

MENU

BIBLE REFERENCES

1 God created all things

The creation

Genesis 1:1–2:3 Genesis 2:4–25

God created by his word

Psalm 33:6

God's creation is good

Genesis 1:1–31 1 Timothy 4:4a

God as creator

Job 37: 4–14 Job 38:2 – 39:30

Psalm 104 Psalm 136:1–9

Psalm 148 Isaiah 40:21–31

Isaiah 44:24 Isaiah 45:9–13

Acts 14:17 Romans 1:20

Praise God the creator

Psalm 19:1–6 Psalm 104

Psalm 136 Psalm 139

Psalm 148

Faith helps us understand creation

Hebrews 11:1–3

2 God takes care of his creation

God's care for his creation

Genesis 1:28 Genesis 2:15

Psalm 24:1 Psalm 36:5–9

Psalm 65:9–13 Psalm 91:11,12

Psalm 95:3–5 Psalm 145:15,16

Jeremiah 10:12,13,16 Matthew 6:25–34

Matthew 10:29–31 Luke 12:6,7,22–34

God created all things for people to use

Psalm 16:1,2 James 1:17

3 God wants people to take care of his creation

Human beings' place in creation

Genesis 1:26–31 Genesis 2:15–17

Genesis 4:20–22 Genesis 9:2,3

Exodus 31:3,4 Leviticus 25:1–7

Job 25 Psalm 8

Jeremiah 2:7 Hebrews 2:7,8

Christ as head of creation

Colossians 1:15–20 Ephesians 1:9,10

Hebrews 1:2

God's plan to bring creation together

Ephesians 1:9,10 Romans 8:21,22

The new creation

Isaiah 11:6–9 Revelation 21:1–5

Jesus makes people new creations

2 Corinthians 5:17,18 Ephesians 2:10

Colossians 1:20

KEY BIBLE VERSES TO HEAR AND REMEMBER

Ever since God created the world, his invisible qualities have been clearly seen; they are perceived in the things he has made.

Romans 1:20 (GNB)

This plan, which God will complete when the time is right, is to bring all creation together, everything in heaven and on earth, with Christ as head.

Ephesians 1:10 (GNB)

I am the Lord, your Saviour; I am the one who created you. I am the Lord, the Creator of all things. I alone stretched out the heavens; when I made the earth, no one helped me.

Isaiah 44:24 (GNB)

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INTRODUCTORY ACTIVITIES

1 God created all things

THE STORY OF CREATION Play some meditation music, eg Haydn's *The Creation*. Students close their eyes and make themselves comfortable. Read Genesis 1:1–2:4 slowly, encouraging the students to visualise the story as you read.

Students paint their response to the creation story using paint and crayons. Play the music again as the students paint. Discuss the students' artwork and what the students think is the message of the Genesis creation story. (1a)

CREATION STORY PICTURE

BOOKS Examine picture books that retell the Genesis account of creation. Discuss ways the authors and illustrators have interpreted the Bible story. Students work in groups to list the features of each story. Compare the text of the picture books with Genesis 1:1 – 2:4. (1a)

EXAMINE NATURE Students bring to school, or find in the schoolyard, a small natural object that interests them. They study the objects using magnifying glasses, and draw or photograph the object to show it in great detail.

Share the drawings or photographs and discuss what the students observed: What amazes or interests you about the object?

Read Psalm 104 or Job 38. Discuss: What does the passage say about the natural world? (1b)

BEAUTIFUL EARTH Students view a video or slide presentation prepared by the teacher with the theme 'Our Beautiful Earth'. The presentation could have appropriate musical accompaniment, eg Vivaldi's *Four Seasons* or Michael Jackson's *Earth Song* or Louis Armstrong's *What a Wonderful World*. Include in the presentation images that show the vastness and intricacy of the universe.

Students individually record thoughts about the universe as they view the presentation. (1b)

SEEING GOD Read a poem about seeing God in nature, eg *The Man Who Saw* from *Australian Images* by Aub Podlich.

Discuss: What does it mean that God can be seen in creation? Students may share

experiences of being in natural environments and feeling a sense of wonder.

