

# GOALS

## LIFE CONCEPT: GOD CREATED THE UNIVERSE

**BAND A**

**BAND B**

**BAND C**

**BAND D**

### **FAITH STATEMENT 1: GOD CREATED ALL THINGS**

To help students hear, explore, and reflect on this faith statement, teachers will provide opportunities for students to:

<b>1a</b> hear the biblical story of creation	<b>1a</b> analyse the biblical accounts of creation	<b>1a</b> identify what the biblical accounts of creation reveal about God	<b>1a</b> contrast biblical accounts and beliefs about creation with those of other religions
<b>1b</b> investigate the natural environment as part of God's creation	<b>1b</b> explore the diversity of God's creation as described in the Bible	<b>1b</b> investigate the vastness and complexity of the universe to consider what it reveals about God	<b>1b</b> investigate Christian beliefs concerning the existence of a spiritual, unseen world
<b>1c</b> explore ways they can respond to God's creation	<b>1c</b> explore the ways people reflect on the beauty and goodness of creation	<b>1c</b> examine the Christian belief that God's creation is 'good'	<b>1c</b> identify and evaluate the different roles of science and religion in understanding creation
		<b>1d</b> explore theories concerning the origin of the universe	

### **FAITH STATEMENT 2: GOD TAKES CARE OF HIS CREATION**

To help students hear, explore, and reflect on this faith statement, teachers will provide opportunities for students to:

<b>2a</b> investigate cycles within creation	<b>2a</b> identify ways God provides for and protects people through creation	<b>2a</b> examine the Christian view of the interdependence and harmony of the universe	<b>2a</b> consider what can be learnt from nature about God's sustaining, preserving care for creation
<b>2b</b> consider ways people use what God has created	<b>2b</b> explore ecosystems and their role in sustaining creation	<b>2b</b> investigate the place of technology and science in God's preservation of his creation	<b>2b</b> explore the Christian understanding of grace in relation to God's care for his creation

<p><b>2c</b> explore psalms that recognise God as caring Creator</p>	<p><b>2c</b> consider biblical references to God's continuing care of creation</p>	<p><b>2c</b> explore the Christian belief that God is in control of the universe</p>	<p><b>2c</b> examine how Christians resolve the tension between God as carer and protector and the observable state of the world</p>
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**FAITH STATEMENT 3: GOD WANTS PEOPLE TO TAKE CARE OF HIS CREATION**

To help students hear, explore, and reflect on this faith statement, teachers will provide opportunities for students to:

<p><b>3a</b> consider the responsibility that God gave Adam and Eve to care for creation</p>	<p><b>3a</b> investigate biblical references to people as managers of the environment</p>	<p><b>3a</b> investigate the biblical teachings about conservation of creation</p>	<p><b>3a</b> examine the biblical teaching on people's responsibility for the natural environment</p>
<p><b>3b</b> identify ways in which people care for the environment</p>	<p><b>3b</b> examine the interdependence of people and the environment</p>	<p><b>3b</b> investigate the impact of human lifestyle on the universe</p>	<p><b>3b</b> explore the relationship between a person's beliefs and care for the environment</p>
<p><b>3c</b> explore ways in which they can take care of the school environment</p>	<p><b>3c</b> consider personal ways of caring for the environment</p>	<p><b>3c</b> consider their personal responsibility to care for the environment</p>	<p><b>3c</b> explore ways in which individuals can be coworkers with God in caring for the world</p> <p><b>3d</b> evaluate and reflect on their use of resources and care for the environment</p>

Items in the LIFE Menus which follow are grouped according to Faith Statements and coded to Band-specific Goals, eg **(2a)** indicates an item related to **Band-specific Goal a**, under **Faith Statement 2**.