

**MODEL UNIT
BAND B
LEVEL 3**

MANAGERS OF CREATION

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
Summarise the main points of biblical references about creation. (1a, 1b, 2a, 3a)	⇒	work sample
Illustrate biblical references to God’s care for creation. (2a, 2c)	⇒	work sample
Record ways people can be responsible managers of the environment. (3a)	⇒	work sample
Research an area of environmental concern and provide possible solutions. (3a 3b 3c)	⇒	work sample
List personal attitudes to the environment and its maintenance. (1c, 3c)	⇒	observation, TRS B3/1, B3/3

UNIT SUMMARY

Students explore what the Bible says about the universe and God’s relationship with it. They explore the role of people in the universe and the importance of responsible management of creation. They consider the causes and effects of environmental problems and possible solutions. They also identify biblical references to God’s loving care and control of creation.

UNIT NOTES

Consider integrating this unit with related environmental topics in studies of Society and Environment or Science. Teachers may also wish to develop ideas presented in this unit further, eg famine in the world, environmental issues.

INTRODUCTION

1. MY THOUGHTS ABOUT THE UNIVERSE

Stimulate the students' interest in the universe, using one of these introductions:

- Show a video about the beauty or complexity of the universe.
- Show slides, posters or photographs of the diversity of the universe.
- Share 'amazing' facts about the universe from non-fiction texts.

Provide students with Teacher Resource Sheet (TRS) B3/1 and ask them to write responses to questions about the universe. Choose from the following options:

- Students share their responses in small groups or as a class.
- Students write personal belief statements about the universe.
- Invite the pastor to discuss students' questions.

Do not be too concerned if students are unable to provide answers to all the questions on TRS B3/1. Use the information the students provide (or are unable to provide), to inform your teaching.

2. THE BIBLE TELLS ABOUT CREATION

This section will help to provide answers to some of the students' questions.

Divide the class into seven groups and allocate the following Bible verses. Students use large sheets of paper to record the Bible reference, a summary and an illustration of what the Bible passages say about creation.

- Genesis 1:1 – 2:3 (God creates all things, the diversity of creation, all things God created were good)
- Isaiah 42:5 (God created all things)
- Genesis 5:1,2 (God created people to be like himself)
- Job 37:5–24 (God's power in creation)

- Psalm 24:1; 50:10,11; 95:3–5 (God's ownership of all)
- Genesis 2:15–17; Isaiah 5:8; Jeremiah 2:7; Leviticus 25:1–7 (responsible use of the land)
- Psalm 19:1; Colossians 1:15–17 (All things are for the glory of God)

Students share their summaries with the class and combine them to make a class list of what the Bible says about creation.

DEVELOPMENT

3. GOD CARES FOR CREATION

Students read and record what the following Bible passages say about ways God cares and provides for creation:

Genesis 1:29,30	Psalm 10
Psalm 145:15,16	Psalm 147:9
Luke 12:6,7,22–31	Acts 14:17.

Students consider and discuss what the writers of these Bible passages might include if they were describing ways God provides for creation today.

Students choose **one** of the Bible passages. They illustrate or describe the passage by preparing a photographic display or static display, cutting out pictures from magazines or newspaper to make a collage, writing a psalm or lyrical poem.

4. FAMINE IN THE WORLD

In this section the students investigate famine in the world, its causes and possible solutions. Explore the possibility of Lutheran World Service or World Vision providing a speaker or resources about this topic. The class could consider supporting a project of one of the aid organisations.

Invite a person who has experienced a famine to share their insights with the students. Alternatively, the teacher could show students a video or other visuals which would stimulate discussion about starvation in the world.

Students discuss the following questions in small groups, with each group preparing a brief report to share with the class.

- If God cares for creation, why is there famine in the world?
- Why isn't there enough food for all people?
- What are some possible solutions to prevent famine?
- What does the Bible say about possible solutions to famine? (Matthew 25:34–40;

Matthew 22:37–39; Proverbs 29:7; Isaiah 58:7.10)

- What can I do about the problem?

Students present a personal response to these questions, via a letter to the teacher, a written prayer, poem, or chart. See TRS B3/2.

5. MANAGERS OF CREATION

Discuss the roles and activities involved in being a ‘manager’ of a business. Students could interview the principal to discover the responsibilities involved in being a ‘manager’ of a school.

Students read the following Bible passages to identify and explore the important task God gives people regarding creation:

Genesis 1:26–30; 2:15 Leviticus 25:1–7

Share responses.

As a class discuss and list what the role of ‘manager of creation’ might entail.

