

**CURRICULUM SUGGESTIONS FOR AN INTEGRATED UNIT FOR PRE-YEAR 1 CHILDREN ABOUT HOW WE USE WHAT GOD HAS CREATED TO PRODUCE FOOD FOR THE EARTH'S INBABITANTS.**

In our competitions, 'Pre-Year 1' refers to all children who are below Year 1, such as Preps, Pre-Preps, Kindergarten, Pre-Kindergarten, Reception, Transition,

These suggestions show which activities Pre-Year 1 children could undertake 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 Pre-Year 1 children 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 if you enter the competitions.

**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 eg, choose an invention 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, & the maths of the activity into a Mathematics entry.

**The Creation Education Resource Centre has resources available for loan that may be of use with your Pre-Year 1 students.**

**Creative Arts.**

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

activity	Poster	Song	Writing	Science	Maths	ICT
<b>P1.</b> create an artwork of a scripture that relates to food production (eg. Genesis 21 : 21)	√			√		
<b>P2.</b> create a poster of a scripture that relates to food production (eg. 2 Chronicles 26:15)	√			√		
<b>P3.</b> make finger puppets for a puppet play (see #P5 of Performing Arts).			√			
<b>P4.</b> decorate a plate with foods of different colours and shapes	√			√	√	√
<b>P5.</b> cut different shapes from slices of cheese (1 Samuel 17 : 17 – 18)	√		√			

**Performing Arts.**

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

activity	Poster	Song	Writing	Science	Maths	ICT
<b>P1.</b> make simple instruments from what God has created for food (eg. seed pods)		√		√		√
<b>P2.</b> use the instruments of #P1 to make a tune for a praise song (Psalm 136:25)		√				
<b>P3.</b> add words to the tune of #P2 and record the children singing it (2 Chronicles 29 : 30)		√				
<b>P4.</b> use simple instruments and/or voice to create sounds of a process to produce food from what God has created		√				
<b>P5.</b> use verses of scripture (eg. Genesis 2 : 9A) to make a song about what God has created to be used for food		√				
<b>P6.</b> make up and perform a play about using what God has created to produce food			√	√	√	

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

activity	Poster	Song	Writing	Science	Maths	ICT
<b>P1.</b> make a fruit salad and note the taste and texture of different fruit (Genesis 1:29)	√	√	√	√		√
<b>P2.</b> organise a Peanut Paste party, & list & photograph each 'dish' (Song of Solomon 6 : 11)	√	√	√	√		√
<b>P3.</b> discuss and record how each child likes to have their food prepared (Genesis 27 : 4).	√	√	√			√

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

activity	Poster	Song	Writing	Science	Maths	ICT
<b>P1.</b> make an illustrated storybook about how what God has created is used to feed the earth's inhabitants			√	√		
<b>P2.</b> tell how you like to put ingredients together on a plate before you eat it			√			
<b>P3.</b> teach your children a poem or rhyme about how we use food that God has created		√	√	√		
<b>P4.</b> produce an illustrated dictionary containing three or more listings of meals (Mark 14 : 22-26)			√	√	√	√
<b>P5.</b> describe and illustrate your favourite food (see #P1 – #P6 of Science).		√	√	√		
<b>P6.</b> retell the story of God creating food on Day 3 of Creation Week (Gen 1 : 11-13)		√	√			√
<b>P7.</b> say a grace before having a meal (eg. Matthew 15 : 36)		√	√			

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

activity	Poster	Song	Writing	Science	Maths	ICT
<b>P1.</b> find out about planting trees that God created for food (Leviticus 19 : 23A)	√	√	√	√		√
<b>P2.</b> grow, harvest and eat some herbs that God created as food (Genesis 1 : 29)	√	√	√	√		√
<b>P3.</b> find out about fruit trees that God created as food (Genesis 1 : 29)	√	√	√	√		√
<b>P4.</b> find out about green herbs that God created as food for animals (Genesis 1 : 30)	√	√	√	√		√
<b>P5.</b> find out about herding goats that God created to produce food for people (Prov 27 : 27)	√	√	√	√		√
<b>P6.</b> find out about looking after chooks that God created to produce food for people (1 Kings 4 : 23)		√	√	√	√	√
<b>P7.</b> bring some food that was made at home & tell your classmates how it was made			√	√	√	
<b>P8.</b> use some natural matter (eg. mulch) to help grow something to eat				√	√	√
<b>P9.</b> learn to say the names of three or more farm and / or food factory machines			√	√	√	√
<b>P10.</b> learn to say the names of three or more kinds of domesticated animals			√	√	√	√
<b>P11.</b> learn to say the names of three or more kinds of vegetables and / or fruit			√	√	√	√
<b>P12.</b> discuss the diversity of edible plant parts (eg. stems, leaves, roots, tubers, fruit, seeds, flowers) (Gen 1:29)	√		√	√	√	√
<b>P13.</b> prepare and eat a bush tucker breakfast (Genesis 2 : 16)			√	√		√
<b>P14.</b> use water in its three states of matter with three different foods and / or drinks			√	√	√	√

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

activity	Poster	Song	Writing	Science	Maths	ICT
<b>P1.</b> count the number of items on a grocery shopping list (2 Samuel 16 : 1)					√	√
<b>P2.</b> record how much water is required daily to grow the herbs of Science activity #P2					√	
<b>P3.</b> record how many of each fruit went into the fruit salad of HPhysEd activity #P1					√	√
<b>P4.</b> make a picture graph showing how many people are at lunch each day for a week					√	
<b>P5.</b> make a picture graph showing how many of each food type are represented around a meal table for one meal					√	
<b>P6.</b> compare and contrast the sizes and shapes of different types of fruit					√	√
<b>P7.</b> compare and contrast the numbers of chooks, eggs and / or chickens in a pen each day for a week					√	

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

activity	Poster	Song	Writing	Science	Maths	ICT
<b>P1.</b> on a family outing, note how foods that God created are used (Genesis 1 : 11)		√	√	√		√
<b>P2.</b> list different food items used at your house, school or church that God created (Gen 1 : 12)		√	√	√		√
<b>P3.</b> discuss how different cultures prepare food for meals	√	√	√			√
<b>P4.</b> find out about how food was kept fresh before electric refrigerators ((Joshua 9 : 12)		√	√	√		
<b>P5.</b> discuss your food preferences (see #P1–6 of Science) with members of your family or class.			√	√		
<b>P6.</b> discuss and enact proper table manners and etiquette (Luke 14 : 7 – 10)		√	√			√

**N. B.** Entries from children in the Pre–Year 1 section may be individual, group or whole class entries. Rules for entries for this section are relaxed in comparison with the post–Year 1 sections, to make allowances for the comparatively limited capabilities of Pre–Year 1 children.

Pre–Year 1 children may contribute to a group or whole class effort that can be submitted as an entry. If an entry is unable to be submitted, an adult (eg. Kindy teacher) is welcome to send in a (preferably typed) list of names of those who participated, with a brief explanation on one entry form of what the chn did, so they can each be issued with a participation certificate.

Entries from Pre–Year 1 children may be oral, pictorial or photographic, due to their comparatively limited capabilities with writing. An adult (eg. parent or Preps Teacher) may need to enclose some notes about what the children did for their entry.

ICT entries for this age group can be compilations of photographs put together by an appropriate adult (eg. parent, Kindy or Preps teacher or aide / assistant). A major emphasis for the Pre–Year section is that children of this age range are able to participate at their level, and to have their participation affirmed, irrespective of what their entry ends up looking or sounding like.