

Unit 1

Exploring God, the World and Me



Unit 1 Aim

For students to explore what the Bible says about God, creation and people, and how God planned for them to relate to each other.

Introduction

This unit introduces big and exciting claims from the Bible about who God is and what he wants from people. These lessons aim to help you start the year well in two ways.

Firstly, they give students the opportunity to explore the Bible's teaching about who God is, what people are like, and how God and people can relate to each other. The ideas underpin much of the teaching for the rest of the year.

In Lessons 1 and 2, God is shown to be the mighty, loving Creator who has a special plan for people. The world God created was very good and he gave Adam and Eve good instructions on how to live in his world. In Lesson 3, students will reflect on the differences between God's world then and now. In light of Genesis 3, students will consider why God's world is not completely good anymore. When Adam and Eve chose to ignore God's good instruction, brokenness came into the world - brokenness in the way that people relate with God, with each other, and with the rest of the world. In later units, we will see the consequences of this brokenness, for example, in the story of Joseph. Lesson 4 will provide the first hint of how God takes it upon himself to make things good and right again. Through the story of Jesus' transfiguration, students will explore who Jesus is and why God sent him into the world. Jesus, God's Son, is the one God sent into the world to make it possible for people to be friends with God again, now and forever.

Secondly, the lessons in this unit introduce a process for students to explore big ideas about God and about people. The lessons aim to connect to the world and culture of the students and to direct them towards understanding the role of Jesus. They aim to start where the students are at in their understanding of God, this world and themselves, and give them the opportunity to learn more. Exploring ideas is different to just giving the students information. It is allowing the students to engage with their learning, have learning experiences, and ask the questions that help them move forward.

The lessons in this unit are planned with the spiritual and emotional needs of students in mind. The word choices throughout the lessons have been carefully chosen, to accurately communicate what the Bible says in ways that are helpful and age appropriate for students in schools. Be respectful of your audience and practice your explanations beforehand.

Unit 1 Bible Verse

Short: You are worthy to receive glory. You created all things. Revelation 4:11 (CEV)

Long: You are worthy to receive glory, honour, and power. You created all things, and by your decision they are and were created. Revelation 4:11 (CEV)

Lesson Outlines

Lesson 1 Living in God's World

Genesis 1-2:4

Lesson 2 Caring for God's World

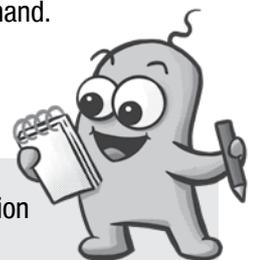
Genesis 1:26-31, 2:15, 2:19-20, Psalm 8:6-8

Lesson 3 People in God's World

Genesis 2:9, 15-17; 3:1-24

Lesson 4 Jesus in God's World

Matthew 17:1-8



An Introduction Lesson is available in the Lesson Downloads.

Video Resources

Unit 1 Introductory Video: Exploring With Goober

by GodSpace

This video introduces students to the content covered in Unit 1. It is suitable for all ages. (Lesson 1)

In the Beginning

by Quiz Worx

This video shows Genesis 1 as a painting. (Lesson 1)

Unit Bible Verse Song Recommendation

Revelation 4:11

by Kidswise

Kidswise has created a song version of *Revelation 4:11* set to the tune of *Mary had a Little Lamb*.

This is available from KidsWise: kidswise.com.au/products/memory-verse-revelation-4-11

Audio Track

Genesis 1

by GodSpace

This audio track is a narrated version of the Genesis 1 (CEV) set to music. (Lesson 1)

Recommended Songs

Who is the King of the Jungle

by Colin Buchanan

Available from colinbuchanan.com.au

The Lord is King

by Colin Buchanan

Available from colinbuchanan.com.au



Song Resources

My God is So Big (Video and MP3)

arranged and recorded by Phil Davidson

A traditional song recommended for Explorers and Adventurers. (Lesson 1 and 2)

Who is this Man? (MP3)

by Emu Music

This song describes Jesus and is suitable for Adventurers and Navigators. (Lesson 4)

Jesus is the One who Made the Universe (MP3)

by Quiz Worx.

