

**MODEL UNIT  
BAND B  
LEVEL 2**

# REFLECTIONS OF CREATION

**LIFE CONCEPT: GOD CREATED THE UNIVERSE**

YEAR: ..... SUGGESTED DURATION: 4 weeks (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
Summarise biblical writers' responses to creation. (1a, 1b, 1c)	⇒ student work sample
Write a journal entry which describes a way of reflecting on creation. (1c)	⇒ student journal or work sample
Identify and research a way the natural environment is sustained. (2b, 2c)	⇒ work sample
Prepare a presentation which expresses a personal response to the natural environment. (1a, 1b, 1c, 2b, 2c)	⇒ journal entry, presentation, observation and peer assessment

**UNIT SUMMARY**

Students examine how biblical writers, contemporary Christian writers, songwriters, hymnwriters and artists have responded to creation. Students also investigate God's continuing involvement in creation and consider their personal response to creation.

## UNIT NOTES

Assist students to establish a journal (see *Glossary*) for this unit. Students can write in their journal after each session, at times when you feel it is appropriate, or when the activity requires it.

This unit would integrate well with aspects of Music, Art and Science learning areas.

Before commencing this unit, ask students to bring photographs, postcards and/or information about their favourite place in the natural environment.

A fitting conclusion (or introduction) to this unit would be an excursion to a natural setting in the local environment, such as a beach, park, forest, river or hills to allow the students to reflect on the sights, smells, sounds and sensations of God's creation.

## INTRODUCTION

### 1. MY FAVOURITE PLACE IN THE NATURAL ENVIRONMENT

Show students photographs of your favourite place in the natural environment and share information and stories about that place.

Students work in small groups to share information and stories about their favourite places in the environment. Students record information about these places and display the information with relevant photographs or drawings.

## DEVELOPMENT

### 2. RESPONSES TO CREATION

The *Writers' Responses* section is compulsory for the students to investigate. Depending on the time available, students can explore **either** the *Song Writers' Responses* or *Artists' Responses* or they can explore the responses of **both** groups.

### WRITERS' RESPONSES

Students read and explore Bible passages in which writers respond to creation, eg

Psalm 8	Psalm 19:1–6
Psalm 136:1–9	Psalm 148
Job 37	

They write brief notes or words which summarise the writers' responses to creation in

these Bible passages. See Teacher Resource Sheet (TRS) B2/1a.

Students could also explore the responses of some of the poems and psalms found in books such as *Outback Reflections*, *Barrier Reef Reflections*, or *Australian Accents*. See TRS B2/2a, B2/2b, B2/2c.

Students choose one of the psalms or Bible passages which describes the beauty and goodness of creation. Students imagine these settings. Students paint, draw, make a diorama or collage or write a summary which illustrates the setting. Consider playing 'environmental' music such as *Rainforest Magic*, *Sound Scapes*, *Daintree Dreamtime*, *The Symphony of Australian Birds* as the students are working.

Display the student artwork with the related psalms or Bible passages.

### SONG WRITERS' RESPONSES

Students examine the words and music of Christian songs or hymns written by people who have reflected on God's creation, eg

*All Together OK*: 326, 356, 361, 369,  
*All Together Again*: 109, 123, 151, 196,  
*All Together Now*: 2, 43  
*Lutheran Hymnal with Supplement*: 429, 442,  
 563, 810, 812, 814, 864, 881, 882.

Students choose their favourite song/hymn and write a journal entry describing the thoughts and ideas about creation evident in the song/hymn. Refer to TRS B2/1a.

Students can compile a class book of their favourite songs with illustrations and comments about the message of the songs.

### ARTISTS' RESPONSES

Show students prints of works of art which display the beauty of creation, eg Van Gogh, Monet, Heysen. If possible, include works of Indigenous Australians such as Jasmine Corowa, Sally Morgan and Albert Namatjira. Alternatively, teachers could show the work of photographers of the natural environment. Calendars and art books could provide excellent resources for this activity

Students examine and discuss the way the artists have portrayed creation. You could include discussion questions such as:

- What aspect(s) of creation has the artist illustrated?
- What message does this art work give about creation and about the Creator?
- What do you like about the art work? Why?

- Would you change the art work in any way? Why/why not?

Refer to TRS B2/1a. Students give a written response in their journals to these visual art works.

### 3. GOD'S CONTINUING RESPONSE TO CREATION

In this section the students reflect on a new dimension of creation, ie its sustaining nature. Assist the students to see that not only is God constantly active in creation but he has also established laws of nature which sustain creation.

Discuss with the students the following:

*Having investigated the ways people have reflected on the beauty of the natural environment, do you think there are other aspects of the natural environment which can be admired?*

Tell students that they will be investigating the amazing way components of the natural environment depend on each other, eg food chains.