Visit a place in the school or local community where students can sit with nature. Ask the students to meditate in the setting and write their thoughts. (1b)

CREATION AND CREATOR Students create something beautiful / amazing / interesting, or examine something they have previously created. Discuss:

- What is the relationship between the creation and the creator?
- What do the creations reveal about the creator? (1a,1b)

GOD EXISTS IN THE WORLD

Students make lists of reasons people may have for agreeing or disagreeing with the statement, 'God exists in the world', eg the starving children in the world are evidence against this, the beauty of a butterfly is evidence in agreement. (1b,1c)

WHAT IS 'GOOD'? Students individually respond to the statement: 'God's creation is good'. As a class discuss the students' responses.

Students use pictures from geographic and conservation magazines to design a collage of things they would consider to be 'good' in the world. Discuss the collages and why students consider things to be 'good'. (1c)

HOW DID IT ALL BEGIN? Brainstorm responses to the following questions:

- How was the world made?
- Where did people come from?
- Who made the plants and animals?

Students create a concept map of their ideas at this stage. (1d)

2 God takes care of his creation

LAWS FOR LIFE Students discuss:

- What are some of the laws that govern the way we live in Australia?
- What are the benefits of the laws?
- Who created the laws that govern Australia?
- What are some of the laws that govern nature?
- What do the laws of nature do?
- Who created the laws of nature?

Brainstorm a list of 'Laws of nature'. Read Job 38:1–41. Students discuss and record responses to: What does the Bible suggest about the laws of nature? What relationship does God have with his creation? (2a)

INTERDEPENDENT Students set up a display showing the relationships that exist between various elements of the natural environment, eg the tree provides a home for the bird > the bird eats the fish > the fish lives in the water > the water supplies drink for the kangaroo. They may use a combination of pictures, string and labels to create the display.

Consider what happens when one of the things is withdrawn from the chain by tracing the string back to all the inter-related items. (2a)

SCIENCE AND TECHNOLOGY

Students brainstorm a list of scientific discoveries and technological developments that have occurred in their lifetime. Discuss:

- What have scientific discoveries helped people know or understand about the world?
- How could scientific knowledge be used to take care of the world?
- In what ways could technology be used to preserve and protect the environment?
- Do you think science and technology are a part of God's creation? Why or why not? (2b)

SCIENCE AND TECHNOLOGY: BLESSING OR CURSE ?

View the movie *Jurassic Park* or read newspaper articles relating to issues of cloning. Discuss:

- What are some of the ways human creative ability has been used for good?
- What responsibilities do scientists have?
- Is scientific and technological advancement part of God's creation? Why or why not? (2b)

WHO HAS CONTROL? Write 'The universe is out of control' on the board. Ask students to write individual responses in agreement or disagreement with the

statement. Students must cite evidence to support their position, eg agree: environmental destruction; disagree: harmony of ecosystems. Share the responses. Discuss: What do Christians believe about the state of the world? (2c)

3 God wants people to take care of his creation

PEOPLE AND OTHER ANIMALS

Provide groups of students with a range of pictures of living creatures including people. Ask students to place them in order of importance. Students must explain their placings, particularly where they placed people. (3a)

THE ENVIRONMENT Students use dictionaries to reach a common understanding of terms such as 'conservation', 'preservation', 'environment'.

Students list the environmental issues they have heard about and sort them under headings. Students could prioritise the issues in order of concern to them. (3a,3b,3c)

ENVIRONMENTAL ISSUES AND THE BIBLE

Ask the students:

- How long have people been concerned about environmental issues?

Ask students to predict what they think the Bible says about the environment.

Read Genesis 2:15; Leviticus 25:3,4 and Jeremiah 2:7 Students record the Bible's messages about care for the environment. Discuss the students' predictions and whether the Bible confirmed their predictions. Tell students that from creation God had plans for the way in which the world could be preserved and protected. (3a)

THE IDEAL WORLD Students draw or write about their ideal world. Students include the ideal relationships that might exist between living creatures. Share the students' writing or pictures in groups. Students list the factors that prevent the world from being ideal. (3b)