This lyric video describes Jesus as creator of the world and people. Suitable for older students. (Lesson 1, 2 and 3)

Our God is a Great Big God (MP3 and video)

by Vineyard Kids arranged by Phil Davidson.

This is a great song for all ages. We recommended looking on youtube for actions suitable for your class. (Lesson 1 and 4)

My Best Friend (Video)

by The Lads

This video clip is great for listening and watching, especially with older students. (Lesson 2, 4)

Jesus is the King (MP3)

by Emu Music, arranged by Phil Davidson.

Please note that the lyrics to this song have been changed from the original recording to make it suitable for public schools. (Lesson 4)

Get Ready (MP3 and Video)

by Phil Davidson

This song has been written to welcome students to SRE/RI. It is suitable to use as students are entering the room or to sing with older students.

He is the King

by Quiz Worx

This song is suitable for younger students. (Lesson 4)

Easily Access Unit 1 Resources Online

Did you know that you can access the resources for this unit online?

Visit godspace.org.au/media-resources/yellow/unit-1/ or scan the QR code.



Caring for God's World



Genesis 1:26-31,
2:15, 2:19-20, Psalm 8:6-8

Big Idea

God made people to be the most special part of his creation. We are made in his image. This means we have the privilege and responsibility to do good to all of nature, including each other.

Lesson Aim

To explore the privilege and responsibility of people's role in caring for God's world.

Learning Outcomes

The students will be able to:

- Explorers** identify that they are special to God and suggest ways to care for God's creation.
- Adventurers** describe the role God has given people in caring for his world.
- Navigators** discuss what the Bible says about the importance of people caring for God's world.
- Voyagers** reflect on the privilege and responsibility of caring for God's creation.

Lesson Notes

People are special to God. Out of all of creation, only people are made in his image; to be like him and to represent him. Genesis 1:26 says that the fact that we are like God (or 'in his image'), gives us a special role to look after the rest of his creation. Our special relationship with creation is both a privilege and a responsibility.

Many Bible translations use the words 'rule' and 'dominion' in Genesis 1-2 and Psalm 8 to describe the role that people have in God's world. For students, it may be more relevant and appropriate to use language that describes us 'caring' for God's world.

There is beauty and joy in God's creation. There are also things that have gone wrong or are going wrong. It is important to acknowledge these and to recognise that they could trigger anxiety in some students. Balance discussion about problems in the environment with the Bible's clear statement that it is God's world and he is in control. He cares and there is hope. When people are seen to be caring for the world in the way God intended, it gives cause to be hopeful.

This lesson comes between Lesson 1 (God said everything was 'very good') and Lesson 3 (brokenness comes into the world after Adam and Eve sin). It may include discussion about problems in the environment that show that everything is no longer 'very good'. Acknowledge this and let students know that we will be talking more about how things went wrong in the next lesson.

In this lesson, students will be empowered by the importance of our role in creation. They will see the encouragement of the Creator God for all of us to take action to care for his world.



Other songs recommended, but not provided include:
Caring for God's Creation by The Toads (Navigators and Voyagers)

Value

Responsibility

Teaching Tip

Invest time during the first lessons of the year to learn student's names- it will make a big difference to how you relate to them, and how they relate to you. It could be as simple as using memory strategies while marking the roll or handing out student magazines. It could be asking student's names before you answer questions. Check the free resources on our website for some get-to-know-you games to use with your students.

Learning Outcome

Explorers will identify that they are special to God and suggest ways to care for God's creation.

