

MENU

BIBLE REFERENCES

1 God created all things

Accounts of creation

Genesis 1:1–31, 2:1–4

Genesis 2:5–25 Psalm 104

Psalm 148 Job 37:5–14

Isaiah 42:5 Isaiah 45:12

God creates people

Genesis 1:26–31 Genesis 5:1,2

God's ownership

Psalm 24:1 Psalm 50:10,11

Psalm 95:3–5

Praise God for creation

Psalm 8 Psalm 19:1–6

Psalm 136:1–9 Psalm 148

Job 37

All things are for the glory of God

Psalm 19:1 Psalm 145:9–11

Colossians 1:15–17

2 God takes care of his creation

Genesis 1:27–30 Genesis 9:1–11

Psalm 65 Psalm 104:10–28

Psalm 121 Psalm 147:8,9

Psalm 145:15,16 Matthew 6:25–34

Matthew 10:29,30 Luke 12: 6,7, 22–34

Acts 14:17

God's control of creation

Job 37 Psalm 36:5,6

Psalm 104 Psalm 148

Matthew 5:45 Mark 4:35–41

Angels protect people

1 Kings 19:1–8 (Elijah)

Psalm 34:7

Psalm 91:11,12

Daniel 3 (fiery furnace)

Daniel 6 (lions' den)

Matthew 18:10

Acts 12:1–19 (Peter in prison)

Acts 27:13–44 (Paul on ship)

Hebrews 1:14

Solutions to famine

Proverbs 29:7 Isaiah 58:7,10

Matthew 22:37–39 Matthew 25:34–40

3 God wants people to take care of his creation

Responsible management of creation

Genesis 1:28–31 Genesis 2:15–17

Leviticus 25:1–7 Psalm 8

Psalm 115:16 Isaiah 5:8

KEY BIBLE VERSES TO HEAR AND REMEMBER

*Our Lord, by your wisdom you made so many things;
the whole earth is covered with your living creatures.*

Psalm 104:24 (CEV)

*The heavens keep telling the wonders of God,
and the skies declare what he has done.*

Psalm 19:1 (CEV)

*Everyone depends on you, and when the time is right, you provide them with food.
By your own hand you satisfy the desires of all who live.*

Psalm 145:15,16 (CEV)

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INTRODUCTORY ACTIVITIES

1 God created all things

MY FAVOURITE PLACE Students share photographs and information about their favourite places in the natural environment. Make a class mural or display of this information. (1a,1b,1c)

VISIT TO NATURAL SETTING Visit a natural setting in the local environment, such as the beach, hills, river, rainforest, a park. Students identify and reflect on the beauty of the setting. This could be a day- or night-time activity. (1a,1b,1c)

VIDEO OF CREATION Show a video about an aspect of the natural environment, eg wildlife, which would assist the students to become more aware of the beauty, diversity and goodness of God's creation. (1a,1b,1c)

PAINTINGS OF THE NATURAL ENVIRONMENT Examine prints of famous paintings from art books or calendars, or photographs which illustrate the beauty of the natural environment. (1b,1c)

VASTNESS OF THE UNIVERSE Share a book which challenges the students to think about the vastness of the universe, eg the picture book *My Place in Space* by Hirst and Hirst. Discuss some of the amazing facts in this story. Students record their own 'place in space'. (1b,1c)

CREATION PSALMS/POEMS Students choose a psalm or poem which describes the beauty of the natural environment. They paint, draw, write or make a model of their interpretation of the description. (1b,1c)

2 God takes care of his creation

CARING CONCEPT MAP Students identify the people who provide for them and who protect them. Students make a concept map which identifies the people in their life who care for and protect them, and the ways they do this, eg friends who listen, doctors who care for health.

