

# God is Provider Teacher's Topic Guide Year 8

## Topic: Farming

Duration: 5 weeks

### Spiritual Awareness: God cares for the creation

- God has provided animals for our use. He has given us authority over the animal kingdom, and with this authority comes responsibility. Christians need to form a viewpoint on the treatment of animals in some modern agricultural practices.
- The care and protection of the shepherd in Biblical times is an illustration of the love, care and protection that Jesus has for us.

### Values; Our response to 'God is Provider'

- **Thankfulness** to God for the things He provides
- Thankfulness to parents for the things they provide
- **Generosity**: Sharing with others the things that God has provided.
- **Trust** in God to take care of us.

### Outcomes: Students will

- understand that God has provided animals to meet our needs
- understand that living things have offspring like themselves
- identify foods and useful materials that come from animals
- understand the diversity of farm animals
- appreciate needs of farm animals and understand the importance of caring for animals
- be thankful for God's provision through animal products

### Bible stories and passages

- John 10 The Good Shepherd.
- Psalm 23 The Lord is my shepherd.
- Luke 15 The lost sheep.
- Matthew 6:25-34 God's care for animals and more so for us
- Luke 12:6-7; Matthew 10:29-30 We are of more value than many sparrows.

### Bible verses

- Psalm 50:10 Every beast of the forest is Mine; the cattle on a thousand hills.
- Psalm 104:14 You make grass grow for the cattle and plants for man to use.
- Psalm 147:7-9 Sing praise to our God, who provides rain for the earth, who makes grass grow on the mountains. He gives food to the animals.
- Isaiah 10:11 He will take care of His flock like a shepherd; he will gather the lambs in His arms; He will gently lead their mothers.

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## Key Questions

- How do animals help provide for our needs?
- How do people provide for the needs of animals?
- How does God want us to treat animals?
- What is a shepherd?
- How did the shepherd look after his sheep in Bible times?
- How does Jesus, our shepherd look after us?

## Activities

- Classify animals into categories of wild / domestic; pets / farm animals.
- Classify farm animals into categories of birds and mammals.
- List different types of animal farms. Locate on a map the areas where animal farming is practiced in Fiji.
- Compare the management practices of animals: in the villages and larger-scale farms.
- Invite a community member to speak about their experiences with farm animals.
- Make a list of products from farm animals.
- Describe how certain animals help the farmer e.g. cattle / sheep dogs; horses.
- Investigate how farm animals care for their young.
- Discuss the needs of farm animals and the farmer's role in meeting these needs.
- Discuss the role of a vet.
- Make a yearly calendar showing changes in farm activities from season to season.
- Make a chart showing a day in the life of the farmer.
- Compare tools and machinery used on farms today with tools and machinery used in earlier times. Draw and describe in words
- Compare lifestyle of people groups who hunt for food with farmers who raise animals for meat.
- Compare sheep farming today with Biblical times.
- Research the processes involved in animal products, from farm to consumer e.g. leather, wool, meat.
- Discuss the ethics of animal raising practices such as caged hens and pigs versus free range.
- Write an advertisement for a manager of a farm you know about. List all the skills the person would need to be a realistic appointee.

## Assessment

1. Choose one type of animal farming. Write/draw a description of the jobs that the farmer must do to get the product from the farm to the consumer.
2. What have I learned from the study of animal farming...
  - about God?
  - about doing what God wants me to do?
  - about the Bible?

## Learning connections:

**English:** word banks; listen to a speaker; write a report

**Science:** Compare materials from animals, e.g. fur, wool, feathers, leather. Investigate properties, e.g. floating/sinking, textures, insulating potential

**Health:** Nutritional value of animal foods

**Biography:** George Mueller

**Research cards:** Animal farming: dairy, meat, poultry, wool

# Farming Part B: Soil and crop farming

## God is Provider Year 8

### Spiritual Awareness: God is Provider

God expects mankind to work responsibly with the resources he has been given, using wisely the dominion he has been given. The provision of soil for the growing of crops is an expression of God's love and kindness towards us. Provision is on-going, as God provides rain, sun and seeds, the elements for His provision. He wants His children to trust in Him daily, and thank Him for the food He provides.

