

# MENU

# BIBLE REFERENCES

## 1 God created all things

### The creation

Genesis 1:1 – 2:3      Exodus 20:11  
 Job 37 – 39            Psalm 8  
 Psalm 33:6–9         Isaiah 45:12

### The world belongs to God

Job 41:11b             Psalm 24:1,2  
 Psalm 95:3–7         Psalm 104:24

### God's creation was good

Genesis 1:31            1 Timothy 4:4a

### Faith in God as creator

Isaiah 40:21–31        Hebrews 11:3

### The universe created according to God's plan

Genesis 1 – 2 (order and rhythm of creation)  
 Psalm 19:1–6            Psalm 148:3–13  
 Isaiah 40:26            1 Corinthians 15:38–41  
 Colossians 1:15–17    Ephesians 1  
 Revelation 4:11

### Angels

Psalm 91:11             Psalm 103:20,21  
 Luke 2:8–14             Matthew 24:31  
 Ephesians 6:12         Colossians 1:16  
 Hebrews 1:14            1 Peter 5:8  
 Jude 6

### Evil angels/demons

Ephesians 6:12         2 Peter 2:4  
 Jude 6

## 2 God takes care of his creation

### God's care

Genesis 1:11–13, 24,25, 29,30  
 Genesis 2:6,10,15      Psalm 36:6c  
 Psalm 65:9–13         Psalm 91  
 Psalm 145:15,16        Matthew 6:25–34  
 Hebrews 1:3b

### God's care as grace

Genesis 3:21             Psalm 37:1–11  
 Psalm 103:10,13,14    Daniel 3:16–18  
 Matthew 10:29,30      Romans 8:28–39  
 2 Corinthians 4:6–15    Ephesians 6:10–18

### God's wisdom

Psalm 104:24            1 Corinthians 1:26–30

## 3 God wants people to take care of his creation

### God's instruction

Genesis 2:15–17,19,20    Leviticus 25:1–5; 18–22  
 Deuteronomy 20:19      Deuteronomy 22:6,7  
 Deuteronomy 24:19,20    Deuteronomy 25:4  
 Psalm 24:1                Psalm 84:3  
 1 Corinthians 3:21–23    1 Corinthians 10:31

### Human attitudes

Deuteronomy 8            Psalm 8:6–9  
 Matthew 10:8b            Matthew 25:14–30  
 2 Corinthians 9:6–12

### God's response to abuse of creation

Leviticus 25:1–12        Deuteronomy 28:38–42  
 Psalm 51:5–10            Isaiah 24:1–6  
 Amos 4:1–9                Amos 9:13–15. (2b,2c)

### Human behaviour has consequences for the environment

Genesis 3:8–24            Genesis 4:8–16  
 Numbers 35:33,34        Isaiah 24:4–6

### God restores creation in Jesus

Isaiah 11:6–9             Romans 8:19–21  
 Ephesians 1:10            Revelation 21:1–5

# MENU

# INTRODUCTORY ACTIVITIES

## 1

### God created all things

**BE CREATIVE** Supply cardboard, scissors, glue. Students make a cube. Alternatively, give students clay or plasticine and ask them to mould it into the shape of an animal. Discuss:

- Did the cube/animal materialise of its own accord?
- Does everyone take the same amount of time?
- Did everyone go about the same process? Relate this to the creation of the world. What is most important:
  - how something is created?
  - who created it?
  - what is created? (1a)

**BEGINNINGS** Students write, draw, tell, or mime the story of a beginning. They choose a beginning in their life, eg a new school year, learning to surf or to ride a bike. They decide what was important about that beginning and make this the theme of their story. (1a)

**OUR SCHOOL'S BEGINNING** Students prepare a presentation about the school's beginning designed for students of the 21<sup>st</sup> century. In small groups students research school records. They may also interview founding parents, teachers or students, read the first school magazine etc.

Students determine the most important message they want their story to impart. Presentation can be in the form of drama, art, short story, other. (1a)

**GOD CREATED** Students read Genesis 1. Then they

- draw a flow chart to illustrate the order in which things were created;
- retell the story of creation in their own words;
- map out the parallel between God's creating on the first three days and on days four to six.

