

God Created The World

Objective: The students able to state that God made the world, and they will identify one way to care for God's creation.

For the Catechist

The lesson's first point, that the world was created by God, has a twofold purpose: 1) to present God as all-powerful and 2) to present the world as belonging to God. The latter opens the way for the lesson's second point: we are to respect the world—care for it and not abuse it—as it does not belong to us.

God is the Creator of all. The students may have difficulty with the idea of “all.” When asked to name something God created, they may, for example, name a toy. One way to help them is to rephrase the question by saying, “A toymaker made the toy, but *Who made the toymaker?*” What is important is that the children realize there is someone responsible for creation—God—and that He values His wonderful creation. “All that exists has its ultimate origin in God, and comes forth from His creative power as truly good. ... Only one God exists and He has no equal” (LLI 21).

God wants us to respect creation. For a child, the comparison of respecting a belonging is a good analogy. Children want others to respect their toys. Creation belongs to God; we respect creation. Later years will build on this point with the phrase “stewards” of creation.

Young children already have the capacity to harm and destroy—stepping on a cat’s tail, pulling wings off moths. These are seemingly minor acts of disrespect but if unchecked can be the seeds of an attitude of disrespect that is sinful. Address these, but focus on how good it is to care for God's world, to work with God, to engender life and beauty

Lesson Plan Overview

Opening: Trisagion (“Holy God”) and Doxology (“Glory be...”)

Introduction: Using some things you have made, discuss how what we have made belongs to us **Need:** Items you have made

Read Text Aloud: Ask questions noted on following pages as text is being read

Activity Tracks:

Choose a basic, group, or craft activity to reinforce the lesson (detailed on the pages that follow).

- *Basic 1:* God Created the World
- *Basic 2:* God’s Wonderful Creation
- *Group:* “God’s Creation” Patchwork Mural and Guessing Game
- *Craft:* “God’s Creation” Panorama

Closing: Trisagion and Doxology

Come Bless the Lord Icon:

Packet I:
Packet II:

Teaching Pics

Background Reading

(Direct quotations from the sources noted.)

Creation Stories

"The well-known creation stories (Gn 1:1-3:24) engage our imagination and raise fundamental human questions. This popularity has stimulated many additional stories, plays and commentaries, which sometimes even replace the Scriptural elements in popular imagination and art. The most obvious example is the forbidden fruit, usually depicted as an apple, although Genesis 2:17 calls it simply the fruit of the tree of the knowledge of good and evil" (*LLI 20*).

Genesis

"In Genesis, creation is divided into six days. Current science asserts that the age of the universe is many *billions* of years, leading some people to dismiss the Genesis account as childish and inaccurate or to dismiss the whole Bible. Even today many controversies rage about the 'truth' of Genesis— some dismissing it as myth and others defending an exaggeratedly literal interpretation. Unfortunately, both positions miss the real meaning of the Genesis creation as revealed by the Holy Spirit through the Fathers and councils of the Church.

"A careful reading of the creation account reveals two separate stories. Chapters 1:1 to 2:4 describe the creation of the universe in six days with God resting on the seventh, the Sabbath. In this account, humanity is the last element of creation brought into being. The second version begins with the creation of humankind, represented by Adam and Eve, and their fall into sin (2:5 to 3:24). Scripture scholars today attribute these two stories to different Hebrew cultural traditions. The first is the 'priestly' tradition, the second is the 'Yahwist' tradition, so named because references to God use the name 'YHWH' ('He-who-is') revealed to Moses" (*LLI 20*).

"Neither of these authors intended to write a history or science textbook in the modern sense, but rather to impart deeper religious truths about the origin of humanity and the world. The writing of a history would imply the presence of a human witness when God alone existed. The Hebrew authors were fully aware of the immensity of the chasm separating God and man and would not want to attempt definitive explanations of particular mechanisms God might choose" (*LLII 20-21*).

The Lesson Plan

Opening

Let's come to the icon corner and get ready to pray. [You may need to remind children to quietly stand before the icon with palms together and facing upwards. Go to the icon corner and have children follow your lead.] Our opening prayers are the Trisagion and the Doxology. Who remembers the words to each? Remember, when we pray the Trisagion we make the sign of the cross and we bow each time we say "Holy God." Let's be still first, put our hands in prayer position, and then we'll pray.

Introduction

We've begun to learn about our wonderful God. Who can tell me something we've learned already? (God is holy; God is Trinity)

Our lesson today is called "God's World." I brought something else today to help me teach this lesson. What is special about this (item). I made it. It belongs to me. It is (your name)'s (item.) It belongs to me. [Repeat with other items].

