

## KS2 Unit 4 , Lesson 5: The Creation – Godly Play

### (Genesis 1&2)

**You will need:** See the YouTube clip <https://www.youtube.com/watch?v=iBgSHFGnSZI> to take a look at the story as it is told by an accredited Godly Play practitioner. You will see the kind of resources you are going to need. These can be created with scraps of cloth, wooden/lego figures, farm animals etc... A long narrow piece of black cloth for the base is very important. I always light a candle on Day 1, when God makes light, even with the youngest children. However, it's not compulsory, so do whatever you feel comfortable with. Your resources should be placed in an open basket as this is not a parable.

#### **The Script (*actions are shown in italics*):**

*(once everyone is settled in the circle, look around the gathering)* I wonder what is the biggest gift you have ever received? *(Allow time for lots of responses, respond positively, but listen out for answers involving living things as opposed to objects. You might like to highlight this)* Sometimes a gift is so big, that we don't realise it has been given to us. To see the gift, we have to go right back to the beginning, or perhaps a little before the beginning.

***At this point, you face the story and must remain engaged in it, without giving any more eye contact to the children, until the storytelling is complete.***

*(as you begin to unroll the long black cloth, take your time smoothing the cloth and pulling off any bits of fluff or dirt)* In the beginning there was nothing *(run your hand along the full length of the cloth, subsequently, using your index finger, draw an arc as you say...)* nothing at all, except perhaps, a great big smile. There was no-one there to see it.

*(remove Day 1 from the basket and place it to your far right at the start of the cloth)* On the first day, God gave the gift of light, so that there was light and darkness. God didn't just make the light from a torch or the light in street lamps, God made all of the light that is light everywhere. *(pause to take in the creation)* When God saw the light that he had made, he said *(lay your palm out flat, floating just above Day 1)* "It is good", and that was the end of the first day.

*(remove Day 2 from the basket and place it immediately adjacent and to the left of Day 1 on the black cloth)* On the second day, God gave the gift of water. I don't just mean the water from the tap, or even all the water in all of the rivers and oceans. I mean all of the water that is water, everywhere. *(with your index finger, point to the white arc through the centre of day 2, run your finger along it from one side to the other)* This is the firmament, it separates the waters above, from the waters below. *(pause to take in the creation)* And when God saw all that water, he said *(lay your palm out flat, floating just above Day 2)* "It is good", and that was the end of the second day.

*(remove Day 3 from the basket and place it immediately adjacent and to the left of Day 2 on the black cloth)* On the third day, God gave the gift of the land, he divided the water from the dry land and he gave the gift of green and growing things. *(pause to take in the creation)* And when God saw all the dry land and the green and growing things, he said *(lay your palm out flat, floating just above Day 3)* "It is good", and that was the end of the third day.

*(remove Day 4 from the basket and place it immediately adjacent and to the left of Day 3 on the black cloth)* On the fourth day, God gave the gift of day and night. God gave us a way to count our

days, and months and years. *(point in turn to the sun, moon and stars)* Here is the light that rules the days, the sun; and the light that rules the night, the moon and the stars. *(pause to take in the creation)* And when God saw the sun, the moon and the stars, our way of keeping time, he said *(lay your palm out flat, floating just above Day 4)* “It is good”, and that was the end of the fourth day.

*(remove Day 5 from the basket and place it immediately adjacent and to the left of Day 4 on the black cloth)* On the fifth day, God gave the gift of all of the creatures that fly in the air. Not just the birds, but all of the creatures that fly. God also made all of the creatures that swim. *(pause to take in the creation)* And when God saw all the creatures that fly and all the creatures that swim, God said *(lay your palm out flat, floating just above Day 5)* “It is good”, and that was the end of the fifth day.

*(remove Day 6 from the basket and place it immediately adjacent and to the left of Day 5 on the black cloth)* On the sixth day, God gave the gift of all of the creatures that walk on the earth, *(point to the creatures as you mention them)* those with two legs, like you and me, and those with many legs. *(pause to take in the creation)* And when God saw all the creatures that walk on the earth, and all the gifts of the other days, God said *(lay your palm out flat, floating just above Day 6)* “It is **very** good”, and that was the end of the sixth day.

*(remove Day 7 from the basket and place it immediately adjacent and to the left of Day 6 on the black cloth)* On the seventh day, God rested. He gave the gift of a day of rest. *(place your hand on Day 7 as you speak)* There’s nothing here though, because people go to different places to rest and remember the great gifts. *(at this point you could place a Star of David on Day 7 and say)* Jewish people celebrate the day of rest, their Sabbath, by spending time with their family and visiting the synagogue, their place of worship. *(take a look on YouTube at the way the day of rest is dealt with. If you are not looking at a specific faith, you might like to do it this way)*

**Now it's time to look up from the story and engage in the verbal wondering. Be patient, sometimes it takes the children a while to feel happy to speak. Sometimes the quietest children are doing the deepest wondering!**

I wonder which day you like the best?

I wonder which day is the most important?

I wonder if there are any days we can leave out and still have all the days we need?

I wonder which day you are in right now?

**Once the verbal wondering is over, begin to return all the objects carefully into the box. Don't hurry, naming each piece as you return it.**

I wonder what work you would like to do now to continue your wondering?

**Don't feel obliged to ask all the wondering questions and feel free to be lead to make more, depending upon where the wondering goes. Each time you deliver the story new questions and answers will emerge. Ensure you try not to close down the wondering with a prescriptive answer.**

**Try to allow as much choice as possible during the individual response time. If possible this work should be evidenced with photographs or small group discussion. The children's work during the individual response time is personal and should not be shared unless the child requests it. Children will gain the most from individual response time if they are fully relaxed and the pace is slow.**