Now read Genesis 2. Discuss:

- How is this story different from the one read in Genesis 1?
- What added information does this story give?
- What different purpose might each story serve?

Teachers can refer to Bible commentaries such as *Genesis* by J T E Renner for background information on this topic. (1a,2a)

**NATURE VIDEO** View a video which highlights the complexity, interdependence and delicate balance of nature. Discuss:

- How does this support the idea that the universe is the result of a creator rather than of chance?
- Does what you see support the biblical idea that the world was created in an orderly and methodical fashion? (1a,2a)

**OTHER POINTS OF VIEW** Students research other belief systems (Buddhism, Hinduism, Aboriginal spirituality, humanism) to find out how their care of the environment is related to their beliefs about God, people and the environment (see Teacher Resource Sheet [TRS] D1/EXTRA). Students record their findings in two columns *Beliefs, Practices*.

For each religion studied, students discuss:

- the purpose the earth serves
- the relationship of human beings to the rest of creation. Are people seen as owners, caretakers, or something else?
- to whom people have to give an account of their treatment of the earth
- the questions followers of the religions would ask a developer who wants to build a new estate
- the ideas the religions would contribute to a local government seeking to turn poor slum areas into attractive livable areas.

Continue by investigating the relationship between what Christians believe and their attitude to the environment. Compare Christian beliefs and practices with other belief systems. (1a,3b)

### WHAT DOES AN ANGEL LOOK LIKE?

Students draw their own perception of an angel. Then they find artists' representations of angels (see popular material, eg videos, advertisements).

Students create a word web of the understanding of angels which comes from these images. Compare this with their own perception. Discuss: To what degree have these images shaped our understanding of angels?

Then compare these understandings with biblical material. Use a Bible concordance to find references to angels. (1b)

**GLOSSARY** Select key words from the unit, eg creation, nature, evolution, science, religion, spiritual, protector. Ask students to write their own definition of the words. After the unit they can then evaluate their initial understanding. (1a,1b,1c,2c)

**ARE THEY REAL?** Christians believe that God made 'all things — visible and invisible'. Students may have questions about ghosts etc. Stories of demons, witches, devils, vampires, ghosts and wicked spirits are present in most cultures. Students can investigate this topic in many areas, eg:

- read folk tales
- investigate the witch trials of the Middle Ages
- read stories of haunted places
- find present-day references to the supernatural, eg horoscopes, Wicca movement
- find artists' impressions of devils, spirits
- view portions of a film such as *Ghost*.

Explore references to demons and forces of darkness in the gospels. Find out:

- whether they are to be seen as real or figments of people's imagination;
- what is believed about the power these 'creatures' possess;
- where they come from;
- if they are a threat to people;
- what can be done to keep them under control. (1b)

**BRAINSTORM** Brainstorm the question: 'Where does everything come from?' Students survey other members of the school, their families and the local community to see how people respond to the question. Students analyse the responses.

- Does the response give a scientific explanation?
- Is the response what society generally thinks?
- Is the response a religious explanation?
- Is the response a personal opinion?

Go on to discuss the different role science and religion have in explaining and understanding stories of creation. (1c)

**SCIENTIFIC THEORIES** Invite a science teacher to speak on the scientific understanding of creation and to outline the various scientific theories about the origin of the universe. (1c)

**OTHER CREATION STORIES** Read several creation stories from other cultures and religions. Compare how these stories answer people's questions about how the world began, who created it, where people come from, what our purpose is in life. Go on to compare these stories with the biblical stories of creation. (1a,1c)

## 2

## God takes care of his creation

**WONDERFUL NATURE** Find posters/pictures which illustrate the wonder, grandeur, complexity and diversity of nature. Students create a bank of words which reflects their feelings about and assessment of nature.

Discuss: In what ways do the complexity, diversity and beauty of nature support the Christian beliefs about

- God's greatness and goodness?
- God's power and wisdom?
- God as provider and carer?
- God as the protector of life? (1a,2a)

**A DELICATE BALANCE** Discuss what is meant by an ecosystem. The library or science department may have a chart illustrating the relationships within an ecosystem and their significance for its survival.

