

LESSON 4: God Made the World



AIM

To help the children understand that God is Creator of all that is, and to appreciate that all things are good (2.1.1, 2.3.1, **6.1**)

OUTCOME

Learners understand that God is the creator of everything, and that all things are good.

LEARNING ACTIVITIES

- 1 Introductory questions:** Ask the kind of questions which will encourage a sense of awe and wonder: Do you know who made grasshoppers hop?

frogs leap?
birds cheep?
the oceans deep?

Who gave shape to the moon?

light to the stars?
fluff to the clouds?

- 2 The Story of Creation:** While holding a Children's Bible which contains good illustrations, say the following: Alternatively build the story with pictures, chalk drawings, or flannel-board.

God made everything and everything belongs to God. This is God's story. It is the first story in the Bible. [Genesis 1:1-31]

- God made the sun, the moon, the stars and all the planets. Light helps us see. The sunshine warms us.

And God said, "It is good."



- God made the rivers, the streams, the waterfalls and the seas. Water is good to drink. Water makes plants grow. And God said, "It is good."
- God made the earth, the mountains, the hills and the rocks. God made plants, trees and flowers that grow in the soil. And God said, "It is good."
- God made all living things in our world. God made animals big and small and God made people like you and me. And God said, "I love them all very much."

- 3** Ask the children to **name things** that they enjoy in God's wonderful world.

- 4 Prayer:**

For water, air and sunshine bright,
We thank our loving God.
For the moon and stars that shine at night,
We thank our loving God.
For grass that grows beneath our feet,

WHAT YOU NEED

- * A Children's Bible (if available) (2)
- * Pictures to correspond to the story (2)
- * Pictures of beautiful scenes (5)
- *  Pictures to colour ⇨ (7)
- *  *All Things Bright and Beautiful* (8)
- * Clay, plasticine, or play dough (9)
- * Pictures of stars and planets, wax crayons, paper, black paint (10)

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We thank our loving God.
For a place to live and food to eat,
We thank our loving God.
For families, and the friends we meet,
We thank our loving God.

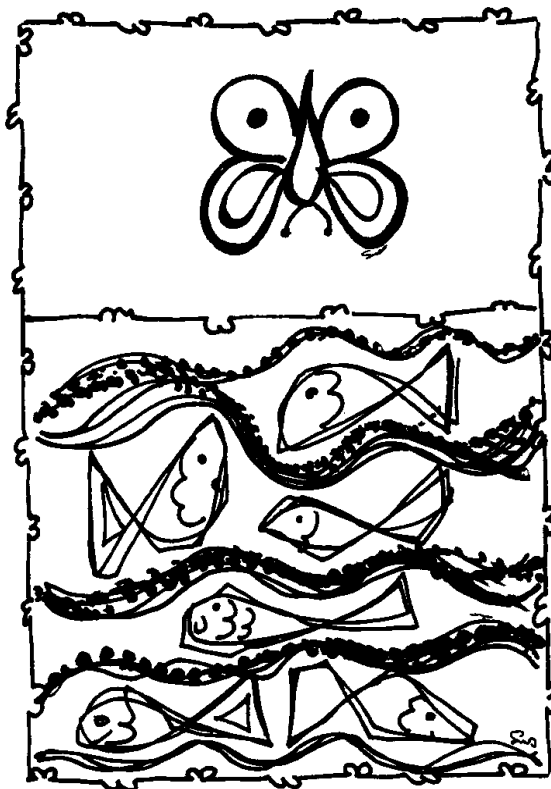
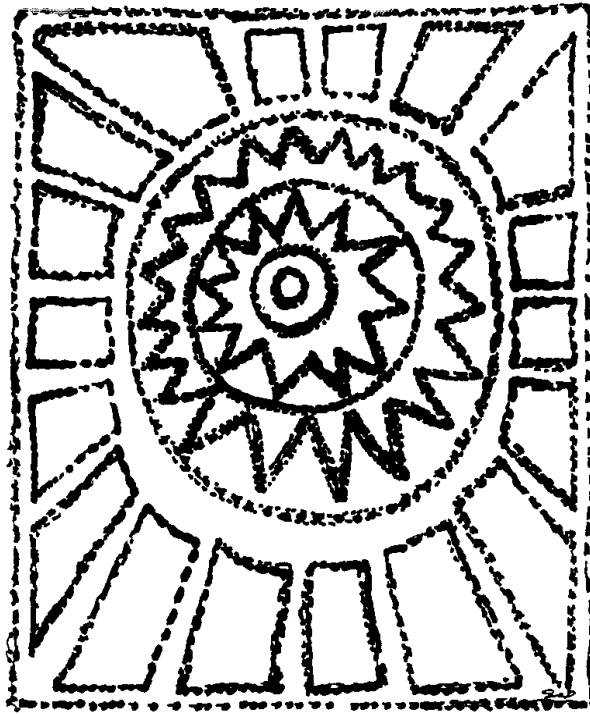
Amen.