Students then identify those people or things in creation which they themselves provide for and protect. Students make a second concept map

which identifies the things in creation they care for and how they do this, eg feeding pets, watering garden, encouraging friends. (2a,3c)

ANGELS IN ART Artists have tried various ways of depicting angels. Use art reprints or illustrations from a children's Bible to show some of these. Identify the roles of angels from these pictures. (2a)

LIVING CREATURES AND HABITAT Students choose a living creature to investigate, eg a frog. If possible, they observe it in its natural environment or research information about its habitat. They identify those elements it needs to survive. (2b)

3 God wants people to take care of his creation

NEWS OF ENVIRONMENTAL ACTION Students search for newspaper articles which describe ways people are caring for the environment. They make a display and add new articles throughout the unit. (3b,3c)

A PERFECT WORLD Students imagine what a perfect world would be like, eg perfect harmony between people and the environment. Students draw, write about or make a model of their 'perfect' world. (3a,3b)

ENVIRONMENTAL CONCERNS Students list and discuss environmental issues they are concerned about. Discuss possible causes of these problems and the relationship between people and the problem. (3b)

ENVIRONMENTAL WALK Take students on a walk around the local area. Ask students to identify areas of environmental concern which could become a class environment renewal project. (3c)

INDIGENOUS ART AND DREAMING Invite an Indigenous Australian to share with students dreaming stories and art works which describe or illustrate the connection Indigenous Australians have with the natural environment and the respect they have for it. (3b,3c)

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DEVELOPMENT ACTIVITIES

1 God created all things

BIBLICAL ACCOUNTS OF

CREATION Explore various accounts of creation and references to creation in the Bible, eg

Genesis 1:1 – 2:3 Genesis 2:4–7

Genesis 5:1,2 Psalm 104

Psalm 148 Job 37

Make a list of what these passages tell about creation and about God. (1a,1b,1c)

GOD CREATED Students underline all the words starting with 'g' in Genesis 1:1 – 2:4. Students discuss their findings. What do the common 'g' words emphasise about the creation story?

Students role-play or write and present a summary of the story suitable for verse speaking, emphasising 'God' and 'good'. (1a, 1b)

FASCINATING FACTS Students investigate fascinating facts about an element of the natural environment, eg space, sea, rainforest. Record these facts on posters or in a big book. Students select appropriate Bible texts, eg from Psalm 8 or Psalm 148, to accompany the posters or big-book pages. (1a,1b,1c)

QUESTIONS ABOUT THE UNIVERSE

Make a class list of students' questions about creation. Invite a pastor to discuss some of these issues with the students. (1,2,3)

POETRY Students use various forms of poetry, such as concrete or shape, cinquain, haiku, or free verse, to describe the natural environment, God's involvement in it and/or concerns about it. (1,2,3)

ANIMALS AND PLANTS IN BIBLE

TIMES Students research and present information about the kinds of animals and plants mentioned in the Bible. Investigate any special uses made of these plants and animals in Bible times, eg medicine, work. (1b)

CHORAL READING OF PSALMS

Involve students in choral reading of psalms with a creation theme. Students use these psalms as models for writing and presenting their own psalms. Students could consider

ways of integrating music, creative dance or drama with their psalms. (1,2,3)

2 God takes care of his creation

BIBLE REFERENCES TO GOD'S

CARE Compile a list of Bible stories or biblical references which tell about God's care for creation, eg Matthew 6:26–30; Matthew 10:29,30; Psalm 145:15,16. (2a,2b)

CHRISTIAN SONGS AND HYMNS

Students explore Christian songs and hymns which have messages about creation. They choose favourite songs and give reasons for their choices. Students write their own songs which give an important message about creation. (1,2,3)

APOSTLES' CREED Investigate the first part of the Apostles' Creed and *What this means for us* from Luther's *Small Catechism*. Write and illustrate an individual or whole-class version of *What this means for us*. (2a,2c)

ANGELS Research in the Bible references to angels — their role and place in creation. Identify biblical examples in which angels protected people. For further information about angels, see TRS B1/2. (2a,2c)

FOOD CHAINS Look at resources which explain simple food chains, eg the book *Thank You for a Loaf of Bread* (Smeltzer). Students create displays, books, models or charts which explain other food or production chains tracing the products back to their source. (2a)