Imagine what would happen if natural laws did not operate in a regular fashion, eg:

- What would happen if gravity were switched on and off?
- What would happen if protons and electrons did not behave in a predictable manner?
- What if stone turned to liquid and then back to stone at random intervals?

Students reflect on what this reveals about the creator of the universe. They then compare their reflections with the psalmists' conclusions about the creator, eg Psalm 8, 65, 104. (2a, 2b)

**TOTALLY DEPENDENT** Students list ways in which they are dependent on nature for their daily living. What difference can this understanding make to their attitude to life?

Go on to investigate what the Bible teaches about human responsibility and care for creation. (2b,3a,3c,3d)

**WHO IS IN CONTROL?** Students cut out headlines from daily newspapers and glue them onto a large sheet of paper. Discuss the situations represented by the headlines: 'Who is in control?'

Students give examples of what is recognised in society as power.

- What role does power play in our society?
- What problems are associated with power?
- What image of God is created when you apply society's definition of power to God?

Contrast this image of God with the New Testament idea of God's power:

1 Corinthians 1:26–30 Luke 4:16–21.

Go on to imagine what different stories might feature in the news if people acknowledged God as the owner of creation. (2c)

**DISASTERS** Brainstorm examples of disasters. Then analyse the examples:

- In what ways are all disasters similar?
- What has caused them?
- Which are natural and which are caused by human beings?
- In what way are natural disasters and disasters caused by humans different?

What 'belief' problems do disasters (natural and caused by humans) raise

- for people who believe in God?
- for people who don't believe in God? (2c)

**PRECIOUS POSSESSIONS** Students identify their three most precious possessions. Students could even bring these to the class. In small groups students share

- how they take care of their possessions;
- how they would feel
  - if they damaged one of these items;
  - if someone else damaged one of the items;
  - if the damage was the result of a deliberate action on the part of another person;
- what action they would take against the person who damaged their prized possession;
- what a person would have to do to prevent possessions from ever being damaged.

(This activity can be adapted to talking about pets.)

Go on to explore how God responds to abuse of his creation. See

Leviticus 25:1–12      Deuteronomy 28:38–42  
 Psalm 51:5–10        Isaiah 24:1–6  
 Amos 4:1–9            Amos 9:13–15. (2b,2c)

### 3 God wants people to take care of his creation

**POEMS** Students find poems about the environment written by poets living in different parts of the world. Consider:

- What concerns for the environment do the poets have?
- How do the poets' concerns reflect the part of the globe they inhabit?
- Do people all over the world have the same concerns about the environment?

Alternatively, students listen to any music which has an environmental message.

Students compare these concerns with the concerns of God for the land outlined in the Bible, eg the creation stories; sections of Deuteronomy and Leviticus can be examined as a starting point. (3a,3b)

**ORGANISATIONS** Students make a list of various organisations around the world that work for the preservation of the environment. They find out which organisations have a biblical/Christian basis for their work. (3c)

**VANDALS HAVE STRUCK** Students imagine they arrive home one day to find their home not only ransacked but also smashed up.

- How would you feel?
- What would you do?
- Why do most of us remain emotionless and actionless about our world which is also being ransacked and smashed?

Students investigate what direction the Bible offers Christians in caring for and restoring the environment. See

Genesis 2:15            Psalm 24:1  
 Psalm 84:3            1 Corinthians 3:21–23  
 1 Corinthians 10:31. (3b)

**CAUSE AND EFFECT** Working in pairs students investigate a course of action that human beings have taken which has had an impact on the environment. They draw a flow chart or concept map demonstrating

1. the action or series of actions
2. the impact (good and bad) on the environment
3. who (or what circumstances) decided on the course of action
4. what motivated the course of action.

Possible actions to investigate: a war, industrialisation, overpopulation, neglect, waste disposal, radiation, use of technology, deforestation, organic farming, building large cities or dams.

