

# U N I T O N E

## We Learn of All God Made

### Lesson 1

# God Made Plants



**Building on last week's Bible Truth:** This quarter your students will begin learning about ways God helps. This week they will learn that He helps by providing our food.

## Overview

### Scripture

Genesis 1:1-13

### Bible Truth

God made all things, including plants.

### Life Response Aim

To thank God for making plants.

### Bible Verse

"All things were made by him."

*John 1:3, KJV*

"Through him all things were made."

*John 1:3, NIV*

### FOCUS

#### Discover Plants

### DISCOVER

#### God Made Plants

### RESPOND

#### Praise God for Plants

## Materials

### Focus

- ☐ Pictures of various objects, including some of plants, trees, grass, edible plants, etc.; two shoe boxes; tape
- ☐ *Bible Picture 1, Teaching Resources*
- ☐ Fruits and vegetables, paring knife, paper towels, napkins, shallow dish, tops of vegetables

### Discover

- ☐ Bible
- ☐ Project 1 from *Handwork*, scissors, brass paper-fasteners (brads)
- ☐ Materials and pictures for Creation mobile
- ☐ *Bible Times Student Guide*, pages 3–4; crayons; page 35 (optional)

### Respond

- ☐ Preeta puppet from Sheets 1, 8b, and 12, *Teaching Resources*
- ☐ Attendance Stickers
- ☐ *Bible Time* take-home paper for Lesson 1

\*Unless otherwise indicated, all songs are found in *Teaching Resources* on the songsheets and the *Let's Sing Motions 'n Music* CD or both.

## Preparing Your Heart to Teach

READ THESE SCRIPTURE PASSAGES THROUGHOUT THE WEEK:

- **GOD LAYS THE GROUNDWORK (GEN. 1:1-10):** God knew what plants would need to flourish. He created everything in an orderly fashion, each thing building on the former. Can you see God's groundwork in your life? It's there. Pray for your students as you are used by God in laying the groundwork in their lives.
- **ACCORDING TO ITS KIND (1:11-13):** God created each tree and plant to reproduce according to its kind—apple trees are produced by apple seeds and produce apples. What kind of fruit are you producing? (Gal. 5:22-23)


## Discover Plants

To introduce your children to this lesson, use any of the following activity options at learning centers.

### L E A R N I N G C E N T E R S


#### IDENTIFYING PLANTS

CREATIVE PLAY CENTER

 Prepare the center by placing two boxes on a low table. To one box, tape a picture of a plant. As the children come to the center, show pictures. If a child identifies a picture as a plant, the child may put the picture in the box with the plant picture. If the picture is not of a plant, help the child identify that and put the picture in the other box. Help children get to know each other by having them work in pairs to decide if pictures are of plants.

#### IDENTIFYING HOUSEPLANTS

ART CENTER


 Show *Bible Picture 1, Teaching Resources*. Have children point out plants they know in the picture, then tell about the plants near their homes. Let them describe the different leaf shapes, sizes, and colors.

**Does someone at your house have plants? What does he or she do to care for plants? Which plants do you like best? What do you like about them? What can you do with plants, such as trees, grass, flowers, and fruit?**


Your children get their own Bible pictures each week, on the first page of the *Bible Time* take-home paper, which are designed to help children relate the Bible story to their own lives. A simple story or activity, written in appropriate language for fours and fives, will help them understand how the Bible lesson applies to them. The paper also includes a summary of the Bible story and the picture. The possibility exists that a non-Christian parent will be touched by the messages in these papers, as well.


#### IDENTIFYING EDIBLE PLANTS

HOME LIVING CENTER

 Provide pieces of fruits and vegetables that the children can wash and eat. *Check with parents concerning any allergies or food restrictions.*

**Do all foods grow on plants? Which fruits and vegetables do you like best?**

 Sing “A Thank-You Song” (CD only), thanking God for the snack.

 Let the children make a garden of “vegetables” that they can observe over the next few weeks. Cut the tops from carrots, beets, parsnips, onions, or turnips. Fill a shallow dish with small pebbles and sand-box sand. Pour in enough water to reach the surface of the pebbles or sand.