The world belongs to God. Can you guess why? God created the world and everything in it. Let's name some things from nature.

God has given us a wonderful world to live in. God has created us, and we are wonderful! What does God want in return? He wants us to respect His creation. How do you think I would feel if one of you took my (item you made) and threw it onto the ground? [Allow responses.] That would be disrespectful. How would you treat this (item) respectfully? (gently) God wants us to treat what is His with respect. What is His? All of creation. You and I and the trees and the animals and the birds. Can you think of ways that you treat God's creation with respect? Let's start with how we treat one another with respect. [Allow responses.] Now, let's think about nature. How can we care for nature and treat nature with respect? [Allow responses.]

4 God Created the World

God created us.

God created us to live with Him now and forever.



God created the sun, the moon, and the stars.

God created the clouds and wind.



Reading of Text

As the children read aloud, help them interact with the text using the comments or questions below which are keyed to the text phrases (in bold type). See "Reading of Text" in Lesson 1 for use of the Vocabulary Visual Aid.

God the Father, Son, and Holy Spirit love each other. We learned this in our last lesson. What name do we have for the Father, Son, and Holy Spirit when we speak of them all together? (God or Trinity)

God created the sun, the moon, and the stars. God created the clouds and wind.

[Allow responses to the following, and emphasize the wonder of creation.] *Aren't the stars wonderful? I love when the sky is filled with stars. Do you like the night? Have you ever seen the moon during the day? Let's talk about clouds. Have you ever seen shapes in clouds? Do you like windy days?*

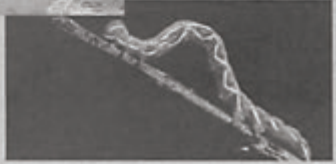


God created the world and everything in it.

Can you tell something about one of God's creations?



What a wonderful world God created! God was pleased with all He created.



Can you tell something about one of God's creations?

[Allow time for responses. If a response is wrong, correct gently only if really necessary; emphasize the wonder of God's creation.]

The world belongs to God

What does belong mean when I say, "These clothes belong to me?" How would I feel if you took a marker and drew all over my clothes when I wasn't looking? You would not be respecting what belongs to me. [Ask a few students the following:] What is something that belongs to you? How would you feel if someone threw it in the garbage? We must respect what belongs to others. The world belongs to God, and we must respect what is God's.

How can we show respect and care for God's world?

What does it mean to respect? Can anyone give me an example of not respecting an animal? How can we care for God's world?

Let's review: Who created the world? (God) Was God pleased with what He created? (Yes) To whom does the world belong? (God) What does God want us to do with His creation? (Care for it and respect it)

Activity Tracks

Basic 1: "God Created the World"
[This worksheet is in the student text.]

Our worksheet asks us to fill in some letters missing. Can someone read the first sentence and skip over the word with the missing letter? What word do you think that is? What letter do we need? [Repeat with the other two sentences. Students may look back into the text for help.]

What were some of the ways we said we could respect and care for God's creation? [Allow responses.] To help you remember this lesson, draw and color yourself caring for or respecting God's creation.



The world belongs to God. He created it.

God wants us to respect His creation. God wants us to care for His creation.



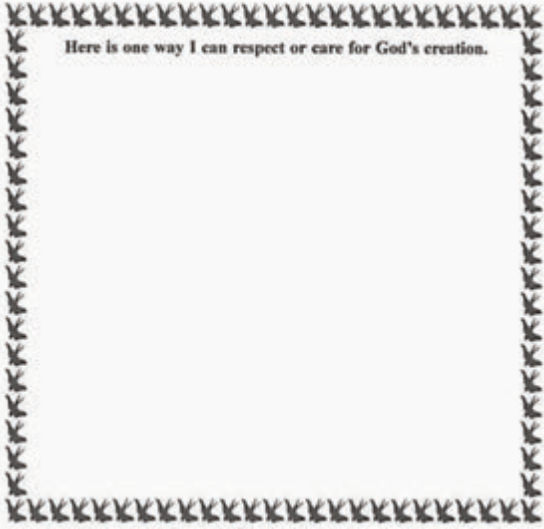
How can we show respect and care for God's world?

God Created the World

▲ Fill in the missing letters.

1. God was please d with all He created.
2. The world h belongs to God.
3. God wants us to c are for His creation.

Here is one way I can respect or care for God's creation.