Resources List

- Unit1_Lesson2.ppt (Question and Discover)
- Unit1_Lesson2.pdf (Question and Discover)
- Song: *My God is So Big* (Question)
- Concentration cards (Question)
- Blue and green fabric, a male and a female figurine, leaf cuttings, pictures of fish, birds and animals (Explore)
- Clean recycling rubbish, garbage bag (Discover)

Question

- **Get to Know You (5-6min)**
 Use this activity to get to know your students better.
Ask: What is your favourite animal? Why?
Allow as many as possible to contribute, yourself included.
- **Thinking Song (4-5min)**  
Sing: *My God is So Big* arranged by Phil Davidson.
Ask: What did the song tell us about the mountains and the valleys?
Link: Today we will find out more about the things God has made.
- **Concentration Game (3-5min)** 
Print a set of pictures from PDF.
Sit the class in a large circle and show the pictures as you lay them face down on the floor.
Turn each card over in random order and selected a student to find the matching card.
Ask: God made all these things. Which one do you think is the most special?
Link: People are special to God. Listen for the special job God wants to give people.

Explore

- **Caring for the World Figure Story (3-5min)**
Sit the class in a large circle.
Say: In the beginning, the Bible says that God made everything. He made light and dark. Sky and water (*Put out blue fabric.*) Land and trees. (*Put out green fabric and plants.*) He made planets, fish and birds. (*Put out pictures of fish and birds.*) He made all the animals. (*Put out the animals.*) God made everything, and everything belonged to God. Everything was good. Then God made something really special, his best creation.
Ask: Can anyone remember the best thing God made? (*People*)
Show two figures.
Say: God made people. He made a man called Adam and a woman called Eve. They were different from the other things God had made. They were like God. The world belonged to God, but he gave Adam and Eve the job of caring for it. They cared for the plants. (*Move the people to the plants*)
Ask: How do you care for plants? (*Prune them, water them.*)
Say: They cared for the water. (*Take the people to the water.*)
Ask: How do you care for the water? (*Keep it clean, don't waste it.*)
Say: They cared for the animals. (*Take the people to the animals.*)
Ask: How do you care for animals? (*Feed them, look after them when they are sick.*)
Say: They cared for each other. (*Turn the people towards each other.*)
Ask: How do you care for people? (*Be kind, be a good friend.*)
Say: God was the boss and the people knew what he had made was good. So, they looked after it too.

Discover

- **Think it Through (2-3min)**
Ask: What was the last and most special thing God made? (*People*) Who did God make people to be like? (*God*) What special job did God give the people? (*Care for his world.*)
List students' responses to the following questions.
 What can we do to care for our school? What can we do to care for our animals? What can we do to care for our town or suburb? What can we do to care for each other?
- **Unit 1 Bible Verse (2-3min)**
Encourage the students repeat the verse after you.
Say: Giving someone 'glory' means showing that you know they have done something great.
Ask: What are the great things that God has done?
- **Pray (2-3min)**
Show clean containers from your recycling. Using the list from the 'Think it Through' activity, ask God to help us do things to care for his world. Mark each idea by stacking the containers.
Thank God that he has given people a special job to care for the world.

Finish Off

Say: God made people to be special. God has given people the job of looking after his world.



Question

○ Get to Know You (5-6min)

Use this activity to get to know your students better.

Ask: What is your favourite animal? Why?

Allow as many as possible to contribute, yourself included.

○ Thinking Song (4-5min)

Sing: *Our God is a Great Big God* arranged by Phil Davidson.

Say: The song talked about God's amazing plan.

Link: Today we will learn a part of God's amazing plan.

○ The Best Job in the World (2-3min)

Describe the jobs shown on the PPT or print from the PDF.

Ask: Which of these do you think would be the best job?

Ask students to put their hand up to vote as you point to each image.

Link: Adam and Eve, the first people, who God made, did all of these jobs. Let's find out more.



Explore

○ Caring for God's World (4-6min)

See Navigators Lesson 2.

○ People in God's World (4-6min)

Use a simple dress-up costume and props. Eg. apron, badge, crown a trowel and a watering can.