ECOSYSTEMS Investigate ways creation is sustained via the laws of nature, eg ecosystems. Illustrate or make models of various ecosystems. (2b)

WHO IS IN CONTROL? Identify the motivation Christians have to care for creation and their attitudes towards environmental concerns. Discuss biblical references to God's control of the universe, eg Matthew 5:45; Mark 4:35–41; Psalm 104, and how these ideas influence the attitudes of Christians towards the future of the world. (2a,2c)

GLOBAL MEAL SIMULATION

Students experience the inequity of availability of food in the world. By some random, equitable means, divide the class into three groups, all the same size. Each group is assigned to a different meal table.

Table One is attractively set with more food and drink than is needed.

Table Two has a paper plate, a spoon and a cup for each student and just enough basic food and drink.

'Table' Three consist of no table, just a small pot of rice and a container of water.

After the meal, discuss:

- How do you feel about what we have just experienced?
- How does this experience relate to real situations around the world?
- What are the possible reasons for this situation in the world? (2a,3)

FAMINE IN THE WORLD Invite a speaker from Lutheran World Service or World Vision to talk about areas in the world experiencing famine. Investigate reasons for the lack of food. Look at what the Bible says about how people should deal with such issues, eg Matthew 25:34–40. (2a,3)

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God wants people to take care of his creation

PSALM 8 Students read Psalm 8:6–8. Students work in groups and choose an area of the natural environment which is 'under the power' of people, eg sea, river, forests, domestic or wild animals. Students make a poster which illustrates the ways people manage these elements in a responsible way. (3a,3b,3c)

INDIGENOUS AUSTRALIAN ATTITUDES TO THE LAND

Invite an Indigenous Australian to talk to the students about the relationship Indigenous Australians have with the land. Investigate ways they learn about and show responsible management of the environment. Discuss: What would Australia be like if all Australians demonstrated similar respect for the natural environment? (3b,3c)

CHRISTIANS CARING FOR CREATION

Investigate the work of Christians who are currently involved in ecological action, eg Aub Podlich, or those who have been involved in caring for creation in the past, such as Francis of Assisi. For further

information about Francis of Assisi, see TRS B1/4. (3a,3b,3c)

ROLE-PLAY Role-play situations which explore borrowing a valuable item from a friend and returning the item in a damaged or broken condition. Students need to demonstrate the reason the damage occurred, eg lack of care by the borrower. Discuss the situations:

- How do these scenarios relate to Psalm 24:1?
- What has been borrowed from God?
- How has it been damaged?
- What responsibilities do people have for what God lends them?
- Who paid for the damage?
- What does all of this show about God? (3)

CLASS NEWSPAPER Create a class newspaper which includes articles about how the class/school is caring for the environment and ways students can be 'environmentally friendly' at home. Include students' personal reflections about their motivation for caring for the environment. (3a,3c)

REPAIRING THE ENVIRONMENT

Students view resources which deal with regeneration projects, such as *The Man who Planted Trees*. Identify and investigate an aspect of the natural environment in the local area which has been damaged. Explore ways to renew or repair the area. Devise and undertake an 'action plan' to repair the area. Include the reason your school, as a Christian school, would take part in the project. (3c)

POSITION VACANT: MANAGER OF CREATION

Students design advertisements for the position of 'manager of creation'. Include job descriptions and the personal qualities and qualifications necessary for the position. Students look at examples of employment advertisements from newspapers as models for their writing. Alternatively, students could write an application for the position of 'manager of creation'. (3a,3b,3c)

MEDITATION Lead students through a guided meditation (see Glossary), using quiet words and a relaxed atmosphere. Assist students to imagine the beautiful sights and smells and the wonderful things creation provides. Allow students time to reflect on this.

Continue the meditation by describing the changes brought about by the mismanagement of the environment. Help students to visualise a changed and damaged setting.

Students could respond by writing a prayer, by identifying ways of bringing renewal to the

damaged areas, or by creating a piece of music which reflects the meditation. (1,2,3)

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible verse (see Bible References, page 10).