Basic 2: God's Wonderful Creation

Materials: "God's Wonderful Creation" worksheet

God made a wonderful world. Here is a fun worksheet with riddles about God's creation. Let's read the directions and the words at the side; then you can work on figuring out the riddles. [You may want to do the first one together.]

Group: "God's Creation" Patchwork Mural and Guessing Game

Materials: White paper, markers, construction paper

Today we are going to work together on a project for our classroom. I want you all to think of something God created that you would like to draw. [Allow a minute for thinking.] How many of you have something in mind—don't say it aloud. I'm going to pass out a sheet of paper, and I want you to make what you are thinking of as big as this paper. [Hold up example.] Keep your eyes on your own papers! Turn your paper over when you are finished and put your head on your desk. [Allow time to work, and go to each student to make sure he or she is drawing something from the natural world.] Now, let's see if we can guess what each of you has chosen. We will try to guess by asking you three questions. One question could be "Does it have legs?" After three questions you can tell us and show your picture. Then we're going to glue our pictures onto construction paper and tape all the construct.

Craft: "God's Creation" Card

Materials: "Creation" worksheets, glue, scissors, magazines with animal pictures OR animal stickers, markers

[Ahead of time cut and crease the card so it is ready for the children. The worksheet offers the directions.] Today we learned that the world belongs to God. It is a wonderful world, and a gift from God. We'll make a card to show our favorite part of creation. [Hold up example.] My card is filled with God's wonderful creations: the sun and moon, the creatures that live in the sea, birds, plants and animals. I've colored some, others are stickers, and

God's Wonderful Creation

A. Read the riddles below and fill in the answers. Use the words on the side of the page.

They give fruit and nuts to me.
They offer shade and beauty to see.
When we play the game "What am I?"
A great tall tree I want to be.



On me you can walk for many a day.
Tall and wonderful I reach for the sky.
Snow falls on me.
A mountain am I.



I make a noise when I fly.
You run when you see me.
A bee am I.



When the dark night is here,
What brings light for you and me?
God's beautiful moon and stars!
Look up and see!



I love to play, and I really do try
To be your best friend.
A dog am I.



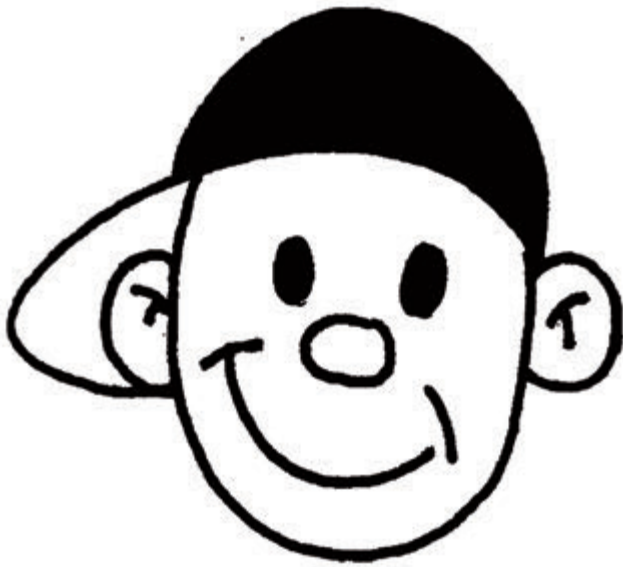
favorite
item goes
here

some I've cut out of magazines. Can you read the title? God Made a Wonderful World! I have prepared the card for you. Now you can color the background and then choose a favorite animal to place on the part that sticks out of the inside.

Closing

[You may wish to tell children to bring in something they have made for the next lesson. See Lesson 5, "Introduction."] Let's come to the icon corner for our closing prayer time. We'll pray the Trisagion and Doxology. You are doing very well with these prayers—I think you know them by heart now! First, let's get ready to pray by being still. As we stand quietly, look at the icon and think about why God made you—to live forever with Him.

[Place hands in prayer position, and stand quietly for 15-20 seconds.] Let us pray now.



pleased



respect

God's Wonderful Creation

A. Read the riddles below and fill in the answers. Use the words on the side of the page.

They give fruit and nuts to me.
They offer shade and beauty to see.
When we play the game "What am I?"
A great tall _____ I want to be.

On me you can walk for many a day.
Tall and wonderful I reach for the sky.
Snow falls on me.

A _____ am I.

I make a noise when I fly.
You run when you see me.

A _____ am I.

