

## SHOW HOW WE USE WHAT GOD HAS CREATED TO PRODUCE FOOD FOR THE EARTH'S INHABITANTS

**Suggestions for an integrated unit**, showing which activities could be undertaken for each curriculum area, and for which of the six categories of competition they might be relevant. **The suggestions as stated do not necessarily satisfy the rules and judging points of a particular category.** The suggestions are simply non-exhaustive lists of ideas for a variety of activities you could do with your students on the theme of food production. You can probably think of more ideas or vary those suggested here. Various Bible verses appearing in these suggestions could apply to more than one activity. You may be able to find more appropriate verses for your particular activities than those given. Wording of Bible verses will vary in different translations, so, to assist the judges, please note on the entry form which translation you used (eg. NKJV) for a particular activity entered in the comps.

**One way to use these activities for the purposes of the competitions is to carefully choose an aspect of food production you can make a lot out of. For example, choose an aspect you can make two or more entries about :** make a Poster and write a Song, write a factual account or report for a Writing entry, put the science of the activity into a Science entry, and the mathematics of the activity into a Mathematics entry. There may be enough images from each of these to put together for an ICT entry.

+ beside an activity number means a relevant resource is available for loan from the Creation Education Resource Centre.

### Creative Arts.

### categories of competition in Semester 1, 2014

activity	Poster	Song	Writing	Science	Maths	ICT
1. create an artwork of a scripture that relates to food production (eg. Genesis 21 : 21)	√					
2. create a poster of a scripture that relates to food production (eg. 2 Chronicles 26:15)	√					
3. make a model of a machine that uses what God has created to produce food				√	√	
4. make puppets for a puppet play (eg. for an English Language Arts activity)			√			
5. illustrate a recount, information text or storybook (see #2 & #3 of English Language Arts)			√			√
6. create a decorative tablesetting for a special occasion (Esther 1 : 6 – 7)					√	
7. use found materials to create a scene about using what God has created to produce food	√				√	
8. draw a comic book about using what God has created to produce food (eg. Ps 146:7)			√			√

**Health and Physical Education.****categories of competition in Semester 1, 2014**

activity	Poster	Song	Writing	Science	Maths	ICT
1. study how famines can be prepared for or counteracted (Genesis 41 : 35 – 36)			√	√	√	
2. compare and contrast the nutritional / energy value of different herbs for food (Gen 1 : 29)			√	√	√	√
3. compare & contrast the nutritional / energy value of different fruit for food (1 Samuel 30 : 12)			√	√	√	√
4. compare & contrast the nutritional value of different green herbs for food for animals (Genesis 1:29)			√	√	√	√
5. expound the role of a virtuous wife in providing food for her household (Proverbs 31:14 – 15)	√		√	√		√
6. research the value (eg. vitamin retention) of different cooking methods (1 Kings 19 : 21)			√	√	√	√
7. investigate value adding of nutrients in growing mung bean and / or alfalfa sprouts			√	√	√	
8. explain the manufacture of yoghurt and cheese (1 Samuel 17 : 17 – 18)			√	√	√	√
9. relate God's creation of probiotics (eg. acidophilus) to good health	√	√	√	√	√	√

**Performing Arts.****categories of competition in Semester 1, 2014**

activity	Poster	Song	Writing	Science	Maths	ICT
1. make up a song, hymn or chorus about using what God has created to produce food (eg. Psalm 104 : 14)		√				
2. make up a rhyme, jingle or rap about using what God has created to produce food (eg. Psalm 104 : 15)		√				
3. write and perform a grace to be sung before meals (eg. Matthew 15 : 36)		√				
4. use simple instruments to create sounds of a process to produce food from what God has created		√				
5. demonstrate and explain the role music has in dining customs and practises			√			√
6. make a song from a verse(es) of Scripture about what God has created to be used for food (Genesis 2 : 9A)		√				
7. write & compose a praise song thanking God for food that is produced from His creation (Ps 136 : 25)		√				
8. make up a play, mime, pantomime, or creative movement about using what God has created to produce food			√			
9. make up a puppet play (see #4 of Creative Arts) about using what God has created to produce food			√			
10. use the tune of a known song to write a song to thank God for food He provides in His creation		√				
11. create & perform a television ad, interview or news item about an innovation for using what God has created to produce food			√			