Students determine how responsibility for the environment should be measured. They reflect on their own use of the environment. Go on to examine biblical teaching on people's responsibility for the environment. (3a,3d)

**ETHICS** A study of ethics involves the values and process by which individuals and groups make decisions on what is worthwhile human action. An ethical issue is an issue on which there are different opinions which lead to different courses of action. The opinions are debated in terms of what is good, bad, moral, immoral, right, wrong. Ethical issues deal with the rights and welfare of others, eg logging of rainforests.

Make a list of ethical issues related to the care of the environment. (3a,3b)

**RUBBISH SURVEY** Divide the school grounds into about ten areas. Provide each group of three students with rubber gloves, a bucket or bag and a survey sheet. Students collect rubbish in their assigned area. One student in each group records the type of rubbish collected. Collate information to discover:

- What are the five most common rubbish items in your school?
- Where is rubbish dumped?
- Are there enough bins in the grounds?
- Are the bins appropriately positioned?
- How well are the bins used?

Discuss:

- What makes students dispose of their rubbish inappropriately?
- How can you foster greater care for the school environment? (3d)

**YOUR ROOM** Students consider:

- How important is your bedroom (or other personal living space) to you?
- Are you ever told to clean your room? How does that make you feel?
- There's a saying 'Charity begins at home'. How do you respond to the idea that your attitudes and care for the environment begin with your room? (3d)

**THE EARTH IN CRISIS** Students research newspapers, magazines, journals and books for articles on the problems facing the environment. Record the following:

- a short description of the problem
- what has caused the problem
- solutions being offered to solve the problem
- different responses to solutions offered.

Collate the information. Discuss:

- Does everyone view the problem in the same way?
- What reasons are there for any differences in opinion?
- What attitudes and practices relating to the environment need to change?
- Is it possible to work towards a solution to the problem?

Students go on to explore how they can be involved in the care of the environment and on what basis Christians have a mandate to care for the environment. (3b,3d)

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# DEVELOPMENT ACTIVITIES

## 1

### God created all things

**GENESIS STORIES** Students read the two creation stories in the book of Genesis 1:1 – 2:4a and 2:4b–25. They draw and label diagrams of the important principles to be found in the two stories. They consider the following questions to help them.

- What does each story reveal about God?
- What is the process of creation?
- What is the purpose of creation?
- What is the relationship between God and his creation?
- What is the relationship between God and human beings?
- What is the relationship between human beings and creation?

The commentary *Genesis* by JTE Renner is a helpful resource for teachers. (1a,2a,3a,3b,3c)

**ANOTHER APPROACH** (for students who have little knowledge of the Bible and Christian belief)

Give students the six statements on Teacher Resource Sheet (TRS) D1/2a,b,c as a summary of Christian teaching on creation. Read the first three chapters of Genesis. Identify where the summarised belief is to be found in Genesis. Refer to appropriate sections of Ephesians 1 and 2 to further explain Statement 6. (1a,2a,3a,3b,3c)

**ANGELS IN THE BIBLE** Research biblical teaching on the existence of a spiritual world. Divide the class into three groups. Each group investigates the Bible verses under one of the following headings:

- spiritual world/angels (Luke 2:8–14; Colossians 1:16; Hebrews 1:14)
- work of angels (Psalm 91:11; Psalm 103:20,21; Matthew 24:31)
- evil angels / devils (Ephesians 6:12; 1 Peter 5:8; Jude 6).

Students could consult Bible concordances for further references. Findings are summarised and shared with the class. (1b)

**JESUS VERSUS SATAN** Students investigate instances recorded in the gospels when Jesus confronted Satan:

- the temptation in the wilderness (Luke 4:1–13)
- Jesus exorcising demons from people (Mark 1:21–28; Mark 5:1–20)
- Peter getting in the way of Jesus' mission (Mark 8:31–33).

Discuss:

- What is Satan's chief purpose?
- How does Jesus respond to Satan?
- Is Satan to be feared?

Using Bible concordances students investigate other references to Satan in the Bible. What clues does the biblical research give for questions such as:

- How did Satan originate?
- If God is so powerful, why doesn't he eliminate Satan? (1b, 2c)

### SCIENCE VERSUS RELIGION?

Students find a definition of 'science' and a definition of 'religion'.

