

**MODEL UNIT
BAND B
LEVEL 1**

GOD CREATES AND CARES

LIFE CONCEPT: GOD CREATED THE UNIVERSE

YEAR: SUGGESTED DURATION: 4–5 weeks (approximately 135 minutes per week)

DATE OF USE: FAITH STATEMENTS: ① ② ③

UNIT-SPECIFIC GOALS (highlighted)

1 GOD CREATED ALL THINGS

- 1a analyse the biblical accounts of creation
- 1b explore the diversity of God’s creation as described in the Bible
- 1c explore the ways people reflect on the beauty and goodness of the universe

2 GOD TAKES CARE OF HIS CREATION

- 2a identify ways God provides for and protects people through creation
- 2b explore ecosystems and their role in sustaining creation
- 2c consider biblical references to God’s continuing care of creation

3. GOD WANTS PEOPLE TO TAKE CARE OF HIS CREATION

- 3a investigate biblical references to people as managers of the environment
- 3b examine the interdependence of people and the environment
- 3c consider personal ways of caring for the environment

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES	ASSESSMENT STRATEGIES
Research an aspect of the natural environment. (1b)	⇒ student research
Summarise biblical accounts of creation. (1a,1b)	⇒ work sample
Record the chain of production of an item used by people back to its source. (2c)	⇒ work sample
Research and present information about angels. (2a,2c)	⇒ work sample
Identify and illustrate ways students can care for creation. (3a,3c)	⇒ personal reflections, observation, work sample

UNIT SUMMARY

The students explore the diversity of creation and the biblical accounts of creation to identify God as the Creator. They investigate ways God takes care of creation through the things he provides. They explore the ways God protects people, particularly through the role of angels. Students also explore the way God cares for creation by entrusting it into the care of people.

UNIT NOTES

Many of the investigations in this unit are related to the Science and the Society and Environment curriculum areas. Teachers could integrate these other learning areas with this unit.

Students may compile a *Did you know?* book about creation as part of the unit, but a variety of other options is offered in each section.

INTRODUCTION

1. DIVERSITY OF THE NATURAL ENVIRONMENT

These activities help to develop an appreciation of the scope and diversity involved when we consider 'creation'.

Students work in groups to list as many natural things in the universe as they can think of. Alternatively, they can cut out pictures of aspects of the natural environment from magazines such as *Australian Geographic*. Students sort and classify the items they have listed, eg space, sea, forests, animals.

Groups share their classification systems with the class and explain the variety of things within each grouping, eg shells, fish, coral are included in the 'sea' classification.

Students in small groups, or pairs, or individually choose one section of their classification, eg shells in the 'sea' classification. They identify and record as many fascinating facts about their chosen section as possible.

This information can be presented orally to the class in a *Did you know?* format, or can become the first section of a *Did you know?* book.

2. GOD CREATED ALL THINGS

Students read the biblical accounts of the creation found in Genesis 1:1 – 2:4 and Genesis 2:5–25. (The teacher may also refer students to other biblical passages about creation such as Psalm 104, Psalm 148 or Isaiah 45:12.)

Discuss with the students what these Bible passages say about:

- How did all things originate? (God created)
- What things were created?
- How did God feel about the things God created? (they were 'good')

- Think about the huge range of things in the universe. What do they show about the Creator of all these things?

Students write a summary of a biblical account of creation, plus their personal reflections, in the form of a story map, a journal entry, a prayer or a psalm, or as a recount. Or they can add another section to a *Did you know?* book.

Students could make a display which links what they have learnt from research into Bible accounts of creation with what they discovered about a specific aspect of creation.

DEVELOPMENT

3. GOD CARES FOR ALL THINGS

Students look at four specific aspects of God's ongoing care for his creation.

a) God cares by providing for the needs of all living creatures

Students read Psalm 145:15,16 and Psalm 104:10–28.

Students choose a specific living creature from the biblical accounts of creation or from their earlier research and list those things which have been provided for its survival, eg food, water, shade.

Students share their findings with the class.

b) God cares by providing for the needs of people

As a class read the first part of the Apostles' Creed and *What this means for us* from *Luther's Small Catechism*. Identify and list those things God has provided for people, eg food, clothes, homes.

Students choose a specific example of something from the list and make an illustrated flow chart or book which traces the steps back to its source, eg clothing: jumper > shop > factory > wool > sheep > grass > sun, rain, soil > God.

Alternatively, students could list elements from the natural environment and illustrate ways they can be used to provide the things people need, eg minerals > metal for cars; plants > medicine, food.

c) God cares by protecting people

In this section the students investigate the role of angels. Help them to see that angels are a part of God's creation and that one of the angels' important roles is to protect people.

