

Year 4 Unit 4A: CREATION STORIES Week 1
Title: How did the natural world come into being?

Learning Intentions:

AT1: To explore answers to some of the 'big questions' in life.

AT2: To explore thoughts and feelings about some of the 'big questions'.

Assessment:

AT1 L3: I can describe some key features of religions.

AT2 L3: I can ask important questions about religion and beliefs and discuss my own responses to these.

Key Words:

Creation
world
natural
awe
wonder
reflection

Resources:

Pebbles or shells
Images of the natural world in a variety of media

Activities:

- Ask pupils to spend some time reflecting on the wonders of nature using their imaginations. Encourage them to sit quietly and think about some of the most amazing things they have ever seen which are parts of the world of nature - a river or at the seaside, or in fields or mountains. It could be somewhere seen in a film. Ask them to imagine the colours they saw and the sounds they heard. You might want to follow up with some images on the IWB which encourage awe and wonder about the natural world, or a DVD clip of some amazing natural sights and sounds.
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- Explain that, during the course of the day, the class is going to collect a hundred blessings (this is a Jewish idea). Place a bowl with 100 pebbles/shells in it on one side of a table – with an arrow pointing to another bowl that is empty. During the day, as pupils think of something in nature that they feel thankful for, they should remove a pebble/shell from the first bowl to the other. At the end of the day, recall together some of the things you have felt thankful for, or cut out paper pebbles, and ask pupils to write their thoughts on the pebbles as they transfer them.
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- Ask pupils to bring in images to make a large wall display of the wonderful things in nature or ask pupils to prepare PP presentations to share with each other (AT2)

- Have a class discussion about how the world began. Ask pupils what they have heard or read about the beginning of the world. Write up their ideas on a poster for display. What questions occur to them about these ideas? What do they think happened?
- Explain that there are modern scientific theories about how the planets were formed and how life began, and that science is discovering new things about the universe all the time. There are a number of theories about the beginning of the world including religious ideas which you will consider in the next lesson. (ATI)

INFORMATION – ‘In the beginning ...’

The Creation Stories in Genesis Chapters 1 and 2

The first book of the Bible is called Genesis, which means ‘origins’. The opening words are ‘In the beginning ...’

Genesis 1 – 2:4a

The creation story in Genesis chapter 1 probably dates from about 500 BC. It is set out in seven neat sections, each with a refrain, and was probably written by priests as a religious hymn or poem to be recited in worship.

It begins with the appearance of light on the first day; then the sky; then dry land out of the water that covered the earth; then the sun, moon and stars; then the sea creatures and birds; then land animals, finishing with the arrival of men and women on the sixth. (It is interesting that this is closely related to the scientific order of the development of life on this planet.) On the seventh day, we are told, God rested – which is why Jews keep the seventh day of the week as a Sabbath Day, a holy day of rest.

Adam and Eve – Genesis 2:4b-24

The Book of Genesis continues with another creation story, the story of Adam and Eve. It is written in a very different style and dates from a much earlier period, probably about 850 BC. It starts with the earth as a wasteland, instead of the waters of the first version. There is no reference to the time it took to create things, and this is its order of creation: man (2:7); the garden of Eden (v.8); trees of every kind (v.9); animals and birds (v.19); woman (v.21-22).

Despite the differences of detail between the two stories, both teach the same basic beliefs that God is behind everything that exists, that he created an orderly world, and that he intended it to be a good place in which to live.

The Fall of Man – Genesis 3

This story is a tragedy: it begins in hope and ends in disaster. Man and woman are given the opportunity of living a heavenly existence in a wonderful garden where all their needs are provided for. But they are not satisfied. They want the one thing in the garden that is forbidden to them. The woman is tempted by the serpent, and once she has fallen to temptation, she wants to implicate Adam as well. They know they have sinned and are ashamed of themselves. (The need to cover their

nakedness represents their loss of childlike innocence.) When the man is called to account for what he has done, he tries to excuse himself by blaming the woman, and she in turn blames the snake. They are driven from the garden as punishment, and from now on their lives must be a hard struggle.

The main message of this story is that people have spoilt the world that God intended to be so good. They have spoilt it through their own selfish greed. This selfish greed has been called by Christianity 'original sin' because it seems to be in all of us and continues to be our downfall.

Year 4 Unit 4A: CREATION STORIES Week 2
Title: What does the Judaeo-Christian account of Creation say about God, the natural world and people?

Learning Intentions:

AT1: To know the Genesis 1 account of Creation and the beliefs which are reflected there.

AT2: To respond to the ideas in the Biblical account of Creation.

Assessment:

AT1 L3: I can make links between the account in Genesis 1 and religious beliefs about Creation.

AT2 L3: I can ask important questions about religion and beliefs and discuss my own responses to these.

Key Words:

Creation
Genesis

Resources:

A children's version of Genesis 1:1 – 2:4a, which keeps the structure of the original poem.

Bibles – Good News or Children's NIV – for the Biblical text of Genesis 1

'In the beginning', a poem by Steve Turner (from 'The day I fell down the toilet' ISBN 0-7459-3640-7)

<http://www.biblegateway.com/>

Internet Bible (suitable for whiteboard)

BBC KS2 dvd *Pathways of Belief: Christianity*.

