

Plants

God is a Powerful Creator (Creation Day 3)

God is Provider

God is Life

Spiritual Awareness

God said, "Let the water under the sky be gathered together so the dry land will appear."

Dry land would provide a place for plants to grow.

Then, God created the plants, which would become food, shelter and clothing.

On day 3, God created plants for our pleasure, our sustenance and our well-being. God is a loving provider who knows our needs. We should thank God constantly for the things He provides. It was God's plan that in His perfect world there would be no killing. God intended that people and animals would eat only plants. It was not until after the flood, when plant supplies were short, that God gave us permission to eat meat.

Supporting devotional resource

Themes for Christian Studies 2, (Provider): God's provision never runs out

Themes for Christian Studies 3, (Creator): God provides through His creation

Themes for Christian Studies 3, (Provider): God provides through His creation

Themes for Christian Studies 4, (Life) God is a living person

Our response to 'God is a Powerful Creator'

Because God is a Powerful Creator, I will...

- Appreciate God's ability to supernaturally create.
- Ask God to help me create new things, so that I can bless others.
- Trust in a mighty, supernatural God.
- Care for the universe He has created.
- Appreciate the greatness of God and recognize that He is in control of all He has made.
- Thank Him for His provision of air, and recognize that I need Him as I need the air I breathe.
- Recognize that I am wonderfully made and thank Him for making me as I am.
- Recognize that God is Lord and King of the universe and has everything in control.
- Recognize that in order to be the person God wants me to be, I must make Jesus Lord and King of my own life.

Biblical references

Bible stories and passages

Genesis 1 The creation

Genesis 8: 22 – God’s promise to Noah after the flood: as long as the world exists, there will be a time for planting and harvest.

Matthew 6:28-29 The lilies of the field. God will provide for us.

John 15:1-11 – Jesus, the vine

Matthew 13:7 – The sower

John 12:24 – New life from the grain of wheat that dies

Exodus 23:16 & 19; Deut 16:15 – The Israelites celebrated the Harvest Festival, bringing God the best of the first fruits and giving thanks to God for His provision.

Ruth – God provided grain for Ruth and Naomi

Psalm 1 – a picture of the requirements for life of a plant

Memory verses

Genesis 1:29 - I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food.

Philippians 4:19 – My God will supply all your needs.

John 15:5 – Jesus said, “I am the vine and you are the branches

Psalm 92:12-14 – The righteous will flourish like palm trees; they will grow like the cedars of Lebanon. They are like trees planted in the house of the Lord that still bear fruit in old age and are always green and strong. (GNB)

Key Questions

About God:

Why did God create plants?

How can I learn how to use plants for my own well-being?

How can I enjoy the beauty of the Creation?

How does God provide for me through His creation?

About plants:

Why does a plant have roots?

Where does a plant’s food come from?

Which part of a plant is used for ‘breathing’?

How does a plant lose water?

Why does a tree have a trunk?

Outcomes

Students will

Knowledge

- understand God's purpose in creating plant life.
- identify requirements of living plants
- understand that living things, including plants and animals, depend on each other and the environment to survive
- explain the importance of plants for our food, clothing and medicine.
- gain a basic understanding of how green plants ‘make’ food (photosynthesis)

Skills

- identify parts of plants
- classify plants/plant groups and common properties
- care for plants
- observe plants using sight, smell and touch

Values

- appreciate God's creation and provision
- show environmental awareness
- show interest in growing plants

Activities

- Discuss the requirements of a plant to stay alive.
- Set up experiments with plants given different conditions: the control plant is given light, water, good soil; other plants are deprived of one of these elements. Relate to 'the sower', where the good soil is a requirement for good growth of plants.
- Identify parts of a plant; draw and label.
- Classify plants into groups.
- Classify food plants into fruits, vegetables, herbs and cereals, seeds, stems, leaves.
- Classify according to colour, size, and uses.
- Compare large plants (trees) and small plants.
- Grow and tend plants. Measure growth rates.
- Observe seed germination by growing a bean seed in a jar in cotton wool.
- Make a plant collection (pressed plants); a seed collection.
- Observe and identify plants in local area. Identify poisonous plants if any.
- Draw and label a diagram to show how green plants 'make' food.
- Identify plants that are not green, (fungi).
- Discuss different methods of plant reproduction: seeds, spores, bulbs, cuttings, rhizomes, tubers.
- Discuss how seeds are dispersed.
- Name and identify plants that grow in Bible lands, and discuss how Jesus used examples of plants in His teaching.

Assessment

1. Grow a bean seed in cotton wool inside a jar. Make a diary. Describe and date the changes as the seed germinates and grows into a plant.
2. What have I learned from the study of plants...
 - a. about God?
 - b. about doing what God wants me to do?
 - c. about the Bible?

Link with Australian curriculum

Science Years F, 1, 2, 4: Biological Sciences

Learning Connections

English:

- Read the story of 'Lucy's Garden', *Themes for Christian Studies 3, (Provider)*.
- Observe changes to the seeds/plants you have planted in the school garden and keep a diary recording weekly activities and observations.

Mathematics: Record growth rates of plants and graph results.

Art:

- Pressed flowers/leaves pressed with between waxed paper – See *Themes for Christian Studies 3, (Provider)*
- Leaf and flower prints
- Collages of plants made from coloured paper/ coloured patty pans.

Thinking Skills: See *Creative Thinking Skills* on this web site – “Plants” *(Middle/Upper)*.

Additional Beacon Media resource

'*Growing Things*' and '*Trees*' See Units of Study – Student activities

Related Building Blocks Unit: Forests and forestry