Students suggest ways people are protected from danger, eg families, police, laws, education. Remind students of what they read in *What this means* (Apostles' Creed, part 1) about God's protection. Discuss God's responsibility in providing these ways of protecting us.

Students read Psalm 91:11,12 and Psalm 34:7 to discover what the Bible says about another way people are protected from danger.

Ask students to share with the class what they already know about angels. Make a list of the questions they have about angels. Tell students that they will be exploring Bible stories and other resources to find answers to their questions about angels.

The following Bible stories about angels can be investigated by students working in groups. Students use Teacher Resource Sheet (TRS) B1/1.

- Daniel 3: an angel protects three men
- Daniel 6: an angel protects Daniel
- Acts 12:1–19: an angel rescues Peter
- Acts 27:13–44: an angel appears to Paul
- 1 Kings 19:1–8: an angel feeds Elijah

Each group prepares and presents a dramatisation or oral summary of the story to the class. They may prepare pages for an *Angels* section in their *Did you know?* book, eg *Did you know that an angel helped Peter to escape from prison?*

Students can also include the information from TRS B1/2 and other resources, eg *Do the Angels Watch Close By?* and *A Child's Book of Angels*, as well as from the pastor.

After sharing the Bible stories and research about angels with the class, students consider the role angels have in their own lives. Include students' written reflections and/or illustrations of situations when angels could be with them, in the *Did you know?* book.

d) God cares by giving people a role in caring for creation

Students think about something they own which is very special to them. Discuss in small groups or pairs:

- If you gave your special possession to someone else to look after, who might you give it to? Why?
- How would you like them to care for your possession?

Small groups share responses with the whole class, and the teacher compiles a class list of attitudes and actions they would expect from someone who takes care of their precious possessions.

Read Psalm 8 and Psalm 115:16 to students to discover what God has done with his special possession — earth. Students consider:

- What does Psalm 8 tell us about how God values people?
- What special place has God given to people in creation?
- How do you think God wants people to care for his special possession?

Students write their responses to these questions in the form of a prayer, a journal entry, their own psalm, a drama or dance or as another section of the *Did you know?* book. These responses can be used in class devotions.

If time permits, students could investigate the work of Christians who have shown outstanding interest in creation, such as Francis of Assisi or the current work of Aub Podlich. See TRS B1/3, B1/4 for information and suggested activities.

RESPONSE

4. MY ROLE IN CREATION

In small groups students create sections of a mural which illustrates ways they can use their abilities to care for the environment, eg planting trees at home or school, caring for animals, composting, writing letters to the newspaper or government expressing concern about an environmental issue, reducing consumption, reusing and recycling.

Encourage the students to undertake some of their suggestions illustrated on the murals. Display with the mural student responses to Psalm 8 and/or their research about the work of a Christian environmentalist.

YOU WILL NEED

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| <ul style="list-style-type: none"> <input type="checkbox"/> resources about the natural environment, eg non-fiction texts, posters, videos, encyclopedia <input type="checkbox"/> information about Christians involved in caring for creation, eg Francis of Assisi <input type="checkbox"/> Bibles, Bible story books, <i>Luther's Small Catechism</i> <input type="checkbox"/> Photocopy TRS B1/1, B1/2, B1/3 and B1/4 for students | <ul style="list-style-type: none"> <input type="checkbox"/> art materials which can be used to create a mural <input type="checkbox"/> magazines such as <i>Australian Geographic</i> <input type="checkbox"/> resources about angels (see <i>Recommended Resources</i> list) <input type="checkbox"/> resources which identify production chains (see <i>Recommended Resources</i> list) |
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INTEGRATING INTO OTHER CURRICULUM AREAS'

THE ARTS: *Visual arts:* Demonstrate simple manipulative, physical skills in collage, construction and assemblage. Work with others on projects, eg murals. Discuss own work, give simple reasons for material choice, idea interpretation, construction method. *Drama:* Cooperatively develop, rehearse and present a drama. Reflect on values of own and others; drama. Express ideas through a range of arts media.

ENGLISH: Begin to select texts. Gather and sort information from a range of sources, report in an organised way. Through discussion, relate what is read and viewed to own knowledge and experience. Appreciate that people can have different interpretations of the same text. Note features characteristic to certain kinds of texts. Look at the way language is used in literature. Record and write opinions about what is read.

HEALTH AND PHYSICAL EDUCATION: Investigate ways people care for the environment. Explore local and global environmental issues.

SCIENCE: Discover existence of a variety of living things. Investigate earth and universe. Humans have a responsibility to care for the environment and the things in it.

