Level: 2
Title: CREATION
Strand: GOD: Trinity of Persons, Creator, Communion of Love
Suggested Duration: 4-6 weeks

Unit Focus
In this unit the students will focus on exploring the wonders of creation and to grow in appreciation of the wonder of our Creator God.

Level Outcome
By the end of Level Two students should be able to:

Recognise that God is giver of all that is good, experienced in people and the world around us.

Unit Outcomes
By the end of this unit students should be able to:

1. Describe how different senses can be used to experience and appreciate our world.
2. Name something from creation that allows them to ‘hear the voice of God’.
3. Identify and participate in activities that show care for God’s creation.
4. Show gratitude for the wonders of creation

<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
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<tr>
<td>God</td>
<td>1. God is our loving creator and continues to give us life</td>
<td>239, 337, 338</td>
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<td>4. God is experienced in other people’s love for us.</td>
<td>241</td>
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<td>5. God invites us to respond in love.</td>
<td>2196, 2822</td>
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<td>6. God is known as Father, Son and Holy Spirit</td>
<td>244, 683, 684</td>
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<td>Sacraments</td>
<td>1. We celebrate the wonder and beauty of God’s presence in people and the world around us.</td>
<td>337, 341</td>
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<td>Prayer</td>
<td>4. Prayer is a way of thanking and praising God for life and creation.</td>
<td>2637,2638</td>
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Key Understandings for Students
- Our Creator God has gifted each of us.
- Our senses enable us to experience the beauty and delights of our world.
- We can experience God in the wonders of creation.
Curriculum Links - VELS

Victorian Essential Learning Standards

The unit Creation can be used to assess a range of VELS. The table below gives examples of how Level 2 standards could be assessed.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students…</th>
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<td>Physical, Personal and Social Learning</td>
<td>Interpersonal Development</td>
<td>Building Social Relationships</td>
<td>“identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions. They take appropriate steps to resolve simple conflicts.”</td>
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<td>Working in Teams</td>
<td>“work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly. With teacher support, they describe their contribution to the activities of the team.”</td>
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<tr>
<td>Interdisciplinary Learning</td>
<td>Information and Communications Technology</td>
<td>ICT for Visualising/ ICT for Creating</td>
<td>“students manipulate text, images and numeric data to create simple information products for specific audiences. They make simple changes to improve the appearance of their information products. With some assistance, students use ICT to locate and retrieve relevant information from a variety of sources.”</td>
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Curriculum Framework Context

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<th>Level 1</th>
<th>Level 2</th>
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<td>How Do I Know God Loves Me?</td>
<td>Creation</td>
<td>For Creation, Praise</td>
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Student Context

Level Two students possess a great capacity for awe and wonder. Growing in independence and showing increasing competence in a range of skills they are strongly influenced by the significant adults in their lives.

As the students are better able to understand concepts such as cause and effect and symbolism, there is a window of opportunity to develop in them a heightened awareness of their world and the God who created it.

Religion can be integrated across the Strands and Domains as the students use their senses to develop a range of skills including: classifying, describing, expressing, listening, gathering and role playing.

Theological Background for Teachers

- Christians believe that God creates the universe and holds it in existence at every moment. We believe that God delights in all the creatures of the Earth (Prov 8:30-31) and finds the whole of creation good (Gen 1:31).

- St Bonaventure described the universe as being like a book reflecting, representing, describing its maker (Brevilogium, 2.12); Pope John Paul II used the same image, commenting that creation … is almost like another sacred book whose letters are represented by the multitude of creatures present in the universe (General Audience Vatican City 30 January 2002).

- A relationship of kinship exists among all of God’s creatures. This is what St Francis of Assisi, patron saint for ecology, celebrated in his life and in his Canticle. He sang of the sun, the moon, the stars, the wind, the water and fire as brothers and sisters, and of our sister, Mother Earth.
Because we are part of God’s creation, human beings are connected with all creatures, the natural world, indeed the whole universe. The two accounts of Genesis show that human beings are made in the image and likeness of God, and are to be responsible for the care of all creation, a God-given role which, as Christians, we must take seriously.

In justice, it is an urgent task for Christians today to be reconciled with all creation, and to undertake faithfully our responsibility of stewardship of God’s gifts. To achieve reconciliation, we must examine our lives and acknowledge the ways in which we have harmed God’s creation through our actions and our failure to act. We need to experience a conversion, or change of heart. God calls us to turn away from wrongdoing and to behave in new ways. As the Bishops Committee for Justice, Development and Peace explained in their 1991 statement, Christians and their duty towards nature:

_Catholics believe that the Bible sets out to give religious truth, not exact scientific data. It does not intend to give an approved cosmology or a correct scientific account of the world’s origins. We have to look to science for these … We believe that, however the universe came into being, however the human race began, God is the creator of the universe and of the human race. In this belief we find the origins of our conviction that, as Christians, we have an ethical duty to respect the gifts of creation, to give thanks for them, and to use them in accord with the will of God, as best we can interpret it._ (ACSJC Occasional Paper No 7, 1991).

(Australian Catholic Bishops Conference, 2002, p 3-6.)