As a class, list other ways the universe is sustained, eg water cycles, life cycles, ecosystems. Students working in groups choose an ecosystem, such as a food chain in the ocean, to research and illustrate. Students share information about these ecosystems with the class.

Students read Psalm 104:1–28. Students identify and record verses in the psalm which

- describe sections of ecosystems or food chains, and
- identify who established these systems.

This information can be included with their research about ecosystems.

Students write a reflection in their journal about what these ecosystems reveal to them about God and the natural environment. Refer to TRS B2/1b. The teacher may respond individually to these reflections or encourage students to share them with the rest of the group.

## RESPONSE

### 4. MY RESPONSE TO THE NATURAL ENVIRONMENT

Students work individually or in groups to prepare a response to creation in the form of a presentation which can be viewed by the class, other classes in the school and/or school families.

Students write a personal reflection about creation in their journal which will assist them to plan their presentation. See TRS B2/1b.

The presentation could take the form of:

- an art exhibition
- a set of overhead transparencies or slide show
- a computer generated multimedia presentation
- music, songs, psalms and Bible readings, poems
- a picture book
- a combination of the above suggestions.

The presentations should focus on:

- God's involvement in the natural environment
- reflections on the beauty and goodness of creation
- the diversity of creation.

If students present their reflections to their peers, each presentation can be evaluated using TRS B2/3.

## YOU WILL NEED

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| <ul style="list-style-type: none"><li><input type="checkbox"/> prints, calendars or books with photographs or paintings of the natural environment</li><li><input type="checkbox"/> art materials for mural. Students may like to work with collage materials from the natural environment as well as commercial art supplies</li><li><input type="checkbox"/> Christian songs/hymns about creation</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Bibles</li><li><input type="checkbox"/> resources which give information about ecosystems</li><li><input type="checkbox"/> photocopy TRS B2/1a, B2/1b, B2/2a, B2/2b, B2/2c, B2/3</li></ul> |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**THE ARTS:** *Media:* Experiment with words, sounds and images for different effects and to present different points of view. *Music:* Listen, perform and talk about music composed for particular purposes, eg to inspire social change, celebrate nature etc. *Visual Arts:* Integrate topic with dance, drama, media, music. Make, design, arrange works for a specific audience or purpose. Discuss visual arts, works of own and others using own criteria. Compare works, giving preference and reasons.

**ENGLISH:** Explain and justify own opinions about texts. Consider how socio-cultural values, attitudes, beliefs are represented. Write widely, eg poems, psalms, prayers, journals. Develop discussion and problem-solving skills.

**SCIENCE:** Importance of exploration of earth and universe. Study plants and animals in the local habitat. Map food chains.

**SOCIETY AND ENVIRONMENT:** Research and study of natural elements, natural resource distribution and natural systems. Collect, select, organise information about ecosystems.

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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 peoples' reflections of creation?

How did I respond to the range of students' understanding of the ways God continues to care for and maintain creation?

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?



## RESPONSE NOTES

Make brief notes in the boxes about the responses you are exploring.  
Use these notes as resources for your journals.

### BIBLICAL WRITERS' RESPONSES

Bible passage: \_\_\_\_\_

Write brief notes about the thoughts and messages relating to creation in this Bible passage. \_\_\_\_\_

\_\_\_\_\_

What are your thoughts about the message of this passage? \_\_\_\_\_

\_\_\_\_\_

### SONG WRITERS' RESPONSES

Name of song/hymn \_\_\_\_\_

Name of writer \_\_\_\_\_

List ideas and messages relating to creation in the song/hymn. \_\_\_\_\_

\_\_\_\_\_

Why did you choose this song and what are your thoughts about its message and tune? \_\_\_\_\_

\_\_\_\_\_

### ARTISTS' RESPONSES

Name of art work \_\_\_\_\_

Name of artist \_\_\_\_\_

List ideas and messages relating to creation in the art work. \_\_\_\_\_

\_\_\_\_\_

Why did you choose this art work and what are your thoughts about its message? \_\_\_\_\_

\_\_\_\_\_



## RESPONSE NOTES

Make brief notes in the boxes about the responses you are exploring.  
Use these notes as resources for your journals.

### GOD'S CONTINUING RESPONSE TO CREATION

Description of ecosystem \_\_\_\_\_

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Personal thoughts about God creating ecosystems to maintain the natural environment.  
What do these ecosystems reveal about God? \_\_\_\_\_

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### MY RESPONSE TO THE NATURAL ENVIRONMENT

These notes could include your thoughts about:

- the beauty and diversity of the natural environment
- the way the natural environment is maintained, eg ecosystems, and God's involvement in the natural environment
- people's responses and responsibilities to the natural environment.

