. Use this music as an opportunity for expression through movement, dance or painting. (1c)

CREATION CELEBRATION Plan a creation celebration as a culmination to the unit. Where possible involve students in the planning, keeping the focus on a celebration of God's wonderful world. Include activities like nature treasure hunts, a picnic lunch and games outside. (1c)

MURAL Make a mural or other display which summarises and reviews what has been learnt in the unit. Choose from the following options:

- Choose a theme for the display, eg the colours of creation; experiencing creation through the senses; using natural resources that God has given.
- Paint a creation mural directly onto an old window blind, an outside wall or lockers.
- Make small 'creation' sandtrays in the lids of plastic containers and add leaves, stones, flowers etc to make a creation scene. Alternatively, make the whole sandtray or sandpit into a 'mini-world'. (1c)

JOY OF CREATION Use pressed flowers or leaves to make cards, or make bunches of fresh flowers to give to others and to share with them the joy children find in the natural world. (1c)

2 God takes care of his creation

PHOTOGRAPHIC RECORD Take your students outside to look for evidence of the growth cycle, eg new buds, seeds setting, leaves drying. Take photographs of these and display them on the wall or in an album. Add an appropriate text and title, eg *God at work in our school grounds*. (2a)

PSALMS Choose appropriate selections from the psalms which acknowledge or praise God for creation. Simplify the wording of these, if necessary, and use them as a model for students to write their own psalms of praise. Display these, or collate and present in big book format.

Verses from the psalms can also be used as chants, set to rhythm and music, or as a basis for dance activities. (2c)

PRESENTATION Select songs, rhymes and students' work, and involve students in preparing a simple presentation using things they have done in the unit. Share this with an audience, eg school worship, assembly or another class. (2a,b,c)

3 God wants people to take care of his creation

SCHOOL GROUNDS Choose one part of the school ground that your students will be responsible for. As a class identify what must be done, eg planting, weeding or keeping the grounds free of litter; who will do it; when will it be done. (3b,3c)

COMMUNITY PROJECT Find out about projects that community groups are undertaking and consider ways that students can participate. Even young students can be involved in projects like growing or planting trees, tidying a community area etc. (3c)

ACKNOWLEDGMENT Provide stickers, badges or certificates for students or classes to acknowledge the work that they are doing in caring for the environment. (3c)

MENU

RECOMMENDED RESOURCES

The introduction to LIFE contains suggested general resources for all LIFE concepts.
The following resources may be used to develop in a unit about *God Created the Universe*.

Preview these and any other resources you intend using
to be sure that they are appropriate for your students.

FICTION PICTURE BOOKS

CREATION

- Ayers B *Lucky Me, Lucky You* 1995
Openbook Publishers
- Caswell H *God Must Like to Laugh* 1987
Lutterworth, Cambridge
- Flegal D *Wonderful Things* 1996 Abingdon
Press
- Habel N *When God was All Alone* 1971
Concordia Publishing House, St Louis
- McKissock P&F *God Made Something
Wonderful* 1988 Augsburg Fortress
- Newman-St John J *In the Beginning* 1996
Abingdon Press
- Rock L *A First Look at God* 1994 Lion
- Smith K *God Makes the World* 1994 Kevin
Mayhew
- Turner S *In the Beginning* 1997 Lion
- Wildsmith B *The Creation* 1995 Oxford
University Press

ENVIRONMENTAL ISSUES

- Baker J *Where the Forest Meets the Sea*
1989 Walker, London
- Baker J *The Story of Rosy Dock*
- Baker J *Window* 1992 Red Fox, London
- Butterworth and Inkpen *Wonderful Earth* 1990
Canterbury Press, Victoria
- Coucher H *The Tigress* 1993 Transworld,
London
- Cowcher H *Rainforest* 1988 Andre Deutsch,
London
- Hare J *Elephant's Tusk* Hodder and
Stoughton, Sevenoaks
- Harris D *Litterbugs* 1992 Scholastic, Gosford
NSW
- Morimota J *Kenju's Forest* 1989 Collins,
Sydney
- Robinson C *Sam and the Swans* 1991
Penguin, London
- Rose G *Neptune and the Litterlouts* 1993
Macmillan, London

Stanley E *The Deliverance of the Dancing
Bears* 1994 Cygnet, Perth

Thompson C *The Lost Circus* 1997 Hodder
Headline, Sydney

Wagner J *Goanna* 1998 Viking Kestrel,
Melbourne

CYCLES IN NATURE

- Butterworth N *Jasper's Beanstalk* 1992
Hodder and Stoughton, London
- Carle C *The Very Hungry Caterpillar* 1970
Hamish Hamilton, London
- Ginsberg M *Where does the Sun go at Night?*
1989 Walker, London
- Sendak M *Chicken Soup with Rice: a book of
months* Harper Collins, A Picture Lion.
- Shapiro L *Pop-up Days* 1982 Collins, Sydney
- Todd H *The Crawly, Crawly Caterpillar* 1981
Carousel, London
- Prater J *On Friday Something Funny
Happened* 1982 Hammondsworth Puffin

NON-FICTION LITERATURE

- Heinemann *I Wonder: A selection of titles:
Cars, Bread, Paper, Roads, Steel etc)*
- Macmillan Beginners Series: A selection of
titles: *Bread and Bakeries; Dairies* etc 1998
Macmillan South Melbourne
- Toft K *One Less Fish* 1998 UQP, Brisbane

VIDEOS

The Creation Hanna Barbera

CD-ROMS

- Amazing animals* Dorling Kindersly
Multimedia 1997 London
- The Magic School Bus* (series) Microsoft

MUSIC

Environmental music, such as:

Symphony of Australian Birds ABC

Rainforest Magic or Wilderness O'Connor, T.
Steve Parish Publication

*Sound Scapes, Early Morning in the
Rainforest, Daintree Dreamtime* Davis, K.

RESOURCES FOR TEACHERS

PICTURE SETS

Houghton G *The Natural Environment* 1985
Macmillan

Leydon P *Caring for the Environment* 1988
Artarmon, NSW

Leydon P *Caring for the Environment*
(Supplement) 1991 Artarmon, NSW

CRAFT

Stohs A *Praise God with a Paper Plate and Little
Hands Can Too* Concordia Publishing, St Louis

FINGER PLAYS AND RHYMES

Stroh D *Fingers Tell the Story* Concordia
Publishing House, St Louis

BOOKS FOR PERSONAL

REFLECTION

Prewer B *Kakadu Reflections* 1998 Lutheran
Publishing House

Podlich A *The Singing Web* 1978 Lutheran
Publishing House

Ward M *Love in a Lunchbox* 1996 Abingdon
(also contains suggestions for worship)

Put a plastic sleeve in this section of your LIFE folder to keep your own collection of clippings, cartoons, stories, photos, etc, which you can use for these units. Add to your collection whenever you come across something that might be useful

GOD CREATED THE UNIVERSE