SOCIETY AND ENVIRONMENT: Investigate immediate surroundings and wider surroundings. Promote concern for living things and the natural environment. Investigate conservation of environment, use of resources and ways of caring for resources.

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 God's care for all things?

How did I respond to the range of students' understanding of the creation accounts in the Bible?


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 USES ANGELS TO PROTECT PEOPLE


BIBLE STORIES

 1. Write the name of the story you are investigating _____


Bible reference _____

 2. Describe the dangerous situation the person (or persons) were in.

 3. How would you feel if you were in that situation? _____

 4. How did the angel protect the person (persons) in the story? _____

 5. How do you think the person (persons) felt about being rescued? _____










 6. What does this story show you about God? _____

DECIDE HOW YOUR GROUP WILL PRESENT THE STORY TO THE CLASS.





WHAT THE BIBLE TELLS US ABOUT ANGELS

-  God created angels before he created human beings. (Job 38:7)
-  Angels are heavenly beings, often described as 'spirits'. They do not have a body, but may choose to look like ordinary people. (See Genesis 18:1-15, Daniel 8:15 and Luke 24:4 for examples.)
-  The angels do not marry and do not die. The Bible speaks of a 'company of angels', rather than a 'race' that grew from an original pair.
-  Angels are of a higher order than human beings, but they are not all-knowing or all-powerful (1 Corinthians 6:3; Hebrews 1:14).
-  There are various ranks of angels, eg Michael is called an archangel, and we read of the seraphim and cherubim.
-  Angels were created holy, but some angels turned against God. This occurred some time before the sin of humans and was due to deliberate rebellion against God (2 Peter 2:4; Jude 6). The angels who rebelled against God are evil angels.
-  Angels have various roles, such as
 - acting as messengers,
 - protecting God's people,
 - carrying out God's punishment,
 - standing in God's presence
 - and worshipping God.
-  Angels played an important role in the life of Jesus.
 - Angels visited Mary, Joseph and the shepherds at the time of his birth.
 - An angel attended Jesus after he was tempted by the devil.
 - An angel strengthened Jesus in the garden of Gethsemane.
 - An angel rolled the stone away from Jesus' tomb.
 - Angels were with Jesus when he ascended to heaven.
-  People do not become angels when they die. People have been created as human beings and will always be human beings. Angels have been created as angels and will remain so. People will join with the angels in praising God in heaven.

The word 'angel' comes from the Greek word meaning 'messenger'.

CARING FOR CREATION



Choose a Christian
— someone you know personally or
someone you have heard about —
who is actively involved in taking care
of creation.

Write a brief summary about the person and what he or she does. Include

- ✧ name of the person
- ✧ where they live(d)
- ✧ information about their work
- ✧ reasons they chose their work

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Choose from the following activities:

- ✧ Write a newspaper article about the person and include pictures.
- ✧ Make a cartoon strip about the person's activities.
- ✧ Write a poem, rap or song about the person and their work.
- ✧ Role-play an interview with the person.
- ✧ Imagine this person visited our school. Make a list of some of the things the person might say to us.
- ✧ Choose a Bible story or psalm which describes those things which are important to the person. Give reasons for your choice.

FRANCIS OF ASSISI

Francis was born in the year 1182 in the town of Assisi in Italy. His father was a very wealthy merchant in Assisi. Francis was used to spending his money on whatever he wanted. He spent much of his youth seeking fun at parties with his friends.

In 1202, after he had spent a year as a prisoner of war and survived a serious illness, Francis felt that God wanted him to do something special. He decided to sell all his property and give the money to the church. He also gave away his clothes and wore just an old grey gown and no shoes. His father and friends were extremely angry with him. His father disowned him. His friends even pelted him with stones and mud.

Francis began following Jesus' example of looking after the poor and sick, including people with leprosy. Francis and people who joined him as his followers were very poor and had to beg for their food.

For two years Francis lived in a cave in the mountains of Assisi and spent time in prayer and meditation. He then travelled from town to town telling about the love of God and living a life of service to others.

Francis loved God's creation. He called all creatures his brothers and sisters. He saw the world as a gift from God, and he believed and taught that people had a great responsibility to care for it. There are many stories which tell about Francis' care and respect for birds and animals.

Francis wrote many poems and prayers of thanks and praise to God. The two best known are the prayer 'Lord, make me an instrument of your peace' and 'Canticle of the sun'.

Francis' message of love and kindness soon spread all over Europe. He had many followers who were committed to his teachings of poverty, chastity, love and obedience.

Francis died in 1228. He is sometimes called by Christians 'the patron saint of ecology' because of his great love for the environment and his feeling of being part of it.

