



YEAR LEVEL	Foundation
TITLE	I Care for God's World
STRAND	TRINITY
SUGGESTED DURATION	3 - 5 weeks
ENDURING QUESTIONS	Who is God? Is God alive in me?

## Unit Focus

In this unit students will begin to appreciate and express wonder at God's creation. They will be introduced to the fact that they have certain responsibilities to live in harmony with creation.

## Achievement Standards

By the end of **Foundation**:

**Students recognise God as loving, experienced in people and the world around us.**

**They identify and describe how they experience God's love through other people's words and actions and the world around them.**

## Unit Outcomes

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

1. Express appreciation for God's gift of creation
2. Identify ways in which they can care for God's world

## Key Understandings for Students

- Creation is wonderful and worthy of celebration.
- Our world is full of beauty.
- We are called to care for creation.
- There are many ways that we can care for creation.
- We can experience God in creation.
- God is revealed through creation.
- Creation is God's loving gift to us.
- In creation we are called to be sacramental people.

## Student Context

As Foundation students come to school, their knowledge of God and of creation will vary from student to student, but their natural curiosity will make them willing to explore new concepts and environments.

At this level they become more able to understand concepts such as cause and effect and symbolism, therefore there is a window of opportunity to develop in all students a heightened awareness of their world and of God who created it.

## Theological Background for Teachers

- The Catholic community's doctrine on creation teaches that God is good, that the one God is the source of all that has being and that this Creator has created the universe. Catholic tradition likewise teaches that through creation God has freely chosen to reveal the divinity's great glory and love for all creation. We are called to trust that God is good, and that all things God has created are good.
- The Catholic community holds that the human community- and the Christian community in particular- should recognize its serious responsibility to care for God's creation and to develop responsible stewardship practices that help all people and cultures share in the abundance of God's great world. Current teaching strongly acknowledges the worth and dignity of human work and all other creative human activity as a reflection of God's own creative powers. Using the gifts one has received from God, every human being can participate in God's creation meaningfully and can be free and responsible co-creators with the one, true Creator God. (Ekstrom, 2000, p 69).
- Through creation we experience God. In creation we can see God. When we are "sacramental people" we not only care for humanity, but we care for all of God's creation.

## Suggested Teaching & Learning Experiences

### Focusing Activity:

As a class, go for a nature walk. Ask students to look for all the things that are God's creation. Ask children to sit quietly with their eyes closed, to become aware of the sounds. After a few moments ask them to share what they heard. Repeat the activity for what they can feel and smell. The teacher or students take photos of various aspects of creation, if possible. Photos could include close images of bark, petals, leaves, etc. Make a photo display in the classroom.

- Students think about something that is their favourite part of creation and why. Using **Appendix 1**, students record their response on one of the shapes. Display with the heading "God's Creation is Awesome"
- Referring to the excursion outside, discuss the wonder of God's creation, read to Know Worship and Love Prep Our Prayer Place ( Library Link [Library Link](#)). Use the 'I wonder' questions and create more. Explore the wonders of the sky, water and land. Create a mural of each with the creatures and/or plants of each environment.
- Build up a nature table with things that students find and bring to put on the table. Examine the examples of creation – touch and smell. Look at the differences in flowers, leaves, seeds, etc. How are they different? Colours? Shapes?
- As a class, write a psalm of praise for God's creation. Begin each line with "We praise God for..."
- Listen to one of the songs about nature.

<https://www.youtube.com/watch?v=pEYz4i2SL2k>

<https://www.youtube.com/watch?v=xabrnuDUmZA>

<https://www.youtube.com/watch?v=8PeMBFccmn8>

- Read *Lester and Clyde* or a similar story.  
(<https://www.slideshare.net/nikkitester1/lester-and-clyde-by-james-h-reece>)
- What might happen to God's creation if we don't care for it?
- Why is it important that we care for God's creation? How can we do this?
- Brainstorm and make a list of ways we can care for God's creation at school, at home and in other places we visit.
- Make posters about how we care for God's creation and place around the school.

## Prayer and Ritual

Gather the students in a circle. In the centre place the shapes on which students responded to "God's Creation is Awesome". Play one of the creation songs from the unit. The students to the following prayer:

Teacher: For the mountains and trees,

Students: **We thank you God!**

Teacher: For the sun, moon and stars,

Students: **We thank you God!**

Teacher: For animals and birds,

Students: **We thank you God!**

Teacher: For flowers and insects,

Students: **We thank you God!**

Finish the prayer with each students taking their shape and saying '**Thank you God**' for all creation.

## Appendices

Appendix 1: Creation shapes.