- 5 **Colours:** Look at pictures and natural objects, which have been collected ahead of time, and discuss the infinite variety of colours that we find in God's world. Let the children talk about their favourite colour or colours. Ask the children to imagine a world with only one colour.
 - 6 God created the **seasons**. Let the children talk about the seasons, how colours change, and the changes in temperature and in landscapes.
 - 7 **Colouring pictures:** Let the children colour in two pictures. In the one they use only their favourite colour, and in the other they use a variety of colours. 📖 ⇨
 - 8 **Singing:** Teach the song, *All Things Bright and Beautiful*. Add movement and gesture. Add rhythm instruments which the children have made.
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ADDITIONAL ACTIVITIES

- 9 **Using clay:** To allow the children to understand that they are involved in ongoing creation and that God has given us the gift of creativity too, let them create something out of clay, plasticine or play dough. Admire all efforts.
- 10 **Wax-resist picture:** The children can draw the night sky using wax crayons. Display pictures, if available, of stars and planets which might inspire the learners. After the drawings are complete, the children paint over the entire paper with black paint. The paint will not cover the wax drawings.

God Made the World



(From Susan Daly IBVM. MORE GRAPHICS FOR SUNDAYS AND FEAST DAYS. 1990.
Melbourne: Collins)

LESSON 5: God Made Plants



AIM

To help the children understand that God is Creator of all things, and that all of them are good (2.1.1, 2.3.1)

OUTCOME

Learners understand that God is the creator of everything, and that all things are good.

LEARNING ACTIVITIES

- 1 **Seeds:** Give each child a seed to hold. Lead the children into discussing exactly what it is that they are holding. Explain that each seed has the potential to grow into a plant.
- 2 **Prayer:** Gather the children on the carpet or in the prayer area and let them give thanks to God for the wonderful gift of plants.
- 3 **Plants are alive:** Explain that plants are living things and that all living things grow. They need food and water if they are to grow, and sunshine if they are to be healthy, in the same way we do. We can take part in God's creation by looking after God's plants.
- 4 **Interdependence:** Encourage the children to come to realise that plants, animals and people are interdependent. Let the children consider examples of interdependence, such as food, paper, cross-pollination, and shelter for birds and animals. Seed-eating birds help to replant trees and shrubs.
- 5 **People use plants:** Ask the children to give examples of ways that they know that plants are used. Add to their examples: cotton, linen, wood, medicines, decoration, for example.
- 6 **Nature walk:** If possible take the children for a walk in the playground where there may be plants growing, or to a nearby place where they are likely to see some variety of plants. Children can pick up bits of twigs, bark etc. to take back to the classroom, but don't allow them to destroy any plant.
- 7 **Vocabulary enrichment:** Give the children the vocabulary that will help them describe the plants they see – words for colours, shapes and textures.
- 8 **Growing bean seeds:** Let the children grow seeds in cotton wool. Each child should care for his or her own seeds and keep a check on its growth rate.
- 9 **Song:** *All Things Bright and Beautiful*

WHAT YOU NEED

- * A variety of seeds – bean, mealies, acorns and so on (1)
- * Saucers or lids, cotton wool, bean or mealie seeds (8)
- * *♪ All Things Bright and Beautiful* (9)
- * Transparent container, sugar, an onion with roots and leaves showing (10)
- * Containers, grass seeds (11)
- * Flat dishes, cotton wool, seeds for sprouting (12)
- * Carrot tops, dish, pebbles (13)
- * Seeds, flowers, leaves, bark, cards (14)

ADDITIONAL ACTIVITIES

- 10 **Growing roots and leaves:** Put some warm water into a see-through container. Add about three teaspoons of sugar. Stir. Place an onion that has roots and leaves showing on

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top of the container. The onion should fit midway into the container so that the roots will be in the water. The onion will eat the sugar mixture and grow new roots and leaves.

