How does God reveal himself through nature?

MEET
- Biologist Sarah Bodbyl Roels
- Wonder
- Nature as Creation
- Miracles and Science
- Inspired by Creation

GROW

EXPERIENCE

ENGAGE

INTEGRATE

SEEING GOD IN CREATION
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Unit Overview

Unit 12: Seeing God in Creation teaches students to approach the study of creation through a lens of wonder and to respond to what they learn with the worship that is due the Author of Life. It also provides the opportunity to explore how scientists can believe in miracles and supernatural realities, even as they pursue scientific explanations for what they see in the natural world.

This unit features:

- A video introduction to biologist Sarah Bodbyl Roels.
- A devotional Bible study on the virtue of wonder.
- An activity that examines God’s provision for creation through natural cycles.
- A chance to practice seeing and hearing from God in nature.
- A discussion of what it means to believe in miracles in a scientific age.
- A chance to create something artistic as a worshipful response to God’s glory displayed in creation.

Learning Outcomes

What will students know or be able to do after this unit?

- Reflect on the attributes of God that inspire awe and wonder in Christians.
- Describe some of the natural processes through which God sustains the earth.
- Reflect on an experience of lingering in God's creation.
- Assess whether believing in miracles is compatible with accepting the findings of science.
How to Use This Unit

Please see the User Introduction and Overview (biologos.link/user-intro) for important information and links, such as the difference between the five module types (Meet, Grow, Experience, Engage, and Integrate); our terms of use (how documents may be modified and distributed); and advice for communicating with parents or others in your community about potentially controversial topics.

This document contains lesson plans for the entire unit. Other files, such as student handouts, images for the Grow module, teacher instructions for specific activities, answer keys, and slide presentations, are accessible via links within this document.

Teacher’s Notes and sample answers are formatted with italics.

Scope and Sequence

This unit gives students a chance to look at natural cycles through the eyes of faith. After completing Unit 12: Seeing God in Creation, you can continue with other units (biologos.link/units-list) that pair well with your science or Bible course (biologos.link/course-pairing). The modular design gives you flexibility to pick and choose the activities that best suit your goals, time constraints, and students’ interests.

This unit encourages students to wonder at God’s sustaining care and provision for all he has made. To explore how humans are called to participate in God’s care for his creation through careful dominion and godly stewardship, see Unit 13: Caring for People and the Planet. To understand the evidence for climate change and consider how Christians should respond, see Unit 14: Climate Change and Our Commission. The topic of creation care is explored further in Unit 15: Biodiversity and Conservation.

For an introduction to questions at the intersection of faith and science, see Unit 1: Faith and Science Foundations. A comparison between theological and scientific knowledge and the methods scientists and theologians use to arrive at a consensus are explored in Unit 2: Ways of Knowing. To help students consider whether they may be suited for a lifetime of work seeing God in creation through scientific investigation, see Unit 3: Science as a Christian Vocation.

To further cultivate wonder, you can explore the complexity of cells in Unit 4: Cells and Design, the beauty of human diversity in Unit 5: Genetic Diversity and Human Dignity, and the intricacies of embryonic development and the brain in Unit 7: Fearfully and Wonderfully Made.

Open questions and debated issues about how to best reconcile theological and scientific knowledge are explored in Unit 8: Bible Interpretation and Science, Unit 9: Evolution and God’s Creation, Unit 10: The Fossil Record and Faith, and Unit 11: Humans and the Rest of Creation.

Pedagogy of Hospitality

Integrate presumes acceptance of, or directly teaches, the scientific consensus on some matters of controversy within the Christian community: namely, modern cosmology, the age of the earth, evolution, and anthropogenic climate change. At the same time, we as authors recognize that in any community of Christians, there is likely a diversity of viewpoints. Our goal is education, not indoctrination. As such, we include opportunities to explore
various Christian perspectives within the Integrate units. Reflection assignments and discussion questions are intentionally open-ended, without an expectation that students adopt any one “correct” perspective. We also believe practicing gracious dialogue is more important than winning an argument. For this reason the curriculum includes opportunities for respectful engagement with others who think differently. For tips on how to create a welcoming environment in your community, see biology professor Kerry Fulcher’s article *A Pedagogy of Hospitality* ([biologos.link/hospitality](biologos.link/hospitality)).

**Corequisite Science**

While Integrate is flexible and may be used as a standalone resource for enrichment, it is designed to supplement, not replace, science instruction. Students will be prepared to engage with the material in this unit assuming concurrent or previous study of ecology.

**NGSS Alignment**

The *Next Generation Science Standards* ([NGSS; biologos.link/ngss](biologos.link/ngss)) are research-based, cutting-edge K-12 science standards. They set expectations for what students should know and be able to do. While not an NGSS curriculum, Integrate has many points of alignment with NGSS. If you refer to NGSS in your lesson planning, please see the *NGSS Alignment for Integrate* ([biologos.link/ngss-alignment](biologos.link/ngss-alignment)).
Vocabulary

The following terms and concepts are used in this unit or in the additional resources. Definitions and explanations are found in the Unit Glossary at the end of the unit. Many additional terms are included in the main Integrate Glossary (biologos.link/glossary).

- biodiversity
- conservation
- creation care
- divine action
- empirical evidence
- environmentalism
- evolutionary creation (EC)
- greenhouse gases
- Intelligent Design (ID)
- laws of nature
- materialism
- metaphysical naturalism
- methodological naturalism
- miracle
- old earth creation (OEC)
- scientific consensus
- supernatural
- young earth creationism (YEC)
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