

# Unit 1 "God and Me" Lesson 5

## God Gave Me My World

**Objective:** The students will be able to state that God created the world.

### **For the Catechist**

The aim of the lesson is to have the children realize that God created a wonderful world and to appreciate it as a gift from God.

**God is the Creator:** While we tend to think of creation as an activity of God the Father, it is important to keep in mind that it is an act of the Trinity: God the Father created through His Word, the Son, and through the action of the Holy Spirit. As the Gospel of John teaches: "In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God. All things came to be through Him" (Jn 1:1-3). Of the action of the Spirit, we read in the Book of Genesis, "darkness covered the abyss, while a mighty wind [literally: the spirit of God] swept over the waters" (Gn 1:2).

**God, 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: "Name something living outside, from nature, that God created," OR, trace the creative activity back to the Creator: "A toymaker made the toy. 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. Young children need to learn to value creation. At a young age they 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. Promote how good it is to care for God's world and to work with God to engender life and beauty.

### **Background Reading**

*(Direct quotations from the sources noted)*

### **Two Creation Narratives**

"A careful reading of the creation account reveals two

### **Lesson Plan Overview**

**Opening:** The Sign of the Cross

**Introduction:** Discussion of creation

**Need:** Box with ribbon on top and articles from nature inside

**Read Text Aloud:** Hold text up for students to see as you read each page aloud. After each page, use the questions in the shaded box at the bottom of that page to discuss the lesson with the students.

### **Activity Tracks:**

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

- **Basic:** "God's Creation"
- **Group:** Creation Interactive Story
- **Craft:** "Birds and Flowers"

**Closing:** "Thank You . . . Amen."

### **Come Bless the Lord Icon:**

Packet I:

Packet II:

separate stories. [Genesis] 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).

### **What do the Creation Stories Teach?**

“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” (LLI 20).

### **Religious Truth**

“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 first narrative resembles, but corrects, other creation myths current in various world cultures in the centuries before Christ’s birth. Many of these pagan sagas described creation as a struggle between the principle of goodness and light and the principle of darkness and chaos. When order and goodness triumphed, the beautiful world in which we live was organized. Such tales may have some kind of intermediary being as the one who brings forth order from a pre-existent chaos. Genesis, however, differs from the creation myths of the time in several key ways. Principally, God does not struggle as an equal with an evil and dark power. Rather, He creates by His word alone, and all that He made was good. This refrain is repeated after each phase until He creates man and woman and finds them very good” (LLI 20-21).

### **God Made All**

“Each item identified in the Genesis account was worshipped by some of the surrounding peoples—the sun, the moon, certain animals. The Scripture is saying that God made all these things and they are not gods. It is also saying that having false gods means that man ends up being like them and falling short of the true good that he could attain to. A basic and profound truth is taught here. All that exists has its ultimate origin in God, and comes forth from His creative power as truly good. Even so, its created splendor is but a pale reflection of the ineffable beauty of The One Who Is, the source of all that is. Only one God exists and He has no equal” (LLI 21).

### **Adam and Eve**

“The second creation story presents the truth of how humanity lost its friendship with God. Adam and Eve become the prototypes of the whole human race. God’s creative intention for the human race was for people to be on intimate terms of friendship with Him and each other. ‘It is not good for the man to be alone’ (2:18 NAB). The account depicts the created state as a life of perfection with neither guilt nor death. Yet, humanity did not

remain faithful to God's plan. They ate of the forbidden tree of the knowledge of good and evil and lost innocence and incorruptibility. God then banished them from the tree of life and from the garden. . . . This latter creation story forms the foundation for understanding God's salvation through Jesus Christ in the New Testament. In Rom 5:12-21, Jesus is called the new Adam who has replaced the old Adam's pattern of disobedience by faithfulness to the Father" (LLI 21-22).