### Values: Our response to 'God is Provider'

#### Stewardship; Environmental sustainability

**Responsibility** to use God's resources wisely

### Bible stories and passages

Genesis 1:30; 2:5; 3:23 - Man was instructed by God to cultivate the soil.

Matthew 13:31 - The mustard seed: God provides when we have faith.

Matthew 26 - Do not worry about food and clothes.

Matthew 4:18; Mark 1:14; Luke 5:1; John 1:35 - The calling of the first disciples. They had to trust God to provide.

Exodus 15:22-27; Exodus 17 - God provided water for the Israelites when they trusted Him.

Exodus 23:10-11 – Work your crops for 6 years and in the 7<sup>th</sup> year let the land rest.

### Bible verses

Job 36:28 and 31 – He lets the rain pour from the clouds in showers for all mankind. This is how He feeds the people and provides an abundance of food. (GNB)

Psalms 104:14 - God provides grass for the cattle and vegetables for man.

Psalms 56:3 - I put my trust in you.

Psalms 20:7 - We trust in the power of the Lord our God.

### Outcomes: Students will

- identify different soil types
- understand the difference between topsoil and subsoil
- suggest ways of improving the soil
- understand problems deriving from poor soil management (note Exodus 23: 10-11)
- understand the responsibility mankind faces in soil conservation

### Key Questions

How does God provide my food?

How can I thank God for my food?

What did God mean when He asked man to cultivate the soil?

What must we do if we want seeds to grow into food plants?

What problems can there be in trying to grow good crops?

Where did weeds and pests come from?

Were they in God's original perfect creation?

### a) Soil

#### Activities

- Collect samples of soil from a variety of sources and place in jars. Include sand, clay, loam, broken down compost.
- Study soil samples using sight, smell and touch. Use a magnifying glass.

- Classify / list soil types and explain how they were formed.
- Explain the difference between topsoil and subsoil.
- Conduct experiment to show the different types of soil particles. Place soil and water in a jar and shake. Allow soil to settle, and watch heavier particles settling first and lighter particle last.
- Conduct experiment to show that soil contains air. Place soil in glass jar and slowly pour water over it. Observe rising air bubbles.
- Make soil from rocks by scraping soft sandstone, shale or limestone.
- Make inferences about the relationship between soil type and plant growth. Predict performance of plant growth in different soil types e.g. fertile garden compost, clay, sand.
- Measure plant growth and graph results.
- Grow a vegetable garden. Add compost to one section and note difference in performance.
- Examine organic and inorganic fertilizers.
- Discuss the practice of allowing land to be fallow.
- List some of the reasons for soil erosion.
- List ways of preventing soil erosion e.g. planting trees.

## **b) crop farming**

### **Activities**

- Make a list of local and imported crops.
- Classify food crops into those grown in warm and cool climates.
- Make a flow chart showing the way the crop begins as a seed and becomes a food plant.
- Make a flow chart showing passage of food from producer to consumer.
- Make a calendar showing the activities in the farmers' year.
- Make a list of processed foods and their food crop source.
- Classify food plants.
- Prepare healthy meals from plant foods.
- Research the requirements for starting a vegetable growing business
- Discuss the problem of pests.
- Compare today's farming methods with earlier times.
- Discuss transport and marketing of farm products.
- Discuss economic and marketing factors - imports and exports.
- Discuss ways in which overproduction in the first-world could benefit countries where there is food shortage.
- Research the history of the cotton and sugar industries.

### **Assessment**

1. Make a children's book to show how a particular plant food product is manufactured, showing the steps from farm to your table.
2. Draw, describe and graph the growth of your plant in different soil types. Keep a diary to record growth rates.
3. What have I learned from the study of soil and crop farming about God?