Chart the questions which science deals with and the questions religion deals with.

Discuss:

- What problems arise when the Bible is treated as a scientific journal?
- What problems arise when science becomes the only avenue for understanding the world?
- What beliefs about the world do science and Christianity share?
- Can one prove scientifically that God exists? If not, which is invalidated: science? God? neither?

*A Guide to Science and Belief* by M Poole (Lion Publishing) is a useful resource. (1c)

### UNDERSTANDING LANGUAGE

Science and religion each use their own language, eg metaphors, models and symbols, to communicate meaning about concepts.

Students examine two examples:

- Robert Boyle compared God and the creation of the world to a clockmaker and a clock.
- In science atoms are compared with the solar system.

Students express what meaning is communicated to them through each of these metaphors about God and creation. They determine the usefulness and limitations of using metaphors, models and symbols.

Students compare a scientific story of creation, (eg the 'Big Bang' theory) with the creation story in Psalm 104. They identify the different use of language and what meaning is conveyed.

Discuss the role of context, purpose, form and audience in telling the above stories.

Students discuss what problems surface when the creation stories in the Bible are either read literally or dismissed as imaginative writing. (1c)

## 2 God takes care of his creation

**PSALM 65** Students read Psalm 65 and underline what God does in each verse.

Consider:

- For what is God responsible?
- What does this psalm tell us about God's continued care?
- According to the writer, what contribution have people made to the good things they enjoy?
- What is your contribution to the many good things you enjoy daily? (2a)

**CREED** Read Luther's explanation of the first part of the Apostles' Creed. Friedemann Hebart's translation of *Luther's Large Catechism* is very readable. Consider Luther's understanding of:

- God's care
- God's mercy, and
- human responsibility. (2b,3a)

**GOD'S GRACE** There are many Bible passages which provide Christians with an approach to life and its varying circumstances. Students investigate the suggested texts and select key phrases to write as mottoes on bumper stickers or posters.

Psalm 37:1–11                      Daniel 3:16–18  
Romans 8:28–39                  2 Corinthians 4:6–15  
Ephesians 6:10–18 (2b)

**CREATION AT PEACE** Christians believe that when the relationship between Adam and Eve was broken through their disobedience, there was a flow-on to the rest of creation. Christians also believe that the reconciliation between God and people effected through Jesus embraces all of creation.

Genesis 7:1–10                  Psalm 98:7–9  
Isaiah 11:1–9                    Romans 8:18–22  
Ephesians 1:3–10                Revelation 21:1–5

Brainstorm how people's broken relationships with one another impact on creation, eg defoliation through chemical warfare, effect of overuse of resources. Students explore how being in harmony with God affects a person's approach to the rest of creation. Brainstorm ways a Christian school can bring God's grace to its environment. (2b,3b)

**BE HUMBLE** Read Deuteronomy 8.

- How does God's grace and goodness express itself to the people of Israel?
- What are the people of Israel to remember?

Brainstorm instances when people's pride has led to hardship, suffering and loss. (2b,2c)

## WHAT DO YOU EXPECT OF GOD?

Students conduct a survey of what people expect of God in relation to the problems of the world today, eg hunger, poverty, crime, terminal illness. Collate the results of the survey and discuss:

- What dilemmas might these expectations present to God?
- On what basis do you think God makes decisions as to how he will respond to these expectations? (2b,2c)

**DOMINOES** Stand a set of dominoes one behind the other. What happens when the first one is set in motion? This is a simple example of how one small action can set off a chain of events that has immense ramifications. What can be done to stop the chain reaction of the dominoes?

Some people's response to the description of God as all-powerful and all-good is to expect God to intervene and avert disasters and suffering.

- Students list ways some people expect God to intervene and discuss how God's interference could affect the balance of the whole earth, eg in preventing an earthquake.
- Students find out about the natural laws at work in creation and identify what role they play in the sustaining and preservation of the universe. Discuss the implications of God choosing to operate within the limits of the natural laws he has created.
- Students explore how human beings are involved in the continued function and preservation of the universe. Discuss to what degree God could intervene without taking away the gift of human freedom.