MUSIC WITH AN ENVIRONMENTAL MESSAGE

Students listen to contemporary music with messages of concern for the environment, eg Midnight Oil's CD *Blue Sky Mining* has a range of songs. (Students could bring recordings from home.) Students discuss the message of the songwriter and record the environmental issue addressed in the song. Students discuss what has been the cause of each environmental concern. (3b)

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DEVELOPMENT ACTIVITIES

1 God created all things

STORY OF CREATION Students read Genesis 1:1 – 2:4 and Genesis 2:5–25. They use Bible handbooks and Bible encyclopedias to help them explore the Bible’s messages about creation. Students record responses to:

- In what ways is the Genesis account more than ‘just a nice story’?
- What is the message of the Genesis accounts? (1a)

GOD, THE CREATOR Use a Bible concordance to find references to God the Creator. Divide the readings among students, who investigate these references and report back to the class. As a class, compile a list of the Bible’s teachings about God as the Creator. Discuss:

- What does the Bible teach about the creation of the universe?
- What information does the Bible not include about the creation of the universe?
- What does the Bible teach about God the Creator? (1a)

VAST AND MINUTE Students investigate some vast aspects of the universe, eg the solar system and the size of the universe, and some minute details of the universe, eg antennae, fine hairs on legs, etc.

Students record their investigation on a display with photos, information and comments.

Students work with a partner to read and reflect on:

Job 37:4–14 Job 38:2 – 39:30
Psalm 104 Psalm 136:1–9
Psalm 148 Isaiah 40:21–28.

Students discuss and record responses to:

- What does the Bible reveal about the universe?
- What does the complexity of the universe reveal about God?

Students write their own psalms or reflections on the vast and minute aspects of the universe. (1b)

GOD’S CREATION IS GOOD Students study the Genesis 1:1 – 2:4 account of creation in different versions of the Bible. Students list the different translations of God’s comment on his creation, eg ‘It was good’.

Students create word pictures and drawings of the images created in their minds from the Bible story. Compare these images with pictures of today’s world (include positive and negative images). Discuss: Is God’s creation good? Why or why not?

Investigate Psalm 16:1,2; James 1:17 to explore ways Christians can view the world.

Students interview the local pastor to explore why Christians believe the universe is ‘good’ while there is much evidence to the contrary. Students include the information in a poster entitled: God’s creation is good. (1c)

THEORIES OF THE ORIGIN OF THE UNIVERSE

Students define the term ‘theory’. Tell students of the current theories of the origin of the universe, the ‘Big Bang’ theory and the theory of evolution. Research the theories in encyclopedias, on the Internet and in non-fiction texts. Students summarise the key features of the different theories. Discuss:

- What questions does each theory attempt to answer?
- What questions remain unanswered by the theories?

Read Genesis 1 and 2 to explore what the Bible reveals about the creation of the universe. Students discuss and record:

- What do you think God wants people to know about the beginning of the universe?
- Does the Bible support a specific theory of the beginning of the universe? Why or why not?

Students research Christian beliefs about the origin of the universe using Christian reference texts. (See Resources Menu.) Students design an informative booklet entitled ‘The Origin of the Universe’. (1a,1d)

INTERPRETATIONS OF GENESIS

Students interview Christians in the school community and read Christian reference texts to explore the different ways Christians interpret the Bible’s account of creation. Students use the investigation to respond to this statement:

The Christian faith should not be hinged on an understanding of how God created the earth. The Bible is not a science manual. The Christian faith is about a belief in a God who created the universe and continues to love and care for it.

Students present their findings to the class in a brief oral report. (1a,1d)

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NATURE'S INTERDEPENDENCE

Students study an ecosystem based on native Australian species, eg What does a tree frog need to survive? What other species depend on tree frogs for their survival? Students prepare a written report or illustration of the relationships among living things in the ecosystems. Discuss:

- What is the function of ecosystems?
- Why do you think nature is organised with interdependent species?

Christians believe that God created natural systems as a means of caring for creation. Explore Bible readings (see Bible Reference Menu) which describe the relationship God has with creation. (2a)

SCIENCE Students choose and investigate a scientific discovery that protects or preserves the environment, eg the discovery of germs and penicillin, understanding what causes the destruction of the ozone layer. Students list the ways in which the scientific discovery can be used to protect and preserve life. They report their findings to the class.