Say: Hello everyone, I'm Adam/Eve. I am the very first man/woman. God made me. I love the beautiful world God made. God made light and dark, sky and sea, land and plants. (*Use hand actions.*) Then he filled the earth with more life: birds, fish and animals! And when everything else was done, he made his most special creation. God made Eve/Adam and me! (*Point to self.*)

All people are special. People are different from everything else God made. People were created to be like God himself. God is in charge of the whole world, he is the King over everything he has made (*Show crown with the word 'God' on it.*) God has also given us good instructions on how everything worked best. (*Show 'Instructions' and read them.*) God is the boss and we are his helpers, or deputies. (*Show 'Deputy' badge.*)

He gave me and Eve/Adam a garden. Our job is to enjoy God and what he gave us. We care for the plants (*pretend to prune leaves*) and they give us food. We care for the animals. (*Pretend to pat an animal.*) I/Adam chose names for the animals. We learn about what God has made. (*Pretend to pick up a leaf and study it.*) We love and care for each other too. God cares for us and we love to talk to him and enjoy his friendship. God's world is beautiful, we love it (*one thumb up*) and we love God (*other thumb up*)!

Discover

○ Think it Through (2-4min)

Draw stick figures for Adam and Eve.

Ask: What special jobs did God give them? (*Caring for everything in his world: plants, animals, places and people.*) Was the work good or bad? (*Good*) Who was their boss? (*God*) Why was God their boss? (*Because he made everything.*)

Say: God still wants people to care for his world.

List students' responses to the following questions. What can we do to care for our school? What can we do to care for animals? What can we do to care for our town? What can we do to care for others?

○ Prayer (2-3min)

See Explorers Lesson 2.

○ Unit 1 Bible Verse (2-3min)

Read the verse and ask students repeat the verse.

Say: Giving someone 'glory' means showing that you know they have done something great.

Ask: What are the great things that God has done?

Finish Off

Say: People are the most special part of everything God made. God has given people the job of caring for his world.

Learning Outcome

Adventurers will describe the role God has given people in caring for his world.

Resources List

- Unit1_Lesson2.ppt (Question and Explore)
- Unit1_Lesson2.pdf (Question and Explore)
- Song: *Our God is a Great Big God* (Question)
- Props: apron, badge, crown a trowel and a watering can (Explore)
- Clean recycling rubbish, garbage bag (Discover)
- Drawing material (whiteboard/ marker or paper and texta) (Discover)



Learning Outcome

Navigators will discuss what the Bible says about the importance of people caring for God's world.

Resources List

- Picture of your pet or plant (Question)
- Unit1_Lesson2.ppt (Question, Explore and Discover)
- Unit1_Lesson2.ppt (Question, Explore and Discover)
- Song: *My Best Friend* by The Lads (Discover)
- Sticky-notes, pencils (Discover)
- Song from the Unit 1 list. (Discover)

Question

- **Pet or Plant (4-6min)**
See Voyagers Lesson 2.
- **The Best Job in the World (2-3min)**
See Adventurers Lesson 2.
- **Symbols (3-4min)**
Show the pictures of symbols from Unit1_Lesson2.ppt or print from the PDF.
Discuss what each symbol means, and how it encourages us to care for the environment.
Link: The Bible says that the world is God's creation, that God made it and cares for it. Listen out for one of the special jobs God gave to people.