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# IN YOUR PRESENCE

Thank you, Father, for  
these lazy days,  
eternal summer,  
butterflies, starfish, clams,  
green waterfalls of forest trees  
tumbling down mountains,  
spilling out onto golden sand:  
green-and-gold Queensland,  
Australia.

How can the thought of you  
be no more than  
that unrecognisable speck  
(presumably a boat)  
on the endless horizon  
of shimmering blue?

You are everywhere;  
your scent, the unseen frangipanni  
breathed by a holy breeze  
over everything.

Aub Podlich, *Barrier Reef Reflections* Lutheran Publishing House, 1990

## EVERYTHING THAT DRAWS BREATH

**God**, our wonderful *God*, you make everything that delights the eye;  
Yours is the gift of everything that draws breath.

**Yours** is the energy that vibrates the wing of a bee,  
The gracefulness of black swans skimming over still lakes,  
The joy of a puppy bounding to greet its owner,  
The courage of a shelduck leading ducklings to safe waters,  
The song of a magpie on a soft spring morning,  
The beauty of pink galahs wheeling over trees at sunset,  
The purpose in mutton birds returning to southern sandhills,  
The warmth surrounding the joey in a kangaroo's pouch.

**Yours**, *Creator God*, is the skill of the wedge-tailed eagle,  
The play of the bandicoot on warm summer nights,  
The strength of the baby koala clinging to its mother,  
The authority of seagulls riding salty winds,  
The games of the dolphin surfing among swimmers,  
The communal chatter of colourful parrots,  
The vigour of the trout leaping in quiet waters,  
The persistence of fairy penguins waddling up sandy slopes.

**Yours**, wonderful *God*, is the dance of the slender brolga,  
The industry of the ant through long summer days,  
The power of the buffalo breaking through thickets,  
The glory on the radiant wings of a beetle,  
The excitement of the platypus hunting for yabbies,  
The agility of mountain minnows darting between shaded rocks,  
The wariness of the wallaby peeping from among bushes,  
The confidence of the sparrow winning crusts from pigeons.

**Yours**, *Lord*, truly yours, is the laughter of the kookaburra,  
The speed of an emu striding through mallee scrub,  
The comedy of the crab side-scurrying over wet sand,  
The searching of the cockatoo for a place to nest,  
The effortless padding of a dingo over saltbush plains,  
The conversation of the blackbirds at early morning,  
The vision of the wombat as it rummages through long dark nights,  
The display of the lyre bird as he shares in creation's joy.

**God**, our wonderful *God*, you make everything that delights the eye;  
Yours is the gift of everything that draws breath!

Bruce Prewer, *Australian Accents*, Lutheran Publishing House, 1988



# EXUBERANT PRAISE

Psalm 148

Cheer the Lord, everyone!  
Everything, praise him!

Cheer him from our skies;  
praise him from outer space.

Cheer him, you astronauts;  
praise him, all children of the stars.

Cheer him, sun and moon;  
praise him, all distant galaxies.

Cheer him, all who are close to his heart;  
praise him, all mysteries beyond our knowledge.

All of you, cheer the Lord,  
for he speaks and you come into being.

He gives you a place for ever;  
He fixes the universal laws.

Cheer the Lord from this planet earth:  
rolling ocean and powerful hurricane;  
Lightning, hail, snow, and ice;  
wind and storm fulfilling his purposes;

Our mountains, plains, and hills;  
our orchards, cane-fields, and forests;

Kangaroo, possum, and platypus;  
lizard and snake, black swan and rosella parrot.

Prime ministers and presidents of the earth;  
Cabinet ministers and high court judges;

Exuberant teenagers,  
old people and children,

Come on, all of you, cheer the Lord;  
he alone is worth it!

His glory transfigures this earth,  
and blazes from a million suns.

He has given human beings high honour;  
heroes will applaud his faithfulness.

Those who trust his presence will shout:  
'Cheer the Lord!'

Bruce Prewer, from *Australian Accents*, Lutheran Publishing House 1988



## PRESENTATION EVALUATION

1. Title of presentation \_\_\_\_\_

2. Name of members in group \_\_\_\_\_

3. Write a brief summary of the presentation \_\_\_\_\_

4. What do you think was the main message of this presentation? \_\_\_\_\_

5. What did you enjoy most of all about the presentation? \_\_\_\_\_

Why? \_\_\_\_\_

6. Comment on the use of :  
visuals \_\_\_\_\_

music/songs \_\_\_\_\_

readings \_\_\_\_\_

other \_\_\_\_\_

7. Do you have any other comments that could be helpful to the group if they use this presentation again? \_\_\_\_\_