SONGS Students learn songs related to the concept (see *Resources for Music and Devotions* in the appendix).

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RESPONSE ACTIVITIES

1 God created all things

GREETING CARDS Students collect greeting cards which illustrate the beauty of the natural environment. Students design and make their own cards with a 'creation' theme. Include either a relevant verse or psalm from the Bible, or a prayer, psalm, or poem written by the students. (1a,1b,1c)

ART EXHIBITION The class prepares and presents its own art exhibition with a focus on biblical accounts of creation, reflections on the natural environment, God's relationship with the natural environment, and/or responsible management of the environment. (1,2,3)

PAINTING CREATION Make sure students are familiar with a biblical account of creation. Slowly retell the creation story or read a psalm describing creation, eg Psalm 148, while students draw or paint a response to the text. Consider playing 'environmental' music in the background. (1,2,3)

CREATIVE DANCE Students plan and present a drama or dance which depicts the phases or diversity of creation. (1a, 1b)

VISUAL PRESENTATION Plan a visual presentation which could be used for a class or school devotion. Include overhead transparencies, slides or banners, music, psalms, songs reflecting on the beauty and goodness of God's creation. (1a,1b,1c)

2 God takes care of his creation

PRAYER BOOKS Students make a class book of prayers which thank God for what he provides for all people. (2a)

RICE-FOR-LUNCH DAY Students organise a rice-for-lunch day for their class, or, with the cooperation of canteen management, for the whole school. Students donate the usual amount of money they would spend on a canteen lunch order, but are given only a bowl of rice. Money raised in this way can be used to support the work of an organisation involved in caring for people experiencing famine. (2a)

JUNIOR PRIMARY PICTURE BOOK

Students make a picture book suitable for a junior primary class. The book illustrates the ways God protects and provides for creation. Share books with junior primary students. (2a,2b,2c)

3 God wants people to take care of his creation

RECYCLE STALL Set up a recycle stall to which students can donate their unwanted toys, games, clothes, books. Money raised through the sale of these items can be donated to an environmental project or the work of an aid organisation such as Lutheran Community Care or Lutheran World Service. (3a)

ACROSTIC POEM Students write an acrostic poem, using the letters of their name, to describe ways they can be responsible managers of creation. (3c)

ENVIRONMENTAL PROJECT

To share with the school and wider community the work the students have undertaken in an environmental renewal project, consider involving students in

- writing an article for the school newsletter describing their project;
- contacting the local newspaper in order to receive wider publicity for the project;
- taking photographs of the project and making a display in the school foyer;
- providing information about the project for the school's home-page on the Internet, inviting other schools to inform them of any environmental renewal projects they may be undertaking. (3c)

COMPUTER MULTIMEDIA

PRESENTATION Create a computer multimedia presentation which can be shared with other classes. Use the goals of the unit as the focus of the presentation, eg the beauty of creation, God's continuing care and maintenance of creation, the role of people as responsible managers of creation. (1,2,3)

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.

LITERATURE**ANGELS Non-fiction**

Drane J *Heaven and Earth* 1996 Lion Publishing

Joslin M *Do the Angels Watch Close By?* 1997 Lion Publishing

Nystrom C *Angels and Me* 1984 ANZEA Publishers

Woody MA *A Child's Book of Angels* 1992 Chariot Books

ANGELS Fiction

Cummings P *Angel* 1997 Random House

Gleitzman M *Belly Flop!* 1992 Pan Macmillan

Mattingly C *The Angel with a Mouth Organ* 1984 Hodder and Houghton

CREATION

Butterworth and Inkpen *Wonderful Earth* 1995 Canterbury Press

Heine H *Saturday in Paradise* 1985 Methuen

Hirst and Hirst *My Place in Space* 1989 Five Mile Press

Morris and Spiker *Living Reflections* 1992 Lutheran Publishing House

Podlich A *Barrier Reef Reflections* 1990 Lutheran Publishing House

Podlich and Prewer *Outback Reflections* 1991 Lutheran Publishing House

Prewer and Morris *Kakadu Reflections* 1988 Lutheran Publishing House

Walker K *Father Sky and Mother Earth* 1981 The Jacaranda Press

Wangerin W *In the Beginning There Was No Sky* 1997 Augsburg

CHAIN OF PRODUCTION**Non-fiction**

Baskerville J *Bread* 1987 Black series (Threads)