Explore

- **Caring for God's World (5-7min)**
Display the PPT or print from the PDF.
Say: In the beginning, God made everything. He made everything from nothing. God made stars, planets, earth, moon, land, sea, sky, birds, sea creatures and animals. God looked at everything he made and declared, 'It is good.' On the sixth day, God made people. He announced, 'It is very good.' People were the most special part of God's creation. People are different from everything else God made because God made people to be like him.
 The first people God made were Adam and Eve. God gave them a responsibility; they were to care for his world. God provided everything Adam and Eve, the plants and animals needed. Everything was good. There was no sickness, sadness or death.
Ask: How is this the same as our world? (*Beautiful scenery, amazing animals, everything people need.*) How is it different? (*There is pollution, diseases, selfishness and greed.*)
Continue: Adam and Eve did care for God's world. They cared for the animals, the plants and the land by looking after them. God was in charge and Adam and Eve were his helpers. Adam and Eve loved living in the beautiful garden God had given them. They had everything they needed. They loved and cared for each other and for God. They enjoyed walking and talking with God and being his friend. Everything was good and right.
 Sadly, things aren't completely right or good anymore. But one day God will restore it to the way it was meant to be. In the meantime, God still wants people to care for others and for his world.

- **People in God's World (4-6min)**
See Adventurers Lesson 2.
- **Digging into the Bible (5-7min)**
See Voyagers Lesson 2.

Discover

- **3-2-1 (3-4min)**
Distribute Sticky-notes, one to each pair of students.
Ask: What are three things that we learn about people? What are two ways that the world was different for Adam and Eve? What is one thing that you could do to care for God's world?
Record the answers to this last question to use for prayer.
- **Unit 1 Bible Verse: Who is Worthy to Receive Glory? (2-3min)**
Display the Unit 1 Bible Verse.
Say: Giving someone the 'Glory' means publicly recognising the good things they have done.
Show the PPT slides and after each slide, discuss who deserves glory for each thing.
Say: This verse tells us God deserves glory for the good things he has done, like making the world.
- **Prayer (2-3min)**
See Explorers Lesson 2. Use ideas from the 3-2-1 Activity above.
- **Navigators Magazines (5-7min)**
Complete the activities while listening to a song from the Unit 1 list such as *My Best Friend*.

Finish Off

Say: People were made to be like God and God gave them the role of taking care of his world.

Question

○ Pets and Plants (4-6min)

Use this activity to get to know your students better.

Remind students of your name and say that you have (pet or pot plant). Bring a picture if appropriate.

Invite volunteers to stand in a line and say: My name is (name) and I have / would like to have a pet or plant (type of pet or plant).

○ Symbols (3-4min)

See Navigators Lesson 2.

○ Best Job in the World (2-3min)

See Adventurers Lesson 2.

○ Sounds of Creation (3-4min)

See Multi-Age lesson.

Explore

○ Digging into the Bible (5-7min)

See *Caring for God's World Bible Passages* on the PDF. This activity could be done with one printed sheet between 2-3 students.

Note: The text is divided into three coloured sections. Read one section at a time then discuss.

Ask for two volunteers to read the first section. One to read the black text, one to read the direct speech in the coloured text.

Ask: What do we learn about God from this section? What does God do? (*Helpful Hint: Tell the students that in this passage, the verbs/doing words that tell us what God does come straight after the word 'God'. Find 'God' in the text and describe the next words.*) What does God say about people? (*They are like him.*) What does God tell people to do? (*Rule his world.*) What do you think a good ruler would do to look after God's world? Do you notice anything else? (*Students may notice hints of the Trinity in the word 'us' or have questions about the vegetarian diet in verse 30.*)

Select a volunteer to read the second section.

Ask: What does God do here? What do people do here?

Select one volunteer to read the last section.

Say: This is from a song that a King called David wrote a long time later.

Ask: What does it say about God? What does it say about people? A lot had happened in the time in between the first two sections and David. Did God still want people to care for his world?

Say: There are about 4000 years between David and us.

Ask: Do you think God still wants people to care for his world? Why or why not?

○ Caring for God's World (5-7min)

See Navigators Lesson 2.

Discover

○ What About Me? (2-3min)

Show icons from the *Symbols* activity above.

Say: It is God's desire that reading the Bible is designed to help people, even today. Is there something that you can start doing to better care for part of God's creation?

Encourage students to write down their thoughts about applying these passages on a small reminder card or in their Voyagers Magazine.

○ Unit 1 Bible Verse: Who is Worthy to Receive Glory? (2-3min)

See Navigators Lesson 2.