**English:** make a book about farm to table; excursion reports; word banks

**History:** the history of crop farming; compare old farming methods with new

**Social Studies/Geography:** crop farming around the world; the life of a farmer

**Health:** the value of foods from nature

**Art:** seed collage; drawing cross-sections of fruits and vegetables; fruit and vegetable prints

**Thinking skills:** "Agricultural Science"

**Biography:** William Wilberforce

**Research cards:** Cotton

# Values education Year 8

## God is Provider

### Generosity

God expects us to share His provision with others.

#### Generosity is...

- sharing our things with others
- giving our time and talents to help others
- giving to people in need
- giving cheerfully
- not being selfish
- not being greedy
- giving without expecting to receive something in return

#### Activities

1. List three people who are generous with their time. Explain how each one is generous.
2. How can you be generous with your time and talents? Who could you help? What could you do?
3. Many people from other countries are suffering because of famine? Find out how these people can be supported financially through organizations.
4. Make something this week that you can share with others.
5. Write a list of ways that you could share material things with those in need.  
Example: Your brother has forgotten to buy Mum a birthday present. What could you do?

#### What does the Bible say about generosity?

Matthew 25:35-40 I was hungry and you gave me something to eat.

Mark 12:41-44 The widow's offering.

Psalms 112:5 Be generous and lend freely.

Proverbs 22:9 A generous man will himself be blessed.

Isaiah 58:6-11 The kind of fasting God has chosen is to share food with the hungry.

# Art Year 8

## God is Provider

### Farming

**Biblical wall art and text:** He makes grass grow for the cattle, and plants for people to cultivate, bringing forth food from the earth. Psalm 104:14

#### Drawing and painting

- Farming scenes showing fields of different hues or colours
- Farming scenes timeline, showing agriculture from earliest times to present
- Farming scenes in various countries around the world



**Thinking Skills Provider Yr 8**

<p><b>Agricultural science 1</b></p> <p>Create a new piece of farm machinery and explain what it does.</p>	<p><b>Agricultural science 2</b></p> <p>How many ways can you:</p> <p><b>plant a seedling?</b></p>
<p><b>Agricultural science 3</b></p> <p>Find 10 different uses for:</p> <p><b>a tractor.</b></p>	<p><b>Agricultural science 4</b></p> <p>Explain how farms could be completely different in 50 years time.</p>
<p><b>Agricultural science 5</b></p> <p>Consider 5 alternatives to this:</p> <p><b>Food has to be packaged after it has been picked from the farm.</b></p>	<p><b>Agricultural science 6</b></p> <p>You need to harvest wheat by combining:</p> <p><b>a computer</b></p> <p><b>a cutting device</b></p> <p><b>a vehicle</b></p> <p>Draw your invention and explain how it works.</p>

Thinking Skills Provider Yr 8

<p><b>Agricultural science 7</b></p> <p><b>When food is not sold it needs to be given to the poor and needy.</b></p> <p>List 5 advantages and 5 disadvantages of this statement.</p>	<p><b>Agricultural science 8</b></p> <p><b>A farmer goes into his hen house one morning and finds that every single one of his hens has gone.</b></p> <p>List 10 different explanations for this.</p>
<p><b>Agricultural science 9</b></p> <p>The answer is</p> <p><b>'God is Provider'.</b></p> <p>Write 5 questions.</p>	<p><b>Agricultural science 10</b></p> <p>Work out 5 ways to help a nation that has less than we do.</p>
<p><b>Agricultural science 11</b></p> <p>Name 5 things that</p> <p><b>fertile soil</b></p> <p>and</p> <p><b>a cooking pot</b></p> <p>have in common.</p>	<p><b>Agricultural science 12</b></p> <p>List 10 things that you would not find on a farm 100 years ago.</p>