Peter Vardy's *The Puzzle of Evil* is an excellent resource. (2c)

## 3 God wants people to take care of his creation

**GOD'S INSTRUCTIONS** God gave the people of Israel numerous instructions on how to care for the land. Students investigate these and draw up a list of commandments for the care of the environment.

Genesis 2:15–17                  Leviticus 25: 3–7, 18–19  
Deuteronomy 20:19              Deuteronomy 22:6–7  
Deuteronomy 24:19–20          Deuteronomy 25:4 (3a)

**STRIKING A BALANCE** Decisions relating to the environment often involve a struggle over the question: Whose needs are the greatest? Students debate one or more of the following alternatives. They need to explore the moral considerations, existing data where available, and the biblical guidelines offered.

- It is right to kill cockroaches in the kitchen for health reasons but wrong to kill them in the garden where they are not a health hazard.
- It is right to cut down trees for housing but wrong to cut them down to make a road which could have been re-routed.
- It is right to kill animals for food or in order to protect other livestock and farmland but wrong to kill them for sport.
- It is right to use animals for medical testing but wrong if alternate methods of testing exist.
- It is right to drive a car which is economical in fuel, but it is a waste of resources to choose a car for its status value and performance.
- It is right to rear animals for market but wrong to force-feed or rear them in confined spaces.
- It is right to keep animals as pets but wrong to keep them in zoos.

Are there other examples of balance which you can identify? (3b)

**ETHICAL ISSUES** Groups of students investigate different ethical issues related to the environment, eg depletion of natural resources, curbing population growth. Each group tables the following information:

- the different opinions which exist on an issue
- the underlying values of each opinion
- the different courses of action taken on the issue.

They then report on

- the course of action they would take on the issue
- their reasons based on an examination of their values
- a course of action Christians might choose to take (note that there will be differences of opinion among Christians). (3b)

**CLEANING UP OUR COUNTRY** Find out all you can about *Clean Up Australia* (<http://www.cleanup.com.au>).

- Who set up this organisation?
- What is the motivation behind such an organisation?
- Is it something which Christians and churches can support?
- Would Christians' motivation be the same as the organisers'? (3c)

**READ A NOVEL** There is an abundance of novels which deal with environmental issues. Your librarian will be able to give you the necessary information. Tim Winton's *Lockie Leonard Scumbuster* is an excellent novel for Year 9 students, especially boys. As they read students record

- a short description of the environmental problem
- the main cause of the problem
- the solutions
- the success or failure of the solutions
- how the problem is finally resolved
- their personal evaluation of the decisions taken by characters to resolve the problem.

Students can present their findings in a number of ways: write a review, create a dust jacket for a book, be part of a panel interviewed by other students.

Students compare the novel's approach to environmental issues with Biblical ideas about stewardship (see Bible verses listed under Faith Statement 3 in Bible References Menu). (3b,3c,3d)



# MENU

# RESPONSE ACTIVITIES

## 1 God created all things

**BANNERS** Students create a series of banners to depict the creation story in Genesis 1, using pictures, photos taken of the local area, paint, varied fabric, wool etc. The banners should reflect the important truths about creation the writer of Genesis 1 wished to convey. Students find an appropriate place in the school to hang the banners. (1a)

**MIME** Students create and present a mime which illustrates the temptations people struggle with when it comes to caring for the environment. Symbolic use of props and colour can support students' ideas.

During the creating and rehearsal time students write some personal reflections in their journals, exploring their attitudes and struggles with the issues they are seeking to portray to an audience. (1b,2c)

**DEBATE** Conduct a debate, either in the conventional manner or as an open forum, in which students present their position and answer any questions put to them by the audience. Invite another class to be the audience. Some suggestions for topics:

- You can't believe in God if you believe in evolution
- Science and religion are at loggerheads.