Students design advertisements for the position of ‘manager of creation’. Include job description, and personal qualities and qualifications necessary for the position. Look at employment advertisements from newspapers as models for students’ own writing.

6. ENVIRONMENTAL CONCERNS

Share with the students a book, eg *Window, Cry Me a River, The Sknuks*, a set of photographs or a video which will encourage them to consider environmental concerns.

Make a class list of current environmental concerns. Students write personal responses to the questions found on TRS B3/3 or discuss them in pairs and record responses.

Read Psalm 36:5,6; Job 37 and Mark 4:35–39. Discuss what these passages tell people about God’s power and the environment, and God’s concern for people.

Students reconsider their responses to the original questions in light of the Bible passages.

Christians do not need to despair about environmental concerns. God has control of the universe. Although people have not always been responsible managers of creation, we can celebrate the love of God in sending Jesus to win forgiveness for our mismanagement of the environment, and to bring all of creation back into harmony with God.

7. SOLUTIONS TO ENVIRONMENTAL CONCERNS

Students view a video or story which looks at a regeneration project such as *The Man Who Planted Trees*.

Read Genesis 2:15 (NIV). Discuss ways people can ‘work’ (the land) and ‘take care of it’ at the same time.

Students choose an environmental concern discussed earlier in the unit, or an environmental concern in the local area, and prepare a chart which

- defines the problem,
- identifies the implications of this problem for people,
- lists practical solutions which demonstrate care for and responsible management of the environment.

RESPONSE

8 CONCLUSION

Students choose from one of the following activities which summarises the focus of this unit:

- Write an application for the position of ‘manager of creation’ responding to the advertisements written earlier in the unit.
- Make a picture book which illustrates what the Bible tells about creation.
- Prepare a devotion which focuses on God’s care and control of creation.
- Write a summary of the unit which could be included in a newsletter to parents.

Students complete a self-evaluation TRS B3/4.

YOU WILL NEED

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| <ul style="list-style-type: none"><input type="checkbox"/> video, photographs, slides, non-fiction resources about the universe<input type="checkbox"/> Bibles<input type="checkbox"/> resources about famine in the world<input type="checkbox"/> picture books, novels, videos of books and non-fiction resources which deal with environmental concerns and solutions | <ul style="list-style-type: none"><input type="checkbox"/> examples of employment vacancy advertisements<input type="checkbox"/> art materials which could be used to create a model, collage or painting<input type="checkbox"/> photocopies of TRS B3/1, B3/2, B3/3, B3/4 for students |
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INTEGRATING INTO OTHER CURRICULUM AREAS

THE ARTS: *Visual arts:* Make, design, arrange works for a specific audience or purpose.

ENGLISH: Consider how socio-cultural values, attitudes, beliefs are represented. Explain and justify own opinions about texts. Write widely, eg psalms, poetry, songs, plays. Develop discussion and problem-solving skills. Report findings: present a written or spoken report.

HEALTH AND PHYSICAL EDUCATION: Investigate ways to reduce environmental hazards. Explore health of populations.

SCIENCE: Explore the effects on the environment of humans and of introduced animals and plants. Investigate the interaction of the environment with living things. Investigate storage, recycling and disposal of materials in the community.

SOCIETY AND ENVIRONMENT: Comparison of countries, eg way of life, standard of living, natural resource distribution, conservation of the environment. Explore interdependence, environmental impact, natural resources. Investigate the availability and management of resources. Identify people's impact on environments. Consider ways of environmental improvement.

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 responsible management of creation?

How did I respond to the range of students' understanding of God's relationship with 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?



1. How do you think the universe began? Give reasons for your response.

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2. Why do you think the universe exists?

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3. Describe the things you like most of all in the universe. Give reasons.

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4. Describe those things which you find most amazing in the universe.

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5. Who does the universe belong to? Give reasons for your answer.

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6. What is the role of people in the universe?

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7. What concerns do you have about the universe?

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8. What questions do you have about the universe?

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FAMINE IN THE WORLD

Why is there famine in the world?

