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| **Strands** | The Bible and Christian Belief; Faith in Action, Actions Leading to Faith.  |
| **Stage of Development** | Primary (Years 5-6) | **Created** 2022 | **Review** 2024 |
| **Aim** | Provide students with the opportunity to explore their relationship to place, Creator and all of creation and provide them with an opportunity to consider what it means to pray (and act) for God’s will to be done on earth as in heaven.  |
| **Content Descriptions** | **Knowledge and Understanding*** Understanding the Christian responsibility to care for creation
* Understanding of the impacts of not caring for creation on vulnerable communities in Australia, including Aboriginal and Torres Strait Islander communities, culture, and heritage
* Understanding and participation in actions to address to injustice
 | **Religious Studies Skills & virtues*** Faith
* Justice
* Stewardship

**Cross Curricular Priorities*** Aboriginal and Torres Strait Islander histories and culture
* Sustainability
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| **Additional Resources** | This unit has been prepared using some materials that were developed in partnership with Common Grace ([www.commongrace.org.au](http://www.commongrace.org.au)) |

| **Lesson** | **Key Questions** | **Lesson Activity Ideas** | **Resources** |
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| **1** | Awe and Wonder | What is amazing about creation? | 5 min10min15min15min | Discuss: What questions do you have about nature? What aspects of the natural world do you understand/not understand?Read: Job 38 and 39. Activity: Break the students into small groups and ask them to underline all the questions asked in the passage and count the number of questions. Ask the students to list three questions they know the answer to (are there any?) and three questions they do not know the answer to. In this passage God is speaking to Job. Ask the students what point they think God is trying to make by asking Job so many questions. Activity: Play hangman with two words “awe’ and ‘wonder’. Come up with a class definition of both words and reflect on why creation might leave us with feelings of ‘awe’ and ‘wonder’ and how creation may help us connect with and know God (Jesus withdrew to the wildness and prayed – Luke 5:16) | [Bible Gateway](https://www.biblegateway.com/)Print out of Job 38 and 39 for each group. Use an appropriate translation e.g. CEV.Definition of awe and wonder.  |
| 2 | God as creator  | What do we learn about creator God from Psalm 104? | 5 min15 min30min | Discuss: What is your favourite animal? Why? Read: Psalm 104 in lots of different ways e.g. ask the students to lie down and shut their eyes while you read the psalm to them, ask students to read a verse each, listen to an online audio file of the Psalm (the audio file from it being sung at Prince Philip’s funeral is available online). Ask the students to share what they think the Psalm is about. Create: Break the students into groups of 4 and provide each group with an A3 piece of paper. Ask each group to draw a different section of the psalm.  | [Bible Gateway](https://www.biblegateway.com/)A3 paper, art supplies. |
| 2 | Creation and the Creative Arts | How does the creative arts help us understand others and relate to creation?  | 15min20min10min  | View:Ask the group to silently look at the artwork on PowerPoint and note down your personal answers to the following questions1. What was the first thing that caught your eye?
2. Who might have painted it?
3. Why might they have painted it?
4. What might a fitting title be for this artwork?

Watch: Aboriginal and Torres Strait Islander Christian artist, Safina Stewart shares about Creator God as an artist and gives a reminder through her artwork, “7 Days of Creation”, of our role to care for creation. Discuss. (video is 7min in length)Brainstorm: What would you put in an artwork that reflects the beauty of God’s creation?  | PowerPoint: 7 Days of Creation by Safina StewartVideo: Safina Stewart  |
| 3 | Group Artwork – walking softly | How does the creative arts help us understand others and relate to creation?  |  | Group Artwork - Pavement Chalk art1. Head outside to an open concreted area with coloured chalk.
2. Have one person draw a circle 1.5 meters in diameter.
3. Work together to draw simple chalk illustrations of the natural environments, animals, birds, plants and communities. Draw the places you feel grounded and connected to Creator. You could include sea, rivers, land. Include your favourite Australian native birds, sea creatures, plants and animals or examples you saw in the “7 Days of Creation” artwork by Safina Stewart. Work together to create a circle full of symbols that reflects the beauty of God's creation. Be bold, creative, and clear.
4. Create a circle of footprints around the circle to represent “walking softly” by tracing around each person's bare feet.
5. Finally, as a group, stand in a circle around the circle to reflect on what this group artwork means to each of you. Decide on a caption and title for this group artwork. Ask one or two people to creatively add the caption and title to the artwork.
6. Take a photo of the artwork and share with the school community via social media.
 | -Chalk-Flat ground surface in an open public space, eg the basketball courts, or quadrangle.-Phone camera or digital camera |
| **4**  | Meditative artwork | How does the creative arts help us understand others and relate to creation?  |  | Meditative Artwork using Natural Materials 1. Head outside and spend 5 minutes collecting natural materials from the ground. Materials could include fallen leaves, branches, bark, sticks, nuts, seed pods, feathers, grasses, stones, shells, sand, dirt etc. Take shoes off and walk bare feet if you can.
2. Meet together at an open area with your collection of natural materials.
3. Work together to arrange the items on the ground in the shape of a large heart. Work mindfully, carefully and respectfully.
4. Sit quietly in a circle on the ground around the heart artwork. Quieten your bodies and breathing. Take time to listen to the sounds of the natural environment surrounding you.
5. Take turns around the circle to share a single word answer each to the following questions:
* What was it like creating it together in nature, with nature? (eg It was refreshing, nourishing, confusing...)
* What emotions did you notice stirring within you as you participated and created? (e.g. peace, discomfort, ease, connection...)
* What does this natural artwork of this symbol mean to you?
* What is Creator God reminding you about through this experience?
1. Finish by rereading aloud Genesis 1: 1 “*In the beginning God created the heavens and the earth.”* and finishing with prayer.
2. Take a photo of the artwork and share with the school community via social media.
 | - Natural materials collected from the ground such as fallen leaves, branches, bark, sticks, nuts, seed pods, feathers, grasses, stones, shells, sand, dirt.-Phone camera or digital camera |
| **5** | Praying that God’s will be done on earth as in heaven | Why do Christians pray for God’s will to be done on earth as in heaven?  | 5min15min10min15min | Discuss: When is it right to damage creation? Should we be able to stop others from damaging creation? Does justice require everyone to treat creation in the same way? Should you treat your possessions differently to the way you treat other peoples’ possessions?Read: Matthew 23:23 and Revelation 21:6-7. In his teachings on the coming of God’s kingdom Jesus emphasised his offer of grace and mercy for all people, especially the most vulnerable. He also spoke of the importance of leaders (and people) ensuring the bounty of the earth are shared with the most vulnerable – the hungry, the thirsty, the sick. Discuss with the students what the passages say about justice, God’s purposes, and hope. You could consider doing a mindmap for each concept.Activity: Invite students to brainstorm ways that they can work for God’s will to be done on earth as in heaven with a focus on creation (ways they can care for creation, work for the renewal of creation and ensure the bounty of creation is shared with the most vulnerable). Draw a horizontal line on the whiteboard and write easy at one end and challenging at the other. Ask the students to point to (or write) where their idea best fits. Pray: Provide the students with an opportunity to write a prayer that unpacks their thoughts from this lesson.  | Teacher resource: Video exploring the definition of justice<https://youtu.be/H0CTHVCkm90>[Bible Gateway](https://www.biblegateway.com/)WhiteboardThe Lord’s Prayer (could be used as a stimulus)  |