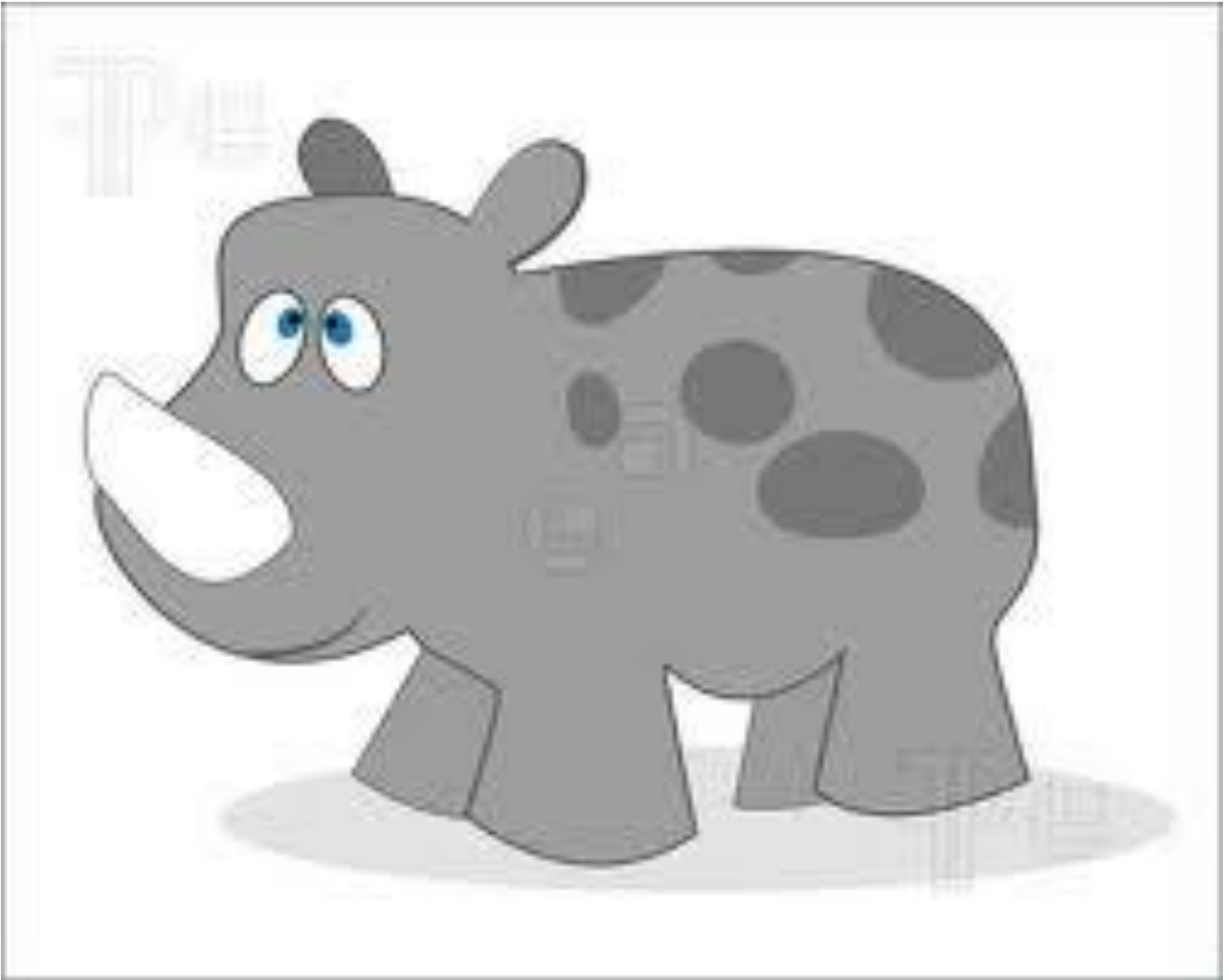


# RYAN THE RHINO



## The story of Creation

A Sunday School Resource on Caring for Creation

## OVERVIEW OF THE MANUAL

	<b>Theme</b>	<b>Reading</b>	<b>Stories</b>	<b>Activities</b>	<b>Songs</b>	<b>Mural and audit</b>
<b>SECTION ONE SKY AND LIGHT</b>						
1	INTRO: God created everything	Gen 1	Creation story	Act out favorite creation Draw picture of favorite creation Creation utube clip	My God is so big He's got the whole world What a mighty God we serve This is the day that the Lord has made All over the world All things bright and beautiful	
2	Creation of light and sky (days one and two)	Gen: 1; 1-5 Gen :1: 6-8	Meditation with globe.	Blind man's bluff (light) Feel the air Make clouds Papier mache globes	My God is so big Creation song v 1 and 2. Lord of the dance Morning has broken Shine Jesus shine Walk in the light	Light and clouds
3	Sky- climate change	Ps 104:1-18 and Ps 150:6	The glass cupboard	Footprints in the earth Paper footprints Finish papier mache globes.	My God is so big We are walking in the light of God Creation song v1 and v2 I the lord of sea and sky Be bright in the corner This little light of mine	Add pictures of factories, cars and pollution to mural Energy audit in the church
<b>SECTION TWO LAND AND PLANTS</b>						
4	Land and plants	Gen 1 : 9-13	The secret heart of the tree	Look at plants outside Eat a piece of apple and seed Planting of seeds	Creation song v1,2,3 If I were a big, big tree	Land and trees
5	Environmental degradation: Don't litter	Deut 11:12 Jer 16:18 – useless stuff	The man who sold dumplings	'Not enough room' exercise Make posters using recycled goods.	Think of a world without any flowers. If I were a great big tree. He's got the whole world	Add litter to mural Audit the outside of church
<b>SECTION THREE OCEANS AND RIVERS</b>						
6	Ocean fish and birds	Gen 1: 20	Story of Places	Act out different creatures from the sea Drawing fish and whales Albatross and litter utube clip	I've got peace like a river Creation song v1-5 If I were a butterfly	Water fish and whales
7	Water pollution and waste save water	Ps 104:10	Tiddelek the frog	Globe and pebble exercise Water Olympics – do not spill	I've got peace like a river Creation song v1-5	Add dirty water to mural Church water audit
<b>SECTION FOUR Animals and humans</b>						
8	Animals and humans	Gen 1 :24-2:2	Adam the red	Biodiversity exercise Web of life paper chains	Creation song v1-6 If I were a butterfly He's got the whole world in his hands	Animals People cutouts