Students read about God's care for creation in the first part of the Apostles' Creed to explore ways Christians might consider scientific discoveries as part of God's care for the universe. (2b)

HUMAN CREATIVITY Christians believe that God has made people in his image and that part of this image is the ability to create. Explore ways people use the gift of creativity to develop new technologies. Investigate technology that works to preserve God's creation. (2b)

GOD CARES FOR THE EARTH

Investigate God's relationship with creation.

Read

Psalm 139:1–6 Matthew 6:26–34

Matthew 10:29–31 Colossians 1:15

Hebrews 1:2.

Students make a comparative list of teachings of the Bible and the implications of the teachings for the way people live. (2c)

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CHRISTIAN CONSERVATIONISM

Students list and investigate environmental issues that concern them. Students share their research. Pose the question:

- What motivation do Christians have for environmental awareness and conservation?

Students read Genesis 1:26–28 and list the ways they think God wanted people to care for the environment. Students read poems by Aub Podlich in *Australian Images* to explore the way a Christian has responded to the biblical teaching about human beings' responsibility to care for the environment.

Students plan activities to raise the school community's awareness of ways they can care for the school environment. (3a,3c)

PEOPLE AND THE ENVIRONMENT

Read Genesis 2:15; Psalm 8; Psalm 19:1 to explore what the Bible teaches about people's relationship with the earth. Students record responses to:

- What does the Bible teach about people and the environment?

View a video on an aspect of taking care of the environment. Discuss:

- How can Christians work towards preserving and caring for the earth?

Make a list of ways people take care of the environment. Locate the home page of different environmental organisations. Examine the home pages to explore what they do and the motivation for the organisation's work. (3a,3c)

THE UNIVERSE IS CHANGING

Students interview an older person to find out about the ways life has changed in your local area in the last fifty years. Study historical pictures of the local area and list the changes apparent, eg spread of housing and reduction of natural environment. Students choose a change that has occurred in the last fifty years and create a concept map of the positive and negative impact this change has had on the environment and on people. Students compare concept maps and discuss:

- In what ways have people benefited from the changes?
- What impact have the changes had on the natural environment?

Read God's instructions for people to care for the environment in Genesis 2:28. Students identify the ways in which people in your local area have abused this position of responsibility. Discuss as a class:

- What do you think people need to consider when making changes to the local environment?

Students imagine they are members of the local council and prepare guidelines for future development of the local area. (3b,3c)

INDIGENOUS PEOPLE AND THE

LAND Invite an Indigenous Australian to talk about their understanding of the relationship Indigenous Australians have with the land.

Read poems by Chief Seattle to explore the relationship indigenous North Americans have with the land.

Students reflect on their own attitude towards and experiences with the land. Discuss:

- Do the students have places in the natural environment that are special to them? Why are they special?
- What attitude has western society developed towards the land?
- What problems have arisen because of western society's attitude?

Investigate Genesis 1 and 2 to explore the relationship God intended between the land and people.

- What relationship did God intend for people and the land? (3a,3b,3c)

GENERAL ACTIVITIES

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

SONGS Students learn songs related to the concept (see *Music and Worship Ideas* in the appendix).

TIME LINE (a recommended activity for Level 1) If the class is developing a time line for Christian Studies, discuss how you can best indicate on your time line both the creation event and God's ongoing care for creation.

GOD FILE (a recommended activity for Level 2) If the class is developing a God File, add information to the file about God creating and sustaining the universe.

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RESPONSE ACTIVITIES

1 God created all things

SCHOOL CELEBRATION Plan a 'God's Beautiful World Day'. Students plan a day for the school community to celebrate God's beautiful creation. It may begin and/or end with school worship. (1a,1b,1c)

MY STORY OF CREATION Students write and illustrate a picture book that retells the creation story from Genesis 1.