# The Lesson Plan

## Opening

*The first thing we do when we pray is stand quietly. Let's stand quietly before the icon. [Gather children before the icon.] Now let us get our right hand ready to make the sign of the cross. Let's make the sign of the cross as we look at the icon, bow, and say, "In the name of the Father and of the Son and of the Holy Spirit."*

## Introduction

*Today we will learn a little more about our wonderful God. We are learning about the gifts God has given us. Do you remember the gift we learned about last week? (Our families) What do you think is in the gift box today? [Allow responses.]*

*There are many things in the box today. These are parts of this huge gift God has given us. In this box I have a . . . [Take out and show one item at a time. At some point allow them to guess again what the gift is.] God made all these things. They are all part of our huge and wonderful world. God gave us a wonderful world to live in. God created the world and everything in it. Let me say that again. God created the world. Who created the world? (God) It is a wonderful gift to us.*

## Reading of Text

Hold text so that children can see the page as you read it to them. Read slowly and draw their attention to the illustrations. After reading each page, use the questions below (given also on the bottom of the student text) to review what you have read.

### Page 1

- *God gave us a wonderful world. He created everything in the world. What is your favorite place to be—the seashore, the mountains, your backyard, a park? [Allow responses.]*
- *Which of God's animals do you think is especially wonderful? [Allow responses.]*

### Page 2

- *What did God give us? (Everything good)*
- *What does he want us to do? (Share with others)*

### Page 3

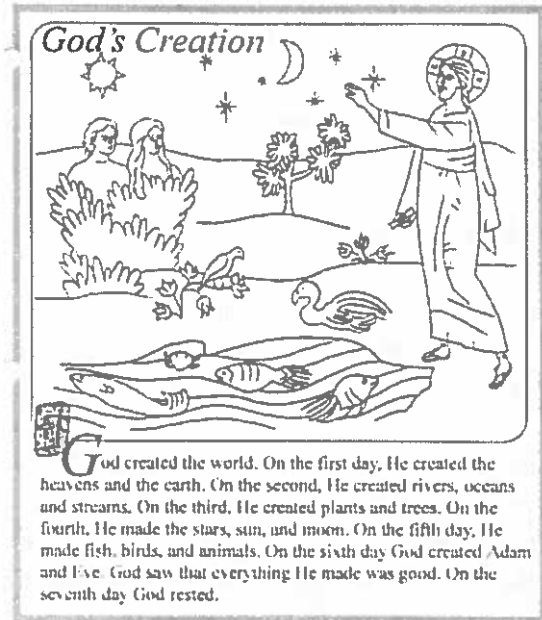
- *God wants us to share with others. What else does He want us to do? (Say "thank you")*
- *When do we thank God for our food? (Before and after eating)*

## Activity Tracks

### Basic: God's Creation

The basic activity is the fourth page of each student text. It is a paraphrase of the Bible story that tells about the creation in seven days. Read the title and the story to the children. They may finish the dot-to-dot areas and color the illustration. Questions to reinforce the reading are as follows:

- *What did God make on the first day of creation? (The heavens and the earth)*
- *On which day did God rest? (The last day, or seventh day.) We rest from work one day a week also. Do you know which day that is? It is Sunday, the day we come to worship God.*



**G**od created the world. On the first day, He created the heavens and the earth. On the second, He created rivers, oceans and streams. On the third, He created plants and trees. On the fourth, He made the stars, sun, and moon. On the fifth day, He made fish, birds, and animals. On the sixth day God created Adam and Eve. God saw that everything He made was good. On the seventh day God rested.

### Group: Creation Interactive Story

*Today we learned that God made the world and everything in it. One of the stories in the Bible tells us about the creation. I will tell you the story, and you can help. Six times during the story I am going to say the phrase, "And . . . God saw that it was good." When I say "And . . ." that is your cue to come in. You say, "God saw that it was good." Let's try that together . . . Now when you say it, you use your hands also. You place your hand above your eyes as you do when the sun is in your eyes [Demonstrate] when you say "God saw that it was. . . ." When you finish the sentence with "good," you place your hand in the sign for "A-ok," your thumb and index finger making a circle. Let's try the phrase with the hand motions. Okay, now we're ready for the story. [You may wish to use hand motions as you describe the creation—for example, pointing up for heavens, down for earth, wavy hands for rivers, etc.]*