- 11 **Green hair:** If you have access to grass seeds, let the children plant the grass seeds into containers that have been decorated with faces. When the grass grows, the container will appear to be growing hair.

- 12 **Start a window-sill garden:** Grow sprouts. Place lentil seeds, mustard seeds, cress, mung beans, and any other suitable seeds for sprouting, in flat dishes containing cotton wool. Keep the cotton wool moist. These sprouts are edible.

- 13 **Growing carrot tops:** Cut about five centimetres off the thick end of a carrot. Place the carrot top in a dish and surround it with pebbles. Keep it watered. Soon new leaves will grow from the top of the carrot. (These are decorative and not edible.)

- 14 **Using plants to make pictures:** Making seed mosaics; pressing flowers and leaves to make cards; leaf and bark rubbings; collages...

LESSON 6: God Made the Animals



AIM

To help the children understand that God is Creator of all things, and that all of them are good (2.1.1, 2.3.1, 6.1)

OUTCOME

Learners understand that God is the creator of everything, and that all things are good.

LEARNING ACTIVITIES

- 1 **Sounds:** The children produce the relevant sounds, but also name each sound:

What sounds do lions make? (roar)

What sounds do elephants make? (trumpet)

What sounds do donkeys make? (bray)

What sounds do monkeys make? (chatter)

What sounds do children make? (laugh, talk, whisper)

- 2 **Movement:** The children mimic the movement of the animals:

How do birds move? (fly)

How do dolphins move? (swim)

How do rabbits move? (hop)

How do children move? (walk, run, crawl, swim)

- 3 **Sorting animals:** Using pictures or models, let the children discuss which animals make suitable pets; which are kept on farms; and which animals live in the wild.

- 4 **The Bible:** [Genesis 1:20-24]

On the fifth day God created the living things to make the beauty of the world complete. God created great whales and small fish and birds that could fly above the green trees and the rich earth and the deep blue seas. God could see that all this was good and beautiful and on the sixth day God added every kind of animal and then God created human beings. And God saw that all creation was good.

- 5 **Prayer:** Ask the children to think of all the wonderful animals that God has given us to care for. Say, "Maybe you have a favourite animal or pet. Keep that animal in your thoughts as we pray."

For sheep that give us wool

We thank you, God.

For cows that give us milk

We thank you, God.

For hens that give us eggs

We thank you, God.

Allow the children to make their own petitions.

WHAT YOU NEED

- * Pictures of animals, plastic models of animals (if available) (3)
- * Children's Bible (4)
- * *♪ All Things Bright and Beautiful or Sing for Life – If I Were a Little Bird (6)*
- * Animal outlines ⇔, stencils of animals (optional), poster paper, paper for drawing, pastels, poster paints, scissors (7)
- * Black paper, scissors (8)
- * Suitable video (11)
- * *♪ Old Macdonald Had A Farm (13)*
- * Story or poem (15)
- * Bible (17)

- 6 **Sing:** *All Things Bright and Beautiful* or *Sing for Life – If I Were a Little Bird* (p. 14).
 - 7 **Mural:** The idea behind this project is to allow the children to see that we can pool our creativity in order to produce something good.

Divide the class into four groups. Each group will draw, colour and cut out animals that live in the sea, on land, in water, and animals that can fly. Stencils may be used, or animal outlines for the children to copy. 📖 ⇒ Talk about habitats, camouflage and the needs of animals as the children are drawing. When the pictures have been completed they should be mounted on a large sheets of paper which have been prepared with a painted background.
 - 8 **Alternatively,** a sunset mural may be considered. The animal silhouettes may be drawn on black paper, cut out and pasted on to a background showing the sun beginning to set behind the hills.
 - 9 **Plant-life:** Discuss with the class what plants should be added to the picture and let each group add trees, flowers and shrubs.
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ADDITIONAL ACTIVITIES

- 10 A visit to a **zoo**
- 11 Watching a suitable **video**
- 12 Learn about the danger of **animals becoming extinct** through the destruction of habitats.
- 13 **Sing** *Old Macdonald Had A Farm*. Imitate the movements of animals.
- 14 Learn how to **care for pets**.
- 15 **Stories and poems** about animals
- 16 **Animals that work:** Indian elephants, oxen, horses, mules, donkeys, guide dogs, dogs used in rescuing people, for example St Bernards.
- 17 The **story of Noah** [Genesis 6: 11-8: 14]

God Made the Animals