Set the vegetable tops in the dish so about half of each top is showing. Water frequently; the bottoms of the vegetables should always be in water. Leaves should appear by next Sunday.

**Let’s be gardeners. What do we need to do to help these plants grow?**



## God Made Plants

This week you'll reveal the Bible Truth through a Bible story, a *Handwork* project, creating a mobile, singing, and working on student guides.

### BIBLE STORY



Illustrate this Bible story by showing *Bible Picture* 1 or use the clothespin figures from page 58.



Play "Chime Music" (CD only) to let the children know it's time for the Bible story.

Have a Bible open to Genesis 1 as you tell the Bible story. **Raise your hand if you had cereal for breakfast this morning. If you had toast. If you had fruit. How many of you had vegetables last night for dinner?**

**Our Bible story is about the very first vegetables and the very first flowers that ever grew. So let's open our Bibles and listen to the story.**

**A long, long time ago there was no world. No people. No animals, fish, or birds; no trees, flowers, or plants. There was no land or water, sky or stars. No sun or moon. There was nothing—only deep, deep darkness.**

**But God was there. He has always been alive. No one made God—He has always been.**

**There was no world in which people could live. So God decided He'd make a world and people to live in it, so they could love and serve Him.**

**Everything was very dark. What do you think was needed? Yes, light was needed. So first God said, "Let there be light!" And the light appeared! Because God said so, the light was made. The light shone for a while, and then the darkness came. God called the light daytime, and He called the darkness nighttime. God looked at the light and the dark, and He saw that they were good.**

**Then God said, "Let the sky be separate from the waters below." And they were! There was sky with air for us to breath, and the waters were made into the oceans. But people couldn't live on the water. What was needed? Yes, dry ground was needed.**

**So God said that the water should be pulled together into oceans so that dry ground could appear. And the dry land appeared—just as God said! God named the dry ground land and the oceans He called seas. God looked at all He**

**had made so far, and He saw that it was good.**

**But the brown earth was empty. What do you think was needed? Yes, plants were needed. There were no plants or trees. So God said that the green grass should grow on the earth. And plants and trees should grow. The plants and trees would have seeds in their flowers and fruits so more plants and trees would grow. And that is how it happened! Green grass, trees, flowers, and plants were over the dry land.**

**Beautiful flowers grew from the ground. What was good about flowers? They made the air smell good! Different kinds of plants grew on the earth. What good things can you say about plants? Some plants were especially good for eating. Some grew under the ground and others grew on top.**

**God also made many kinds of trees. What good things can you say about trees? God made every kind of plant and tree. God looked around at all He had made so far: the light, the dark, the sky, the oceans, the land, and all the plants. God saw that they were all good and He was pleased.**

### PICTURE WHEEL OF PLANTS



This would be a good time to have the children go to tables so they can enjoy working on their *Handwork* projects.

Follow the instructions for Project 1 on page 3 of the booklet.

### WHAT GOD MADE



Begin preparing the Creation mobile for use throughout Unit 1. (A sample of a completed mobile is shown on the next page.) You will need to make a colorful banner to hang the pieces of the mobile. The banner should read as follows: *All Things Were Made by Him!* Each week you will add pieces to the mobile with yarn or string. For today have available pictures from your files of various plants glued to construction paper.

**What do these pictures on the mobile show? In today's Bible story we heard who made these things. Who made them? When God spoke and said something was to be made, what happened? God is very powerful and wonderful. Do you know what *create* means?**

**To create means to make something. God made all things, including plants. What do you especially like about what God made?**

**Let's say our memory verse together.**

**Let's each thank God for one kind of plant.**

Give suggestions, such as pine trees, fruit, flowers, or grass. Give each child an opportunity to pray, "Thank You, God, for (one kind of plant)."

Now you will teach the children a new song. Have two teachers sing the new song, "Who Started Everything?"—one asking the questions, the other singing "God did!" Alternate in singing the phrases for the last two lines.