**English Language Arts.****categories of competition in Semester 1, 2014**

<b>activity</b>	<b>Poster</b>	<b>Song</b>	<b>Writing</b>	<b>Science</b>	<b>Maths</b>	<b>ICT</b>
1. write a story / essay / recount about Saul's rash oath about eating (1 Samuel 14 : 24 – 45)			√			
2. collate an illustrated recount or information text about how what God has created is used to feed the earth's inhabitants			√	√		
3. make an illustrated storybook about how what God has created is used to feed the earth's inhabitants			√			
4. expound the concept that the word of the Lord is spiritual food to His people (Jeremiah 15 :16A)	√	√	√			
5. write about how to steward God's creation to produce food for the earth's inhabitants (Psalm 8 : 6)	√	√	√	√		
6.+ write a biography about how Raymond Jones used what God created to provide food for goats (eg. Col 3: 23)			√	√		√
7. use PowerPoint presentation to present researched information				√	√	√
8. write an historical account of an example of stewardship of God's provision of food (Genesis 41 : 47 – 49)			√			√
9. compose a journal / diary / letter based on research of #8 above or #14 below			√			
10. produce an illustrated dictionary about food production using what God has created			√			√
11. compose a crossword puzzle / word search about food production using what God has created			√			
12. design a leaflet for a specific target audience about using what God has created to produce food	√		√			
13. expound human creativity in making food dishes & menus using what God has created (Gen 1:26–27)			√			√
14. document careers of Australian scientists who have used what God has created to produce food			√	√		√
15. produce a glossary of terms relevant to food production using what God has created			√	√		√
16. write lists of foods that could be used as gifts (eg. 1 Samuel 25 : 18, 1 Chron 12 :40)			√			
17. write and use a grace to be said before meals (eg. John 6 : 11)			√			
18. explain how we can learn from animals about using what God has created for food (Prov 6:8)		√	√			√

**Science.**

**categories of competition in Semester 1, 2014**

activity	Poster	Song	Writing	Science	Maths	ICT
1. investigate the planting of trees for food (Leviticus 19 : 23A)				√	√	√
2. demonstrate the truth of Genesis 1 : 29 in relation to herbs as food				√	√	√
3. demonstrate the truth of Genesis 1 : 29 in relation to fruit trees as food				√	√	√
4. demonstrate the truth of Genesis 1 : 30 in relation to green herbs as food for animals				√	√	√
5. study the herding of goats that God created to produce food for people (Proverbs 27 : 27)				√	√	√
6. study the herding of cattle that God created to produce food for people (Gen 18 : 7)				√	√	√
7. study the farming of grain crops to produce food for the earth's inhabitants (Ruth 2 : 2)				√	√	√
8. study the farming of fruit crops to produce food for the earth's inhabitants (Leviticus 26 : 4)				√	√	√
9. study the farming of vegetable crops to produce food for the earth's inhabitants (Num 11 :5)				√	√	√
10. study the use of native bees in pollination of fruit and / or vegetable crops (Psalm 118 : 12)	√	√	√	√	√	√
11. relate God's creation to the urgency of preserving 'wild types' of fruits, veges and grains (Gen 1:12)		√	√	√	√	√
12. relate God's creation to the urgency of preserving 'old' breeds of domesticated animals (Gen 1:25)		√	√	√	√	√
13. demonstrate & explain dam building techniques / strategies for irrigation purposes (Psalm 74 : 15)	√	√	√	√	√	√
14. compare & contrast creationist & evolutionary explanations for the great diversity & prevalence of domesticated animals (Gen 1 : 25)		√	√	√	√	√
15. demonstrate the Biblical principle of plants reproducing after their own kind (Gen 1 : 11 – 12)	√	√	√	√	√	√
16. demonstrate the Biblical principle of animals reproducing after their own kind (Gen 1:24–25)	√	√	√	√	√	√
17. construct models of farm machinery to demonstrate their roles in producing food (Gen 4 : 2)				√	√	
18. use examples of symbiosis to show how we use what God has created to produce food	√	√	√	√		√
19. show how we use God's created carbon cycle to feed people (Isaiah 44 : 15 – 16)	√	√	√	√	√	√
20. relate God's creation of ethylene to the science of ripening fruit (Gen 40:10, Jeremiah 24 : 2)			√	√	√	√
21. demonstrate modern day post-harvest storage methods to provide food out of season				√	√	
22. research how Australian dairy goats are used to feed people overseas (2 Chronicles 17 : 11)			√	√	√	√
23. find out about food preservation techniques (eg. drying to produce raisins) (1Samuel 30 : 12)			√	√	√	√
24. investigate an aspect of microbiology in the kitchen (eg. yeast, sourdough) (Galatians 5 : 9)	√	√	√	√	√	√
25. explore the diversity of God's provision of coconut palms (dozens of uses) (Exodus 15 : 27)	√	√	√	√	√	√
26. show how a woomera helps to provide food for people (Genesis 1 : 26)			√	√	√	
27. find out about soil care strategies for continued agricultural sustainability (Leviticus 25 : 4)			√	√	√	√
28. relate God's creation of soda and vinegar to chemistry in kitchens (Proverbs 10 : 26)			√	√	√	√
29. show how a rotary hoe helps to provide food for people (Isaiah 7 : 25)			√	√	√	√
30. show how aspects of permaculture show stewardship of God's creation through imitating natural ecosystems (Genesis 2 : 15)			√	√	√	√