○ Prayer (2-3min)

Ask students to use their ideas in the *What About Me* activity above to pray about or reflect on ways to care for God's world.

Finish Off

Say: People are the most special part of God's creation. God has given people the privilege - and responsibility - to care for his world.

Learning Outcome

Voyagers will reflect on the privilege and responsibility of caring for God's creation.

Resources List

- Picture of your pet or plant (Question)
- Unit1_Lesson2.ppt (Question, Explore and Discover)
- Unit1_Lesson2.pdf (Question, Explore and Discover)
- Pen and paper (Question)
- Small reminder cards or bookmarks (Discover)



Unit 1 Lesson 2 Caring for God's World

Question

- **Opening Prayer (1-2min)**
Welcome the students and pray for the group's time together.
- **Get to Know You (5-6min)**
See Explorers Lesson 1.
- **Song: Jesus is the One Who Made the Universe (2-3min)** 
Sing *Jesus is the One Who Made the Universe* by Quiz Worx together.
Ask: What does the song say about people?
Link: Stay tuned to find out more about God's world and people today.
- **Sounds of Creation (3-4min)** 
Say: Listen to each sound and tell the person next to you what you think you hear.
Play 5-10sec of each sound byte from the PPT. Students discuss answers with the person next to them. After each discussion, reveal the answer from Unit1_Lesson2.ppt or from the PDF.
Link: See if you can work out what these sounds have to do with today's lesson.



Explore

- **Caring for God's World (5-7min)**  
Display the PPT or print from the PDF.
Say: In the beginning, God made everything. He made everything from nothing. God made stars, planets, earth, moon, land, sea, sky, birds, sea creatures and animals. God looked at everything he made and declared, 'It is good.' On the sixth day, God made people. He announced, 'It is very good.' People were the most special part of God's creation. People are different from everything else God made because God made people to be like him.
The first people God made were Adam and Eve. God gave them a responsibility; they were to care for his world. God provided everything Adam and Eve, the plants and animals needed. Everything was good. There was no sickness, sadness or death.
Ask: How is this the same as our world? (*Beautiful scenery, amazing animals, everything people need.*) How is it different? (*There is pollution, diseases, selfishness and greed.*)
Continue: Adam and Eve did care for God's world. They cared for the animals, the plants and the land by looking after them. God was in charge and Adam and Eve were his helpers. Adam and Eve loved living in the beautiful garden God had given them. They had everything they needed. They loved and cared for each other and for God. They enjoyed walking and talking with God and being his friend. Everything was good and right.
Sadly, things aren't completely right or good anymore. But one day God will restore it to the way it was meant to be. In the meantime, God still wants people to care for others and for his world.

- **People in God's World (4-6min)**
See Adventurers Lesson 2.
- **Caring for the World Figure Story (3-5min)**
See Explorers Lesson 2.

Discover

- **Think it Through (2-3min)**
See Adventurers Lesson 2.
- **Prayer: Caring for God's Creation (5-6min)**
Ask: What are some of the ways the song says you can care for God's creation?
Invite students to pray, asking God to help them care for others, or his world in a specific way.
- **Unit 1 Bible Verse (2-3min)**
Encourage students to say the verse.
Say: Giving someone 'glory' means showing that you know they have done something great.
Ask: What are the great things that God has done?

Finish Off

Say: People are the most special part of God's creation. God has given people the privilege - and responsibility - to care for his world.

Learning Outcome

Students will answer 'Who is God?' based on the creation account in Genesis 1.

Resources List

- Song: *Jesus is the One Who Made the Universe* (Question)
- Unit1_Lesson2.ppt (Question and Explore)
- Unit1_Lesson1.pdf (Question and Explore)
- Props: See Adventurers (Explore)
- Blue fabric, green fabric, a male and a female figurine (duplo or similar) leaf cuttings from a plant, pictures of fish, birds and animals (Explore)