**Scripture**

**Teacher References (NRSV)**

Mt 6: 25-34

“Therefore I tell you, do not worry about your life, what you will eat or what you will drink, or about your body, what you will wear. Is not life more than food, and the body more than clothing? Look at the birds of their air; they neither sow nor reap nor gather into barns, and yet your heavenly Father feeds them. Are you not of more value than they? And can any of you by worrying add a single hour to your span of life? Any why do you worry about clothing? Consider the lilies of the field, how they grow; their neither toil nor spin, yet I tell you, even Solomon in all his glory was not clothed like one of these. But if God so clothes the grass of the field, which is alive today and tomorrow is thrown into the oven, will he not much more clothe you – you of little faith? Therefore do not worry, saying ‘What will we eat?’ or ‘What will we wear?’ For it is the Gentiles who strive for all these things; and indeed your heavenly Father knows that you need all these things. But strive first for the kingdom of God and his righteousness, and all these things will be given to you as well.

“So do not worry about tomorrow, for tomorrow will bring worries of its own. Today’s trouble is enough for today.”

Mt 13:10-16

Then the disciples came and asked him, “Why do you speak in parables?” He answered, “To you it has been given to know the secrets of the kingdom of heaven, but to them it has not been given. For those who have, more will be given, and they will have an abundance; but from those who have nothing, even what they have will be taken away. The reason I speak to them in parables is that “seeing they do not perceive, and hearing they do not listen, nor to they understand.” With them indeed is fulfilled the prophecy of Isaiah that says:

‘You will indeed listen, but never understand, and you will indeed look, but never perceive. For this people’s heart has grown dull, and their ears are hard of hearing, and they have shut their eyes; so that they might not look with their eyes, and listen with their ears, and understand with their hearts and turn – and I would heal them.’

Ps 29:3 - 4

The voice of the LORD echoes over the oceans.
The glorious LORD God thunders above the roar of the raging sea, and his voice is mighty and marvellous.
Ps 104: 1,24, 31, 33
I praise you, Lord God, with all my heart.

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

Our Lord, we pray that your glory will last for ever and that you will be pleased with what you have done.

As long as I live, I will sing and praise you, the Lord God

Gen 6:8-22 Noah and the Ark
But the LORD was pleased with Noah, and this is the story about him. Noah was the only person who lived right and obeyed God. He had three sons: Shem, Ham, and Japheth. God knew that everyone was terribly cruel and violent. So he told Noah: Cruelty and violence have spread everywhere. Now I'm going to destroy the whole earth and all its people. Get some good lumber and build a boat. Put rooms in it and cover it with tar inside and out. Make it four hundred fifty feet long, seventy-five feet wide, and forty-five feet high. Build a roof on the boat and leave a space of about eighteen inches between the roof and the sides. Make the boat three stories high and put a door on one side. I'm going to send a flood that will destroy everything that breathes! Nothing will be left alive. But I solemnly promise that you, your wife, your sons, and your daughters-in-law will be kept safe in the boat. Bring into the boat with you a male and a female of every kind of animal and bird, as well as a male and a female of every reptile. I don't want them to be destroyed. Store up enough food both for yourself and for them. Noah did everything the LORD told him to do.

Gen 7:1-24 The Flood
The LORD told Noah: Take your whole family with you into the boat, because you are the only one on this earth who pleases me. Take seven pairs of every kind of animal that can be used for sacrifice and one pair of all others. Also take seven pairs of every kind of bird with you. Do this so there will always be animals and birds on the earth. Seven days from now I will send rain that will last for forty days and nights, and I will destroy all other living creatures I have made. Noah was six hundred years old when he went into the boat to escape the flood, and he did everything the LORD had told him to do. His wife, his sons, and his daughters-in-law all went inside with him. He obeyed God and took a male and a female of each kind of animal and bird into the boat with him. Seven days later a flood began to cover the earth.

Noah was six hundred years old when the water under the earth started gushing out everywhere. The sky opened like windows, and rain poured down for forty days and nights. All this began on the seventeenth day of the second month of the year. On that day Noah and his wife went into the boat with their three sons, Shem, Ham, and Japheth, and their wives. They took along every kind of animal, tame and wild, including the birds. Noah took a male and a female of every living creature with him, just as God had told him to do. And when they were all in the boat, God closed the door.

For forty days the rain poured down without stopping. And the water became deeper and deeper, until the boat started floating high above the ground. Finally, the mighty flood was so deep that even the highest mountain peaks were almost twenty-five feet below the surface of the water. Not a bird, animal, reptile, or human was left alive anywhere on earth. The LORD destroyed everything that breathed. Nothing was left alive except Noah and the others in the boat. A hundred fifty days later, the water started going down.

Gen 8:1-19 The Water Goes Down
God did not forget about Noah and the animals with him in the boat. So God made a wind blow, and the water started going down. God stopped up the places where the water had been gushing out from under the earth. He also closed up the sky, and the rain stopped. For one hundred fifty days the water slowly went down. Then on the seventeenth day of the seventh month of the year, the boat came to rest somewhere in the Ararat mountains. The water kept going down, and the mountain tops could be seen on the first day of the tenth month.