When the dark night is here,
What brings light for you and me?
God's beautiful _____ and _____!
Look up and see!

I love to play, and I really do try
To be your best friend.

A _____ am I.



dog



**moon
stars**



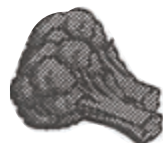
tree



crab



mountain

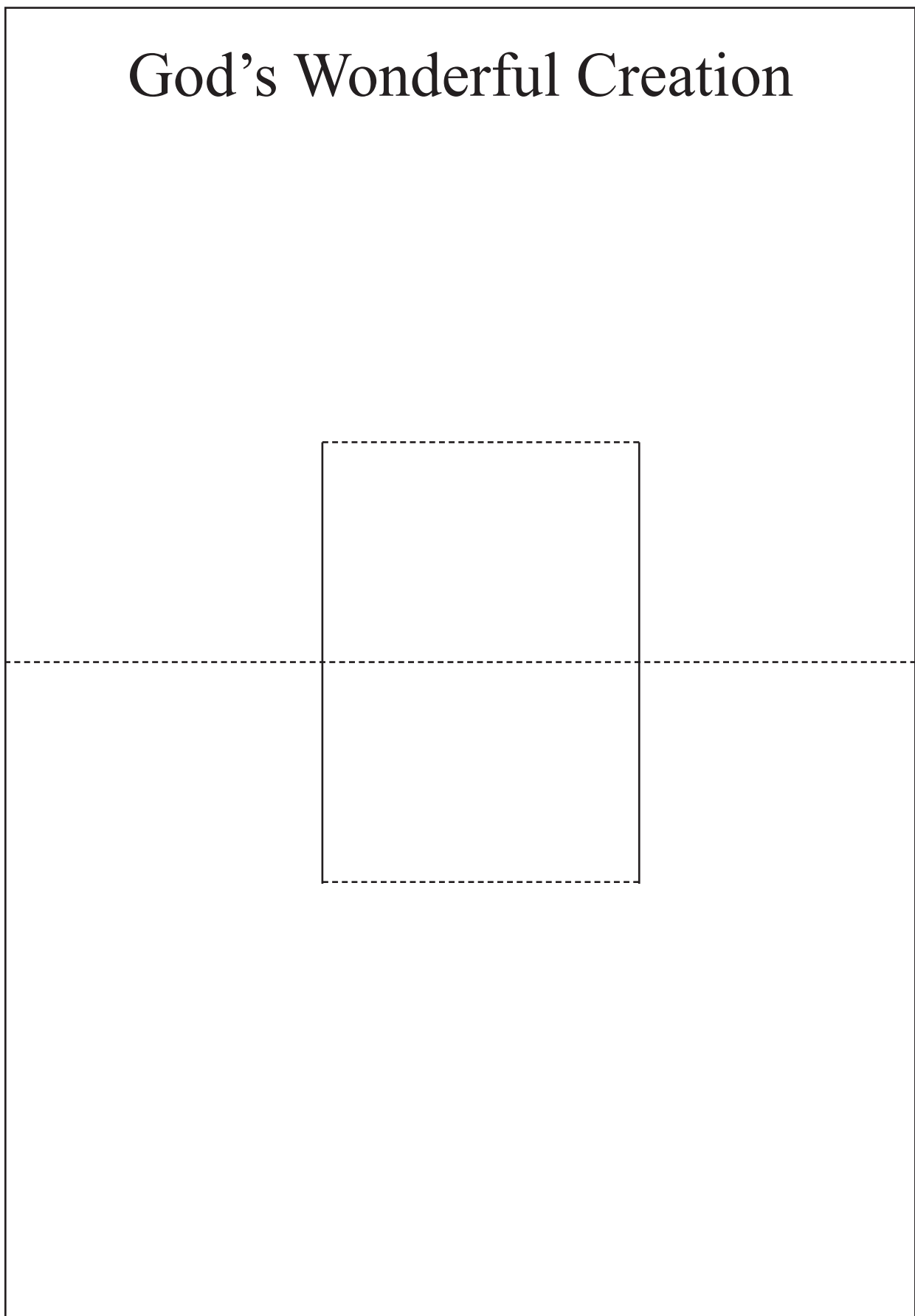


broccoli



bee

God's Wonderful Creation



Cut out card along outside edges.

Cut along the small parallel lines inside the card.

With a pointed tool, score (crease) dotted lines.

Close and open the card, making the center strip fold inward.

Paste the picture of a favorite part of creation to the lower half of the center strip