Smeltzer P & V *Thank you for. . .* (series) 1980 Lion Publishing

ENVIRONMENTAL CONCERNS Fiction

Baker J *Where the Forest Meets the Sea* 1989 Walker, London

Baker J *Window* 1992 Red Fox, London

Copard M *Who Has Poisoned the Sea?* 1992 Mammoth

Coleman W *Animals That Show and Tell* Bethany House Publishers

Dwyer *Jimmy Jean and the Turtles* 1992 Walter McVitty

Giono J *The Man Who Planted Trees* 1989 Collins Dove, North Blackburn Vic (book or video)

Hodgson P *Jellyfish Can't Swim* Chariot Books

Kingsriter D *Clipper's Crazy Race* 1992 Word Kids (from the series Save God's Earth)

McRae R *Cry Me a River* 1992 Angus and Robertson, North Ryde, NSW

Merson *Jigsaw Bay* 1995 Random House

Morimoto J *Kenju's Forest* 1990 Collins

Odgers *Kayak* 1992 Angus and Robertson

Reece, J *Lester and Clyde* 1987 Ashton Scholastic

Seuss Dr *Lorax* 1972 Collins

Thiele C *Pinquo* 1983 Rigby

Thiele C *The Sknuks* 1977 Rigby

Thomas-Cochran M *Summer's Story-tellers* 1994 Viking Penguin

ENVIRONMENTAL CONCERNS

Non-fiction

- Bailey D *Protecting Nature* 1991 Watts
Kerven R *Saving Planet Earth* 1992 Watts
Pigdon K *Worth Saving* 1994 Macmillan
Van Matre S *Earthkeepers: Four Keys for Young People to Live in Harmony with Nature* 1987 Institute for Earth Education

ST FRANCIS OF ASSISI

- de Paola T *Francis, the Poor Man of Assisi* 1982 Holiday House, New York
Johnson J *Brother Francis* 1977 Winston Press, USA
Smith D *St Francis of Assisi* 1987 Paulist Press, New York/New Jersey

AUDIO VISUAL

VIDEOS

- The Australian Ark Series*
Australian Panoramic Souvenir Series
Daintree — The Vanishing Rainforest
The Day the Kids Took Over
The Wonders of God's Creation – Planet Earth (Moody Institute of Science)

MUSIC

Environmental music, eg

- Rainforest Magic or Wilderness* O'Connor T
Stephen Parish Publishers
Symphony of Australian Birds ABC
Sound Scapes, Early Morning in the Rainforest, Daintree Dreamtime Davis K
Music books see appendix for Resources for Music and Devotions.

CD-ROMS

- Explorapedia: The world of nature* Children's Interactive Encyclopedia, Microsoft Home
Exploring Nature series Webster Publishing, NSW

INTERNET

- Topics on the secular Franciscan order
<http://www.ofs.it/topics.html>

TEACHER RESOURCES

- Halverson, D *Helping Children Care for God's People* 1994 Abingdon
McArthur M *Together in One World* 1990 Joint Board for Christian Education
Schwarz B (ed) *Good Question!* 1995 Openbook Publishers
Key Christian Beliefs 1995 Lion
Lutheran World Service, World Vision or other aid agencies
Mapleton Camp Centre, Nambour Queensland leads environmental study groups for students (07) 5334 7455

PICTURE SETS

- Houghton G *The Natural Environment* 1985 Macmillan
Caring for the Environment 1988 Peter Leydon
Caring for the Environment (Supplement) 1991 Peter Leydon

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.