To prepare for the debate, students

- write their initial response to their topic; then
- research the relevant areas
- discuss
- come to a conclusion which they can argue and validate with a range of data
- rehearse their delivery. (1c)

## 2 God takes care of his creation

### CELEBRATE GOD'S GOODNESS

Volunteers plan a worship service to celebrate God's providence to people through his created world (see Teacher Resource Sheet D1/3 for suggestions). (2a,2b)

**CODE OF RESPECT** Students write a code of respect for the care of the school (consisting of 3–5 points) which can be promoted and displayed in each classroom. (2a,2b,3c)

**KEEPING IT BEAUTIFUL** Choose an area of the school your class can care for during the year. Design a roster for volunteers to water, weed, prune, pick up litter. See if you can grow flowers. (2b,3c)

**GOD CARES** Students write a journal reflection based on any of the following Bible passages:

Psalm 8:5–8
Psalm 24:1,2      Romans 8:19–22,31,32
Ephesians 1:9,10      Ephesians 2:10.

Students consider one or two points as the focus of their reflection, applying the Bible passage to their focus. Points of focus can be as follows:

- how nature is cared for
- the love and care they have been given during times of crisis or hardship
- the image of God the Bible passage presents
- their responsibility regarding the rest of creation
- how God's ownership of the world can be honoured. (2b,2c,3a,3c,3d)

## 3 God wants people to take care of his creation

### INTERCEDING FOR THE NEEDS OF

**THE EARTH** Display an aerial photo of the earth on a school noticeboard. Invite students to write specific needs different areas of the earth have. These needs can then be included on a regular basis in school worship. (3a,3c)

**PLAY** Students write a play to draw the audience's attention to the plight of the world and to challenge them to become involved in its care. Present one or more of the major issues facing the world today and the different courses of action taken, both positive and negative. Explore the relevance of the Christian perspective to the issues treated.

Some suggested characters: the world, a caretaker, owners, workers, exploiters, indigenous peoples, activists, members of a community.

The play could be used in school worship on Environment Day or as a lunchtime performance in the schoolyard. (1a,2a,2b,2c,3a,3b,3c)

**CLEAN UP OUR SCHOOL** Students organise a *Clean up our school* day. Consider the following projects:

- Invent a slogan. Use it on advertising posters to be displayed around the school.
- Publish in the school newsletter details of the class survey on the school's rubbish.
- Promote a five-point plan for the continued care of the school grounds and property. Display the plan in every classroom.
- Begin the day with a school devotion on God's gift of the world to us and the responsibility of its care which he entrusted to us. (3c)

### **PRESERVING THE ENVIRONMENT**

Students take an active role in the care and preservation of the environment. Two examples are given below:

**RECYCLING** students set up simple recycling procedures, such as bins for paper only, food scraps only, cans only. They work through the appropriate channels of school administration. Students can be involved in various aspects of the project, eg

- decorating the different bins in an appropriate manner
- making arrangements with the tuckshop
- contacting the local council who can advise on the best ways to recycle
- organising publicity around the school (this is important!)
- making a presentation at a school assembly. (3a,3c)

**FIGHT LITTER** Students organise a campaign to reduce litter at the school.

- Take 'before' (clean) and 'after' (littered) photos of different areas of the school. Display in the library.
- Deliver a speech at school assembly in which you give your reasons for the campaign.
- Lead by example.
- Create bookmarks with snappy slogans which students are given when they borrow books from the library.
- Write a weekly progress report in the school newsletter.
- Display around the school illustrated portions of the psalms as a reminder of God's gift of creation to people.

The above approach can be applied to other issues in the school and/or community eg vandalism, graffiti. (2a,3c,3d)

**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 creates the universe*.

Some of these resources may be out of print.

They are listed because they (or others similar to them) may be found in school libraries.

Preview these and any other resources you intend using to be sure that they are appropriate for your students.