9	Loss of biodiversity	1 Cor 12: 12-24 Prov 12:10	The king who killed frogs	Biodiversity web Tear up pictures.	If I were a butterfly	Add endangered species to mural
10	People of the promise	Genesis 6	Noah story and rainbow covenant	Children make personal promises and commitments (some) draw rainbows and posters of their commitment,	The animals went in two by two. Who's the king of the jungle? Who put the colours in the rainbow?	Mural – add rainbow and personal promises

## Foreword: Archbishop Thabo

Bible Reading: Romans 8:18-23

Romans 8:22 *We know that the whole of creation has been groaning.*

Paul in his letter to the Romans speaks of the hurt which creation is suffering. Humans have sinned in the way we have destroyed parts of God's creation. We think of pollution spewed into the air each year by our factories and motor cars, the industrial waste polluting our rivers and lakes, and the loss of thousands of species of fish, insects and other small animals. We use and abuse nature without realising its value, leaving behind toxic waste and mountains of indestructible garbage. We are also contributing to the changes in climate which will lead to further destruction as well as hunger and famine for humans. We do not hear the cry of nature, we do not stand in awe of it, we merely treat it as an object to be used for our benefit. My prayer is that this resource will be used widely so that our children can learn again to reverence the gift of creation and that they would in turn inspire their parents.

Archbishop Thabo Makgoba, Archbishop of Cape Town.

## Introduction

This manual has been developed by the Environmental Network of the Anglican Church of Southern Africa with the support of SAFCEI and WWFSA to provide a resource for Sundays Schools for children aged 5-12. Some of the activities can also be used with older or younger children. It is a resource under development so we would appreciate feedback and comments!

There are four sections, Sky & Light, Land & Plants, Oceans & Rivers and finally Animals & Humans. The first lesson is introductory and tells the whole story of creation. Then in each section we first of all focus on the fact that God created all things and they were good. Next we look at what we as humans have done to damage God's world and then we look at some steps we can take to make a difference.