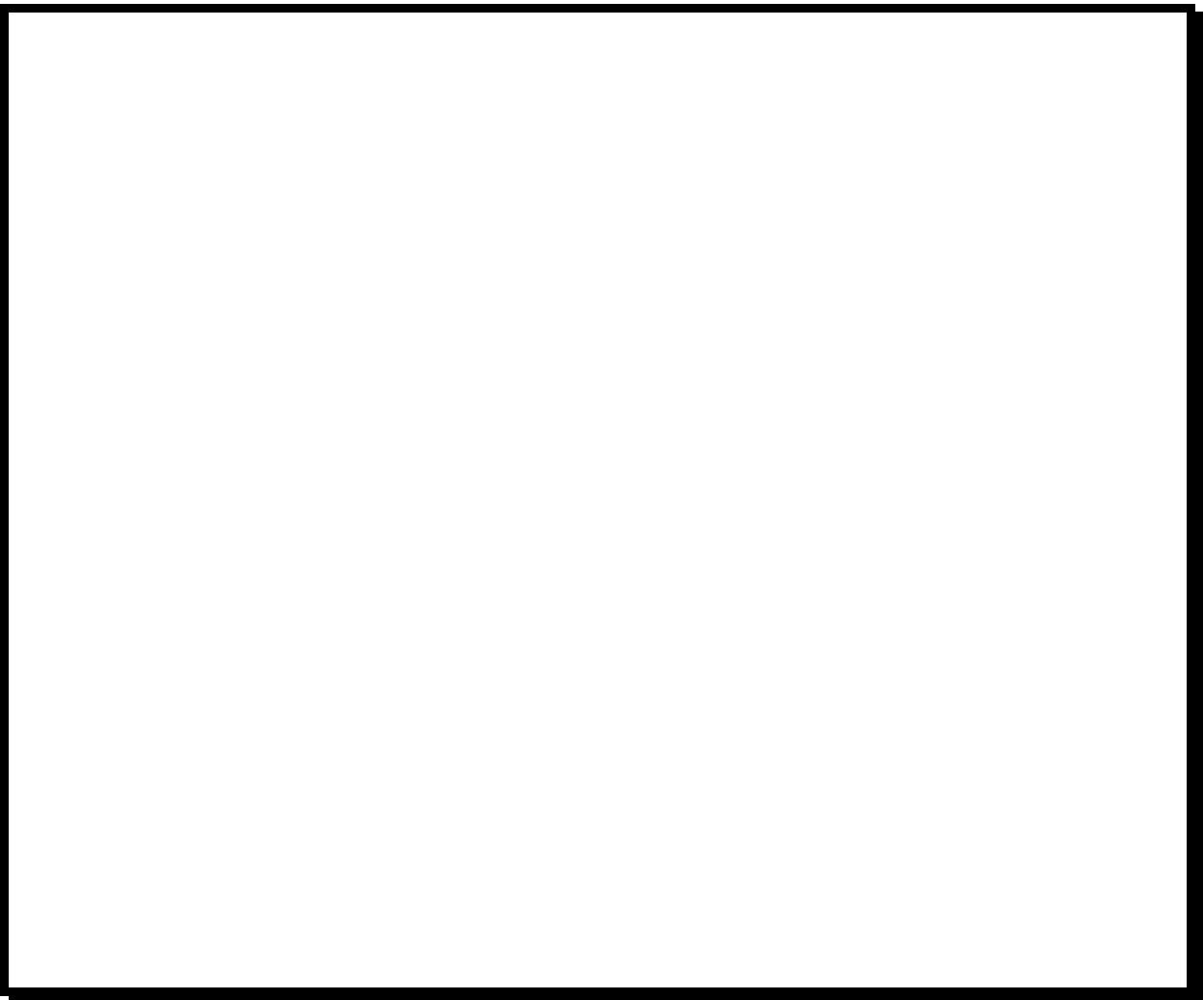
What are some solutions to the problem of famine?

What does the Bible say about possible solutions to the problem?

What can I do about the problem?

What are your answers to these questions?

You can express your ideas in a letter to the teacher or editor of the newspaper, a prayer, a poem or a diagram.



What do you think?

ENVIRONMENTAL CONCERNS

1. How do people contribute to environmental problems?

2. How can environmental problems affect people?

3. Circle three words that best describe how you feel about environmental problems?

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|----------------|---------------------|------------------|-------------|
| worried | happy | unconcerned | anxious |
| helpless | enthusiastic | concerned | discouraged |
| guilty | angry | hopeful | betrayed |

Give reasons for your choices.

4. What are some solutions to these problems?

5. Read Psalm 36:5,6, Job 37 and Mark 4:35-39. What do these passages say about God's power and relationship with the environment?

6. How would Christian environmentalists feel about the future of the environment? Give reasons.



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1. What activity did you choose? _____
 2. Write a brief summary of what you did.

 3. What was the main message of your work?

 4. Do you think you communicated this message successfully? Give reasons for your answer. _____

 5. What part of this Christian Studies unit have you found most enjoyable? Give reasons. _____

 6. What part of the unit have you found most challenging? Give reasons.

 7. List any other questions or comments you have about this topic.