In preparation, students discuss in groups the major emphasis of their picture books. Students study models of other creation story books to consider the language, point of view, audience, layout, illustrations etc. (1a)

A CURRENT AFFAIRS PROGRAM Students prepare and present an interview that might be screened on a current affairs program or talk show that deals with issues related to the origin of the universe. Students work in groups to prepare the interviews, using their research to develop the scripts. Students could videotape the interviews. (1a, 1d)

MUSIC AND DANCE SEQUENCE Students compose a musical score and/or dance sequence to retell the Genesis story of creation. Students consider the message they wish to present through the music and dance. Students present the sequence to the school as part of a school worship on 'God created the universe', or to another audience in a live or videotaped performance. (1a,1b,1c)

UNIVERSE DISPLAY Students create a display for the school office or foyer. They use photos and pictures of aspects of the natural world to create a display showing both the vastness and the intricacy of the universe. Incorporate appropriate Bible texts in the display. (1a,1b,1c)

CREATION WALK Students plan a 'creation walk' for students of a younger class. The walk (in the school or local area) must highlight the natural beauty of the universe. Students choose special places where the class stops and participates in an activity or reflects on the natural surroundings. Students share what they have learnt about God and the universe during the walk. (1a,1b,1c)

QUESTIONS AND ANSWERS Students write a non-fiction book containing questions and answers about the creation of the universe. The book includes information about

- the purpose of the Genesis account of creation
- the different ways Christians interpret the Genesis account
- theories of creation
- Christian attitudes towards theories of creation. (1a,1c,1d)

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TRAVEL BROCHURE Students design a travel brochure for 'beautiful planet earth'. Students highlight the harmony and interdependence of the planet. Students may include information about the designer of this beautiful destination. (2a)

TECHNOLOGY AND SCIENCE DEBATE After time for preparation of affirmative and negative points, students debate the statement: 'Technology and science are the cause of the world's problems'. (2b)

SCULPT OR PAINT Students create a sculpture or painting to show their thoughts about God's relationship with the earth. (2c)

GOD IS IN CONTROL Students discuss ways young people feel about the earth and the issues confronting it. Students consider ways they could communicate the message of God's control and care for the earth to people their age, eg pamphlet, song, video. Provide resources and an opportunity for students to present the message to people their age. (2c)

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God wants people to take care of his creation

SIMPLE LIVING Students consider the statement:

‘Christians, then, should seek to live simply so that others may simply live and the earth might endure’ (*Steps Towards Sustainability*, Christian Ecology Link).

Students design a brochure to promote this message. The brochure provides information to motivate and assist people to understand their responsibility to care for the world. (3a,3b,3c)

MY SPEECH TO THE WORLD At international environment conferences, leaders from all over the world meet to discuss environmental issues. Young people are often invited to share their views on the importance of addressing environmental concerns. Students write a speech including what they would say to world leaders about the environment. (3a,3b,3c)

WORLD ENVIRONMENT DAY Each year people all over the world celebrate World Environment Day on June 5 to commemorate

the opening of the United Nations Conference on the Human Environment held in Stockholm in 1972.

Plan activities for the school community to raise awareness of issues concerning the earth and to celebrate the earth and all that it provides. (3a,3b,3c)

CLASS ACTION PLAN Investigate an environmental program such as waste management or recycling. Devise an action plan to involve the school community in recycling or careful disposal of waste. Consider ways of advertising the campaign to the school community. (3a,3b,3c)

ENVIRONMENTAL VIDEO Students make a video with an environmental message for the school or parent community. Students’ message must include

- why we should be concerned about the environment;
- a range of practical ways in which each student or family can care for the environment.

The video could be screened as part of a parent information evening or school assembly. (3a,3b,3c)

MENU**RECOMMENDED RESOURCES**

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

LITERATURE**CREATION**

- Butterworth and Inkpen *Wonderful Earth* 1995 Canterbury Press
- Habel N *When God Was All Alone* 1971 Concordia Publishing House, St Louis
- Heine H *Saturday in Paradise* 1985 Methuen
- Hirst and Hirst *My Place in Space* 1989 Five Mile Press
- Jeffs S *The Story of Creation* 1992 A Tamarind Book
- Morris and Spiker *Living Reflections* 1992 Lutheran Publishing House
- Podlich A *Australian Images* 1985 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
- Stewart M and Base G *Creation Stories* 1988 Australian Picture Mac
- Wangerin W *In the Beginning There Was No Sky* 1997 Augsburg
- Wildsmith B *The Creation* 1995 Oxford University Press