Now look at the mobile again, and help the children decide which words in the song fit the scenes. Invite the children to point to the correct pictures as the teachers sing again. Then invite the group to sing the answer to the question with the teacher.



*Sample Creation mobile for your classroom*

### PLANTS, FLOWERS, AND MORE

The *Bible Times Student Guide* can be left together, or each lesson can be removed from the book and given to the child each week.

Give each child a copy of the student guide open to page 3, or pages 3–4 if you have separated the pages. Review the Bible story by completing page 3. Allow the children time to color this page.

Page 4 reinforces today's Bible Truth. Be sure to follow the directions as given on each page.

Decide how you would like to use the sticker page (page 35) for recording attendance, rewarding good behavior, or giving extra recognition for bringing a friend to Sunday School. Children can attach the attendance stickers, following whatever guidelines that you have established.

## ENRICHMENT IDEAS

### WELCOME THE NEW CHILDREN

Many Sunday Schools have Promotion Day in August. If your children were promoted last week, provide a place where continuing children may welcome new children.

### NATURE WALK

If the weather permits, take children outside to observe what types of plants surround your church. Encourage children to name the plants they know and touch the plants within reach. While outdoors, thank God for the plants He made.


### GOD'S WORLD CENTER

The children have already sampled fruits and vegetables in Focus. Now let them sample additional foods that come from plants, such as pumpkin seeds, sunflower seeds, or peanuts. If you have peanuts, crush some with a spoon. Point out that peanut butter is made from the peanuts, which are crushed so we can enjoy their flavor and spread them on bread. *Be aware of any food allergies the children may have.*



## Praise God for Plants

Lead the group to apply what they've learned. You'll sing, meet Preeta, receive an offering, and pray.

### FAVORITE SONGS

 Sing "Jesus Loves Me" and other songs the children know. Ask new children to suggest songs they know. Also consider the nature walk recommended in Enrichment Ideas, praising God for the wonderful plants that He gave us.

### MEET PREETA

  Prepare the Preeta visuals from *Teaching Resources* for this quarter, and see the instructions on pages 4 and 5. Mount Sheet 1, the Preeta village, on corrugated board so it will stand up and provide a background for the puppet and other figures. Make the puppet, following the directions on Sheets 8b and 12, *Teaching Resources*.

**TEACHER:** We have another new friend here. [Bring out the puppet.] She lives far, far away in India. This is what part of India looks like. Look at the different kinds of plants.

[Hold the puppet, making her gesture at appropriate times. Or you may have another teacher take Preeta's part.]

**PREETA:** My name is Preeta (PREE-tah). My name means love. What are your names? [Let a few children answer.]

**TEACHER:** [Puppet is salaaming—bowing low in formal greeting, and placing right palm on the forehead.]

**What are you doing, Preeta?**

**PREETA:** I'm saying hello as we do in my country. Can you say hello back to me in the same way? [Let your children respond by salaaming.]


**TEACHER:** Are you on your way to Sunday School, Preeta?

**PREETA:** Sunday School? What's that?


**TEACHER:** Sunday School is where we learn about Jesus.

**PREETA:** I've never heard of Jesus. [Remove puppet.]

**TEACHER:** [To children] Boys and girls, that means that Preeta doesn't know about God at all. Preeta prays to pretend gods, which are figures made of wood, stone, or metal. But Preeta doesn't know God made the wood, stone, and metal. Preeta doesn't know that God made the beautiful plants in her country. Preeta has never heard about the only true God, who made the world and everything in it. She doesn't know about Jesus, who loves her. Does she need to know?

 Explain that the boys and girls can help send the Good News about Jesus to children like Preeta by giving their money. The money will be used to help mission work in other lands. (Avoid saying the money is going to the Lord, because most children will think that you will actually be handing the money to the Lord Himself.) To help children remember the purpose for their giving, mention how the money will be used. Have a teacher pray, dedicating the offering to God.

After praying, talk about missionary needs. **We can pray for children like Preeta. We can ask God to help the missionaries who are telling other people about Jesus. Some of the money we give will be used to buy Bibles or other things the missionaries need.**

 Be sure to hand out this week's copy of the Bible. Time take-home papers.