Forty days later Noah opened a window to send out a raven, but it kept flying around until the water had dried up. Noah wanted to find out if the water had gone down, and he sent out a dove.
Deep water was still everywhere, and the dove could not find a place to land. So it flew back to the boat. Noah held out his hand and helped it back in.

Seven days later Noah sent the dove out again. It returned in the evening, holding in its beak a green leaf from an olive tree. Noah knew that the water was finally going down. He waited seven more days before sending the dove out again, and this time it did not return.

Noah was now six hundred one years old. And by the first day of that year, almost all the water had gone away. Noah made an opening in the roof of the boat and saw that the ground was getting dry. By the twenty-seventh day of the second month, the earth was completely dry. God said to Noah, "You, your wife, your sons, and your daughters-in-law may now leave the boat. Let out the birds, animals, and reptiles, so they can mate and live all over the earth." After Noah and his family had gone out of the boat, the living creatures left in groups.

### Suggested Assessment Tasks

**Assessment tasks for this unit may include:**

**Outcome 1**  
**Describe how different senses can be used to experience and appreciate our world.**
- Create a sensory collage using a variety of materials – magazine pictures, objects found in the environment, fabric and words from magazines. Describe which senses are used to explore the collage.

**Outcome 2**  
**Name something from creation that allows them to ‘hear the voice of God’**.
- Students complete the sentence: "I feel close to God when I am …………."

**Outcome 3**  
**Identify and participate in activities that show care for God’s creation**
- Draw a map of Australia and have the children write a prayer: ‘Thank you God for our world, we can care for our world by ……..’ And pin the prayer on the map.
- Students identify and participate in activities that show care for God’s creation. Students complete a before and after chart, monitor and record own rubbish in a before and after chart.

**Outcome 4**  
**Show gratitude for the wonders of creation**
- During class prayer, students pray prayers of thanksgiving and praise for the gift of creation.
- Students make a “Thankyou God Book” expressing their gratitude for the wonders of creation.

N.B Outcomes 1b and 3a lend themselves to reporting in the dimension of Knowledge and Understanding.

### Suggested Teaching & Learning Experiences

**Focusing Activity:**

Read a story eg. ‘For all Creatures’ by Glenda Millard and Rebecca Cool that illustrates the wonder of creation.

- Invite students to respond to the story used in the Focusing Activity in a variety of ways eg Big Book.
- Create word webs to capture expressive words about the beauty and wonder of the world. *(refer to icon in Planning Tool)*
- Read, listen to and sing the song in “In the beginning: based on Genesis 1-2:4.” (Chinn, Andrew) – Book and CD, also ‘I am the River’.
- Immerse the students in the story of Noah and The Flood. “Expression: Book 1” (Ryan, Maurice) for assistance.
  — Retell the story orally and in the written form
  — Complete a senses chart detailing what Noah might have heard, seen, felt and touched. *(Refer to “Teaching the Bible”, p115. (Ryan, Maurice)*
- Role play ways of showing care for the environment eg at home, in the playground etc.
- Students draw a series of pictures: Things I like to Hear/ See/ Touch and Feel/ Taste/ Smell
- Illustrate or find pictures of favourite places that show the beauty of God’s creation.
• Classify sounds, smells, textures etc. according to categories.

• Read Ps 104:1,24,31,33 discuss/describe the wonders they see in the world, children create a mural

• Gen 6:8-22 To PREPARE TO HEAR the Word – discuss with students the genre of the text, (Myth). Introduce students to the particular vocab of the story e.g. flood, ark, water.

• Gen 6:8-22 To ENCOUNTER the Word after reading the text from the Bible, students use Godly Play materials, Noah’s Ark to tell the story of Noah

• Gen 6:8-22 To RESPOND to the Word – Sing ‘Arky Arky’ on Chinn, Andrew. Let your light shine. [CD]

• Gen 6:8-22 To RESPOND to the Word - Visually represent the story with the image of the rainbow

• Students make a ‘Thankyou God’ book expressing their gratitude for the wonders of creation.

• During class prayer, students pray prayers of thanksgiving and praise for the gift of creation.

• Students complete the sentence ‘I feel close to God when I am...’ and create a sensory collage using a variety of materials, magazine pictures, objects found in the environment and words found in magazines and then make this into their own book.

• Select an appropriate newspaper article. Reflect on and list ways people damage, destroy or show a lack of care for our earth. Why do they do this? What can we do about it?

• Gen: 1-2 To PREPARE TO HEAR the Word, investigate unknown words; create, gathered. Discuss the significance of number 7 being the perfect number.

• Gen: 1-2 To ENCOUNTER the Word, read the text from ‘My First Bible Stories’ (Caitee), then teach children Andrew Chinn ‘In the Beginning’

• Gen: 1-2 To RESPOND to the Word create a class display of images from the creation story.

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**Resources**

For resources to support this unit, refer to the online planning tool. For additional suggested resources for this unit, refer to the Resource Centre Catalogue: [http://www.ceoballarat.catholic.edu.au](http://www.ceoballarat.catholic.edu.au) and follow links to Resource Centre.