Programme 1 on Creation (based around Genesis 1 and Rogation Sunday when Christians bless different aspects of nature)

Activities:

- Explain that you are going to explore two different creation stories – one from the first chapter of Genesis, and the other, the story of Adam and Eve which was written much earlier and recorded in the second chapter of Genesis. There are differences in the details eg. in the first story men and women were created at the same time, but in the second story Adam (Man) was created first, then all the rest of creation, and lastly Eve (Woman) was

created. The writers of the Book of Genesis were obviously not worried about these differences, because both stories taught the same religious beliefs: that God created everything and he intended the Earth to be a good place for everyone to live on.

- Using a simplified version of Genesis 1:1 – 2:4a: Read this story out loud in class with seven pairs of readers for each of the seven sections and the whole class joining in the refrain (And God saw.....). Also the poem by Steve Turner would be a slightly different way of looking at the account.
- Explain that the writers may have used 'day' to simply mean a period of time. Draw pupils' attention to the fact that the days start in the evening (not at midnight), and explain that Jews still start their days in this way – so the last day of the week, their Sabbath Day, starts on Friday evening at sunset and goes through to Saturday night. (AT1)
- Discuss the refrain 'and God saw that it was good.' Do pupils think that the Earth is a good place to live? Why? Allow them to express alternative views because of the suffering in the world, especially when caused by natural disasters. Explain that all religions have tried to answer the problem of suffering and that we shall be looking at one answer in the next creation story. (AT2)
- Record what the account in Genesis is trying to say about God, the world and people. (AT1)

Year 4 Unit 4A: CREATION STORIES Week 3
Title: What does the Genesis account tell us about human nature?

Learning Intentions:

AT1: To know that the account in Genesis 2 explores ideas of temptation, sin and suffering.

AT2: To be able to ask questions and suggest answers to questions of meaning and purpose.

Assessment:

AT1 L3: I can make links between the account in Genesis 2 and religious beliefs about human nature.

AT2 L3: I can ask important questions about religion and beliefs and discuss my own responses to these.

AT2 L4: I can raise questions and suggest answers to questions about suffering in the world.

Key Words:

Creation
temptation
sin
suffering
Adam
Eve

Resources:

Bibles – Good News or Children’s NIV – for the Biblical text of Genesis 2

<http://www.biblegateway.com/>

Internet Bible (suitable for whiteboard)

Activities:

- In pairs, role-play situations in which one person is tempting the other to do something wrong. They can choose the outcome.
- Discuss the meaning of temptation. Ask pupils to think of a situation when they gave in to temptation, and to try to remember how they felt. Then ask them to think of a situation when they withstood temptation, and again ask them how they felt. Ask them to discuss this latter situation with their neighbour. Ask: Is it wrong to be tempted, or only to give in to temptations? (AT2)
- Tell the story of Adam and Eve’s temptation in the Garden of Eden (Genesis 3), picking up any information necessary from chapter 2. Explain that Adam stands for Everyman and Eve stands for Everywoman (‘Adam’ is Hebrew for

'man', and 'Eve' means 'life'). Ask pupils to role play the sort of conversation that might have gone on. (ATI)

- Ask pupils to consider whether the picture of Man and Woman in this story is true:
 - (i) They are never satisfied with all the good things they have been given. ('The grass is always greener ...')
 - (ii) They want the one thing they have been told they can't have!
 - (iii) They give in to temptation.
 - (iv) When they do wrong, they like to implicate others. ('I'll do it if you will.')
 - (v) When they're found out, they blame others. ('It wasn't my fault.')
- The writers of this story explain the suffering in the world as our own fault – because of human selfish greed. Explore and record some situations relevant to your pupils of how their selfishness and greed can cause suffering. (ATI/2)

Year 4 Unit 4A: CREATION STORIES Week 4
Title: What does Hinduism teach about Creation?

Learning Intentions:

AT1: To know that different religions tell different stories about Creation.

AT2: To be able to ask questions and suggest answers to questions of meaning and purpose.

Assessment:

AT1 L3: I can make links between Creation stories and religious beliefs about God and the world.

AT1 L4: I can make links between the Creation accounts of different religions.

AT2 L3: I can ask important questions about religion and beliefs and discuss my own responses to these.

AT2 L4: I can raise questions and suggest different answers to questions about how the world came into being.

Key Words:

Creation
Jewish
Christian
Hindu

Resources:

Books

Worlds of Difference, by Martin Palmer, pub. Blackie 1989 or 'Out of the Ark' by Anita Ganeri

DVD.

Channel 4: *Quest Creation Stories* - multi-faith stories for 7-11 year olds.

Hindu creation story

www.youtube.com/watch?v=Y9yWwFWpbRo

www.reonline.org.uk

Activities:

- Watch, read or tell the Creation story from the Hindu tradition. Look for similarities and differences to the account in Genesis.
- Record the similarities and differences and ask pupils to explain why things may be similar or different. (AT1). Try and focus on the messages about God, the world and people which the stories contain.

- Encourage pupils to spend some time in reflection at the end of this lesson/unit to record what questions have been raised for them and what answers they have found – or what further questions they have discovered.