*Here is the story of how God created the world and everything in it. On the first day, He created the heavens and the earth. "And . . . God saw that it was . . . good." On the second, He created rivers, oceans and streams. "And . . . God saw that it was . . . good." On the third, He created plants and trees. "And . . . God saw that it was . . . good." On the fourth, He made the stars, sun, and moon. "And . . . God saw that it was . . . good." On the fifth day, He made fish, birds, and*

animals. "And . . . God saw that it was . . . good." On the sixth day God created Adam and Eve. "And . . . God saw that it was . . . good." God saw that everything He made was good. On the seventh day God rested.

### **Craft: Birds and Flowers**

**Materials:** Cupcake paper holders (4 for each child), glue, construction paper, "Bird" worksheet, "Wonderful World" worksheet, markers, parent to help

[Ahead of time, have construction paper labeled and flower centers cut from construction paper.] *Today we learned that God made a wonderful world. It is a gift to us. One of the most wonderful creatures God made is the bird because it can fly. Have you ever wanted to fly?* [Allow responses.] *One of the most beautiful things God made was flowers. Here is a project about God's wonderful world. [Show sample.] Here is a bird, and here is a flower. It reads: "God Made a Wonderful World." Can you tell what the bird's wings are made from? (Cupcake papers) Each of you will receive construction paper with a label. We'll begin by working with the cupcake papers. We'll fold three of them in half and flatten them. Then we'll fold one of them once again; that will be the tail. Next, we'll glue on the body of the bird and its wings and tail. Finally, I'll help you glue down your flower and its center. [Flower cupcake papers can be glued onto the paper standing as they come, or flattened. Centers can be cut from construction paper.] You can use markers or crayons to make a stem. You can color the flower and the bird. [As you work with the children, ask them about their favorite aspect of creation.]*



### **Closing**

*Let's gather around the icon. We know that God is wonderful because of all God has done for us. When we want to say "thank you" to God, we can say "Amen." Also, "Amen" is a way to say "Yes" to God. Let's put our hands in our prayer position and say "Amen" to God for all He has given us. [Have the children say "Amen" at the end of each thank you.]*

