

Living and non-living / Pets

God is our Redeemer, Life and Peace

Spiritual Awareness: Jesus is the sustainer of life

God has created both living and non-living things. Living things have certain requirements to stay alive. Plants need air, water, sunlight and soil. Humans and animals need air, water, food and shelter. In order to have eternal life there is also a requirement. For humans, having Jesus in our life is just as important as having air, food and water. To maintain our relationship with Jesus we need to stay connected to Him, and to know His word.

Our response to 'God is our Redeemer'

Because God is my redeemer I will...
Ask Jesus to forgive me for my sin
Invite Him to live in my life
Make Jesus Lord of my life
Live with Him forever
Thank Him for what He did on the cross
Thank Him that I am His child
Tell others that they can have eternal life

Supporting devotional resource

Themes for Christian Studies 2, (Life): God gives new life

Themes for Christian Studies 3, (Life): God is the sustainer of life

Biblical references

Bible stories and passages

John 15 The Vine

Matthew 4:1-4 Man shall not live by bread alone.

John 6:32-35 Jesus the bread of life

John 6:47-51 Jesus, the living bread that came down from heaven

John 4:7-30 Jesus, the living water

1 Peter 2:2 God's word as our spiritual food

John 1:2 & 14 Jesus is the Word

John 3:1-13 Nicodemus

Memory verses

John 15:5 Jesus said, "I am the vine and you are the branches. Whoever remains in my and I in him, will bear much fruit; for you can do nothing without me."

John 6:48 Jesus said, "I am the bread of life."

John 6:51 Jesus said, "I am the living bread that came down from heaven. If anyone eats this bread he will live forever."

John 3:3 Jesus said, "No one can see the kingdom of God unless he is born again."

Key Questions

What is the difference between living and non-living?

Who gives life?

How do we stay alive?
What is eternal life?
What do we need for eternal life?
How do we stay close to Jesus?

Outcomes

Students will

Knowledge

- Classify things in the creation as living or non-living.
- Understand the difference between man-made and natural materials
- Recognize the requirements for life: air, water, food, a place to live.
- Recognize the requirements for eternal life.
- Understand that animals can be Herbivores, Carnivores or Omnivores
- Understand that Herbivores can live only where plant food is available, Carnivores can live only where they can catch their food and that Omnivores can live in many places because they eat both plants and animals.
- Understand that a habitat is the physical area where an animal lives.

Skills

- Pose questions that can be investigated scientifically
- Predict what might happen based on prior knowledge
- Suggest ways to plan and conduct investigations to find answers to questions.
- Safely use appropriate materials, tools or equipment.
- Make and record observations, using formal measurements and digital technologies as appropriate.
- Compare results with predictions, suggesting possible reasons for findings.
- Reflect on the investigation, including whether a test was fair or not.
- Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports.

Values

- Appreciate the variety and complexity of living and non-living things in the creation
- Appreciate the way in which we can use the created resources for making useful products
- Work responsibly with others
- Act responsibly during outdoor investigations
- Treat pets in a responsible way, caring for their needs

Activities

- List some of the things in God's creation, e.g. animals, plant, thunder and lightning.
- Classify these things according to living and non-living.
- List some man-made things. Are any of these living?
- Define a living thing as something that is able to...move by itself; grow; get food and use food; create new beings like themselves. (reproduce)
- Look at the way animals move. List different animals, including fish, insects, bacteria. Apply the above definition to these animals.

- Discuss whether a human being fits the definition. Explain why a human being is not an animal. Humans can love God, talk to God and give our lives to Him, but animals cannot do this.
- Apply the definition to plants. Explain how a plant gets food.
- Define non-living things...They do not breathe, do not use food and do not reproduce.
- List non-living things in the creation.
- Classify living things according to where you would find them...in the soil, in the air, in the sea.
- List non-living things that were once living, e.g. leather, paper, wool, cotton, sausages.
- List man-made things from non-living materials, e.g. glass, plastic.
- Play the game, 'animal, vegetable, mineral': Someone thinks of an object...any object. The other person has to guess what the object is, and may ask questions that require the answers, 'yes' or 'no'.
- Observe examples of living and non-living things in your environment.
- Make a collection of living and non-living items.
- Make a notebook, draw or describe the items.
- Set up some experiments to test the requirements for plant life.
- Set up a home for some living animals, making sure to provide them with what they need.
- Make a study of animals that make suitable pets.

Assessment

1. Create a rubric:
 - Can classify things in the creation as living or non-living.
 - Can classify objects into man-made and natural materials
 - Can list the requirements for staying alive.
2. By studying the living and non living things that God has created, children have gained an understanding:
 - about God
 - about doing what God wants us to do
 - about the Bible

Link with Australian Curriculum

Science year 3: Biological Sciences - Living things can be grouped on the basis of observable features and can be distinguished from non-living things

Learning Connections

English: Stories and poems about animals

Art: Make a collage from things that were once living, e.g. wool, leather, cotton, flowers, leaves. Then make another collage from non-living things.

Mathematics: Surveys on children in the class who own pets. Collate and graph results.

Additional Beacon Media resources *Living and non-living* – see Units of Study, student workbooks; **Visual Language Units:** Pets, Living Things