**Mathematics.****categories of competition in Semester 1, 2014**

activity	Poster	Song	Writing	Science	Maths	ICT
1. show the mathematics of the Biblical principal that food is gained by work (Gen 3 : 17 – 19)			√		√	
2. compare and contrast the yields of different herbs for food (Genesis 1 : 29)					√	√
3. compare and contrast the yields of different fruit trees for food (Genesis 1 : 29)					√	√
4. compare and contrast the yields of different green herbs for food for animals (Genesis 1 : 29)					√	√
5. record & present data on the volumes of irrigation water delivered by channel systems (see Sc activity 13)					√	
6. record & present data on the volumes of milk produced by domesticated animals (see Sc activity 14)	√				√	√
7. show quantities of food for each meal for each day of a week (Genesis chapter 1)					√	√
8. draw a timeline for the introduction of different farm machinery in Australia (1 Kings 19:19)					√	
9. show the relative sizes of different farm machinery and / or parts					√	√
10. conduct seed trials, recording the time taken and statistics and / or graphing of growth (Matthew 13 : 3 – 8)				√	√	√
11. record & present data about water requirements to grow different crops for food (Deut 8:7-9)				√	√	√
12. record & present data about a windmill pumping water for irrigation (Ps 135:7C)				√	√	
13. compare and contrast spearthrowing accuracy for hunting with and without a woomera	√		√	√	√	
14. record & present data about water requirements for different domesticated animals (2 Kings 3 : 17)			√	√	√	√
15. compile a chronology of Australian inventions that have been used to produce food (Ecclesiastes 7 : 29)					√	√

**Social Studies, including History.****categories of competition in Semester 1, 2014**

activity	Poster	Song	Writing	Science	Maths	ICT
1. research how the earth is able to produce sufficient food to feed all of its inhabitants (Genesis 6 : 21)	√	√	√	√	√	√
2. study how famines can be induced by deliberate misappropriation of available food supplies (cf Genesis 41:34–36)			√		√	
3. explain how disobediently misusing what God created caused the Fall (Genesis 3 :6)			√			√
4. research the different foods that can be derived from trees around the world (Genesis 2 : 9A)			√	√	√	√
5. survey the social impact of research into developing different varieties of food from trees (Genesis 2 : 9A)		√	√			√
6. compare and contrast different gardening practices in different places (Genesis 2 : 8)			√	√	√	√
7. explain how the Garden of Eden was different from gardens you are familiar with (Genesis 2 : 8)			√	√	√	√
8. investigate different agricultural occupations (Genesis 2 : 15)	√	√	√		√	√
9. debate the Biblical duty of hospitality to strangers (eg. Deuteronomy 10 : 18)	√		√			
10. document different planting techniques and customs in different places (Leviticus 19:23 – 24)			√	√	√	√
11. research efforts to preserve created kinds for future food needs (Genesis 6 : 21A)		√	√		√	√
12. research the role of food in a barter system (eg. 1 Kings 5 : 8 – 11)			√		√	√