*Thank You, God, for the world and everything in it—Amen.*

*Thank You, God, for the heavens and the earth—Amen.*

*Thank You, God, for the rivers, oceans, and streams—Amen.*

*Thank You, God, for the plants and trees—Amen.*

*Thank You, God, for the stars, sun, and moon—Amen.*

*Thank You, God, for fish, birds, and animals—Amen.*

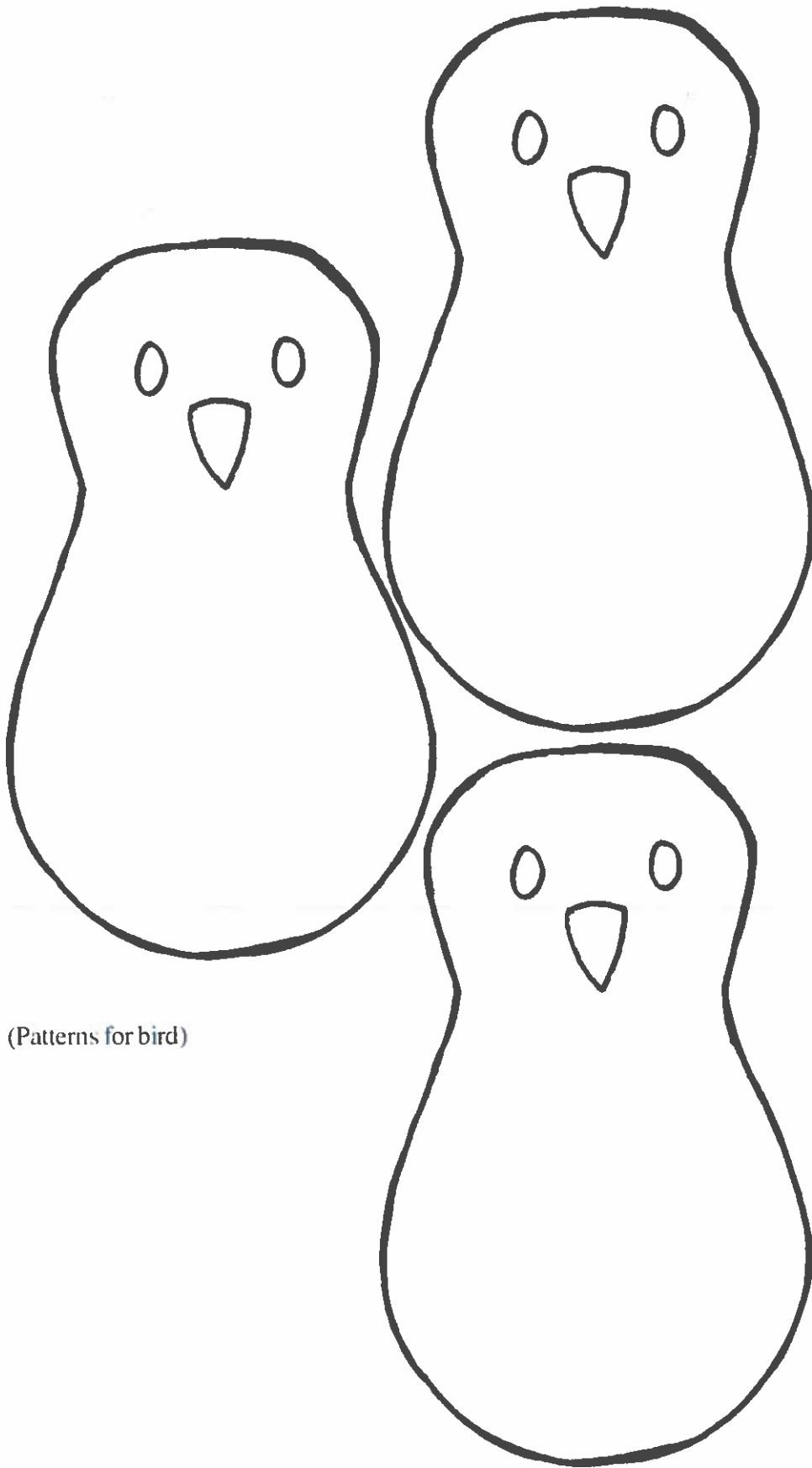
God Made a Wonderful World

God Made a Wonderful World

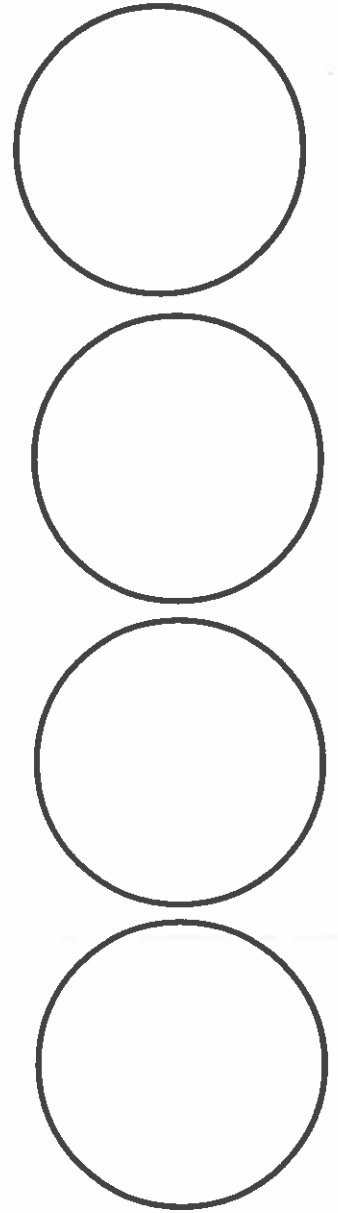
God Made a Wonderful World

God Made a Wonderful World

God Made a Wonderful World



(Patterns for bird)



(Patterns for inside  
of flowers)