**NON-FICTION****CHRISTIAN TEACHING**

- Ambrose G et al *The Discovery Wheel* 1994  
The National Society/Church House Publishing
- Baumgarten et al *On the Move* 1993 Don  
Bosco Multimedia
- Berkhof Louis *A Summary of Christian Doctrine*  
1968 Billings and Sons Ltd
- Danes S & C *Today's Issues and Christian  
Beliefs* 1994 Lion Publishing
- Duerling N *Essential Passages for Youth* 1996  
Abingdon Press
- Field D *Christianity in the Modern World* 1983  
Hulton Educational
- Grant A & G *Once Upon a Time* 1990 Tirian  
Publications
- Graystone P et al *Shock Tactics* 1996 Scripture  
Union
- Perry C *Youth Spirit* 1970 Wood Lake Books
- Podlich A *Living Faithfully in God's Creation* a  
series of studies available from the National  
Lutheran Schools office
- Prayer Resource for Secondary Schools*  
Australian edition 1992 National Centre for  
Religious Studies NZ
- Robbins D and Petersen R *The Whole Story*  
1993 David C Cook Publishing Co
- Schwarz B *Good Question* 1995 Openbook  
Publishers
- Strelan R *Fair Dinkum* 1986 Lutheran  
Publishing House
- Wright C *Key Christian Beliefs* 1995 Lion  
Publishing

**DIFFERENT RELIGIONS**

- Pattel-Gray A *Through Aboriginal Eyes* 1973  
WCC Publications Geneva
- Rankin J et al *Ethics and Religion* 1991  
Longman Group Ltd
- Religious Education Project Team *Myths and  
Meaning* 1980 Education Department of South  
Australia

- Rose D B *Dingo Make Us Human* 1992  
Cambridge University Press
- Understanding Country* Key Issue Paper 1  
1994 Australian Government Publishing Service

**ENVIRONMENTAL ISSUES**

- Becklake J & S *The Population Explosion* 1990  
Gloucester Press
- Campbell A *Landcare* 1994 Allen & Unwin
- Engebretson K. & Elliott R *Chaos or Clarity:  
Encountering Ethics* 1995 Social Science Press
- Issues for the Nineties* Series Vol 52: *Ocean  
Ecology* Healey K ed The Spinney Press
- Other appropriate titles in the series
- Vol 4 *Animal Rights*
- Vol 30 *Population*
- Vol 31 *What about the Environment?*
- Vol 32 *Energy Resources*
- Vol 48 *The Forests or the Trees?*
- Vol 50 *Nuclear Issue*
- Vol 58 *Endangered Species*
- McLeish E *Keeping Water Clean* 1 997 Wayland  
Ltd (there are many books of this nature in  
libraries)

**SCIENCE**

- Lawhead A & S *Pilgrim's Guide to the New Age*  
1994 Lion Publishing
- Poole M *A Guide to Science and Belief* 1994  
Lion Publishing

**MUSIC**

- Blundell J *Hand It Down* (Hand it Down)
- Chapman T *Subcity, Why?* (Crossroads)
- Joel B *We Didn't Start the Fire* (Stormfront)
- Midnight Oil *River Runs Red* (Blue Sky Mining),  
*Beds are burning*
- Williamson J *Rip Rip Woodchip* (Warragul)

**ELECTRONIC MEDIA**

- The Environment Resources Information  
Network WWW:<http://www.erin.gov.au>  
info@erin.gov.au

## VIDEOS

*Jurassic Park*

*The Lungs of Asia* Albert Street Productions,  
396 Albert Street, Melbourne, Victoria. Phone:  
03 96629211.

*Pollution: World at Risk* National Geographic  
Soc, Environmental series: PO Box 654 Mona  
Vale 2103 NSW

*Right Whale: An Endangered Species* National  
Geographic Soc, Environmental series: PO Box  
654 Mona Vale 2103 NSW

*Science Is Full of Surprises* Albert Street  
Productions, East Melbourne Vic 3002 Phone  
(03) 9662 9211

## FOR TEACHERS

Renner J T E *Genesis* 1984 Chi Rho  
Commentary Series Lutheran Publishing House

Van Wolde E *Stories of the Beginning* 1996  
SCM Press Ltd

Vardy P *The Puzzle of Evil* 1992 Fount  
Paperbacks

Put a plastic sleeve in this section of your LIFE binder 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.