FICTION**ENVIRONMENTAL CONCERNS**

- Baker J *Where the Forest Meets the Sea* 1989 Walker, London
- Baker J *Window* 1992 Red Fox, London
- Coleman W *Animals That Show and Tell* Bethany House Publishers
- Copard M *Who Has Poisoned the Sea?* 1992 Mammoth
- Danzinger P *Earth to Matthew* 1992 Pan Macmillan
- Dwyer *Jimmy Jean and the Turtles* 1992 Walter McVitty
- Giono J *The Man Who Planted Trees* 1989 Collins Dove, North Blackburn Vic (book & video)

- Hodgson P *Jellyfish Can't Swim* Chariot Books
- King-Smith D *The Water Horse* 1992 Penguin, Melbourne
- Kingsriter D *Clipper's Crazy Race* 1992 Word Kids (from series *Save God's Earth*)
- Mattingley C *Battle of the Galah Trees* 1975 N Rockhampton Press
- McRae R *Cry Me a River* 1991 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
- Scholes K *The Boy and the Whale* 1986 Viking Kestrel Vic
- Thiele C *Pinguo* 1983 Rigby
- Thiele C *Storm Boy* 1974 Rigby
- Thiele C *Coorong Captive* 1985 Rigby
- Thiele C *Magpie Island* 1974 Penguin
- Thomas-Cochran M *Summer's Story-Tellers* 1994 Viking Penguin
- Walker K *Father Sky and Mother Earth* 1981 Jacaranda
- Young D *Fern Gully* 1991 Ashton Scholastic

ANIMAL CONSERVATION

- Hermes P *Fly Away Home* 1996 Penguin
- McCutcheon E *Stormbird* 1988 Penguin
- Roberts M *A Kind of Magic* 1989 Collins Dove

NON-FICTION

- Bailey D *Protecting Nature* 1991 Watts
- Field D and Toon P *Real Questions* 1982 Lion Publishing
- Ingpen R & Dunkle *Conservation* 1989 Penguin
- Kerven R *Saving Planet Earth* 1992 Watts
- O'Neill M, Mahwah N, & Lersey N *Aircare* 1991 Troll
- Pigdon K *Worth Saving* 1994 Macmillan
- Simon N *Vanishing Habitats* 1987 Watts London

Van Matre S *Earthkeepers: Four Keys for Young People to Live in Harmony with Nature* 1987 Institute for Earth Education

Walker J *Atmosphere in Danger* 1993 London: Glouster,

Gaining Ground: Landcare in Australia 1992 Australia Post, Melbourne

Kids for Landcare Book 1:2; Education Department, Adelaide

TEACHER RESOURCES

Brand J A & C *The Green Umbrella* 1991 Black Publishers Ltd

Davies P *The Big Questions* 1996 Penguin Books

McArthur M *Together in One World* 1990 JBCE

Poole M *A Guide to Science and Belief* 1994 Lion Publishing

Rankin J, Brown A & Gatheshill P *Ethics and Religions* 1991 Longman

Richards L *It Just Couldn't Happen* 1987 Sweet Publishing

Ryan and Ray *The Environment Book* 1991 MacMillan

Schwarz B, ed *Good Question* 1995 Openbook Publishers

Wright C *Key Christian Beliefs* 1995 Lion Publishing Inc

MUSIC

ENVIRONMENTAL MUSIC

Rainforest Magic or Wilderness O'Connor T Stephen Parish Publishers

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

CREATION MUSIC

The Four Seasons Vivaldi

The Creation Haydn

The Planets Holst

CHRISTIAN SONGS

Refer to *Resources for Music and Worship* in the appendix

AUDIO VISUAL

The Wonders of God's Creation – Planet Earth Moody Institute of Science

The Australian Ark (Series)

Australian Panoramic Souvenir (Series)

Daintree — the Vanishing Rainforest

The Day the Kids Took Over

POSTER PACKS

Houghton G *The Natural Environment* 1985 Macmillan

Leydon P *Caring for the Environment* 1988

Leydon P *Caring for the Environment: supplement* 1991

CD-ROMS

Explorapedia: The World of Nature Children's Interactive Encyclopedia, Microsoft Home

Websters Exploring Nature (series) Webster Publishing NSW

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.