## LINK TO CHURCH TIME®

### WHAT'S IN STORE FOR YOUR CHILDREN?

#### God Made All Things

God made all things—including the many different plants in our world. Your children will remember that God loves us and that He knew we needed plants to live.

#### Suggested Schedule:

Transition: 25–30 minutes

Preparing Their Hearts: 15 minutes

Worship and Story Time: 20 minutes

Hands-to-Hearts Activities: 10–15 minutes

Good-bye Time: Until parents arrive

Young children are entrusted to your care each week. Are you confident that they will be safe and happy in your Sunday School facilities? Take a moment to peruse this checklist of practical health and safety basics. If you feel that your situation could be improved, why not initiate a health and safety policy for your program?

- 1. There is more than one person responsible for the children in each classroom.** Not only is this helpful to maintaining discipline and giving personal attention, it is necessary in case one supervisor needs to accompany children to the washroom or care for an emergency. If recruitment is a challenge, enlist parents to assist on a rotating basis.
- 2. You are aware of any special needs in your class, such as food allergies and medical conditions.** Thorough communication with parents will help ensure that you are equipped to meet the needs of every child. Consider keeping an information card in the classroom for each child; this way, even your substitutes can be alerted to any special needs.
- 3. You cooperate with parents to prevent the spread of illness.** Children should be kept at home if they have exhibited any symptoms of a contagious illness in the past 24 hours (such as fever, skin rash, or excessive sneezing, coughing, and runny noses not caused by allergies). Hand-washing should be a common and frequent practice during the course of your program. Use disposable tissues instead of germ-harboring handkerchiefs.
- 4. Furniture and fixtures in your classroom are age-appropriate and in good repair.** Sit on the floor in your classroom and look around. Do you see any hazards such as sharp corners on furniture, wires or pipes that need to be secured, or anything that could fall over or be tripped over? Are the chairs and tables suitable for little people?
- 5. Toys and other learning materials are kept clean and orderly.** Keeping your classroom neat is probably already part of your Sunday morning routine. But disinfecting toys may seem to be above and beyond the call of duty for either your teaching staff or your church's custodial personnel, and storage of cleaning gear in your classroom is probably neither practical, nor safe. Perhaps parents could be enlisted to take washable items home for cleaning at least once a month.
- 6. You have an emergency evacuation plan and have practiced it with your program in action.** Some churches assign adult classes to help with evacuation of children's classes and nursery rooms. The main key to the success of this system is that parents meet their children at specific points outside instead of trying to scramble to multiple classrooms to help evacuate them.
- 7. Several people on your staff are trained for CPR, especially for children.** Devise a system for finding and contacting these people quickly during any emergency. Also consider a "safety chain" in which staff members have assignments such as calling for an ambulance and contacting parents.
- 8. You know the families and other caregivers who can collect each of your children.** Children should be given over only to people who have authority to come for them. You may want to consider giving numbered claim tags to parents; these can also be matched to children's belongings for smooth drop-offs and pickups. A sign-in sheet including the names and locations of the parents should be used each week. In circumstances where the responsible party is unfamiliar to the staff (such as a visiting relative or a baby-sitter), encourage parents to contact the staff ahead of time or use permission slips.
- 9. You are accountable to parents for the events of the day.** Parents need to be assured that children have had a safe, positive experience. Your communication with parents at pickup time needs to include affirmation for the children as well as any pertinent custodial information. Parents need to hear about any injury, illness, or discipline problem in a tactful way.
- 10. You encourage parental input and keep parents informed.** As you develop policies, work together to anticipate solutions to problems. (For example, if both parents are involved in ministry, keeping a sick child home may pose some difficulty; having a network of substitutes will take some of the pressure off.) Put all of your policies in writing and distribute copies to all staff members and parents. You may even want to have an orientation meeting once a year. Approach any necessary correction or confrontation in a Biblical fashion. Whatever "system" you choose for ensuring health and safety must be simple enough to come almost automatically so that everyone can concentrate on the ministry of Sunday School!