*"Is the story true?"* Children will come with different views on evolution and creation from home and school. The important thing is not whether we believe that God put the laws of nature in place and created the Earth over billions of years, or whether the earth was created in seven days. It is best to explain that the Bible explains both the *order* of creation and the *importance* of creation. The story tells us about the creation of time and the Bible also says *"with God one day is just like 1000 years and 1000 years is just like one day"* (2 Peter 3:8).

Some Christians believe in evolution, others do not. The story of Genesis explains the 'why' of creation and not the 'how'. It was a story that the Israelites told their children to make clear where everything came from and to whom it belonged. As humans we are a part of the web of creation, and we want the children to appreciate the wonder of creation.

**Materials** There are three types of activities, some you can do with no materials, some need paper and pencils and some are more complicated and need preparation beforehand. These might be papier mache or playdough or watching a video if one of the teachers has a laptop.

**Ryan the Rhino.** He is an important figure who will greet the children each week and introduce the story. He can also help you with discipline – if Ryan asks the children to be quiet they often respond well!! You can either use the front cover, or perhaps there is a child in church who has a cuddly rhino they will lend to Sunday School for 10 weeks.

**Colouring pictures.** Each session has a picture you can use to illustrate the story and you can also photocopy it for the children to colour in. Please do colour the picture before you tell the story – so that it is nice and bright for the children to enjoy.

**Talking object** – this helps with discipline, choose an object like a small toy or ball – often the children want to speak all at the same time and the teacher can say that only the child with the talking toy can speak, then they pass it on to the next child. These pictures are at the back of the book on pages **xx**

**Audit poster-** during the sessions, the children will be involved in an ‘audit’ looking at water use, electricity use and land use in the church. As they do each section they will colour in a part of the poster, leaving blank the parts that still need to be looked at.

**Mural:** If it is possible try to have an ongoing mural – this could be eight pieces of flipchart paper stuck up with prestick. Then each week you add more pictures and information to the mural. Otherwise have a separate piece for each week.

**Church:** It is important that the whole church knows what you are doing, so that if the children want to do something like start recycling or plant flowers then they meet with encouragement. Also consider how you will present the learnings to the church – perhaps through posters or photographs, or inviting the children to do a drama. Adults will often listen better to children as they do not feel threatened!!

**Worship songs:** these are at the back on the book in alphabetical order page **xxx**

## ACKNOWLEDGEMENTS

- Resources : Diocese of Johannesburg (wonderful creation)
- Quakers – speak to the earth and it shall teach thee : Committee on Children and young people, Philadelphia yearly meeting
- Ministrytochildren.com
- Seasonofcreation.com
- Season of the spirit (Lent, Easter 2012 adapted song) blessing song
- **Eco-congregation :an environmental toolkit for churches, Module 4** acorns to oaks AROCHA
- Cafod
- Arocha Kenya CEAR
- Quakers (journeys in the spirit)
- Ashely Ramsden and Bob Commin (Story tellers)
- Glynis Goynes
- <http://www.coloring.ws/creation.htm> (Pictures)
- <http://ministry-to-children.com/bible-coloring-pages/creation/> (Pictures)
- Season of Creation 1. (ACSA Environmental Network)

# 1. GOD CREATED EVERYTHING

**Theme:** God created everything and it was good!

**Outcome:** to understand that God created everything and it was very good.

**Bible Reading:** Genesis 1

## **Materials :**

Ryan, talking toy,

## **Materials for additional activities**

paper and crayons

Photocopies of the picture for colouring in

[//www.youtube.com/watch?v=\\_RKByQf9jsk&sns=fb](http://www.youtube.com/watch?v=_RKByQf9jsk&sns=fb) and laptop

**Introduction:** Have all the children sit in a circle and introduce them to Ryan the rhino. He can ask all the children their names and say how wonderful it is to be here today.

## **Worship songs** (page xx)

- My God is so big, so strong and so mighty
- He's got the whole world in his hands
- Unamandla uJesu wam, what a mighty God we serve.
- This is the day
- All over the world
- All things bright and beautiful

## **Bible story**

Ryan tells the children he is excited to be here today and to share with the children all about how God made this world and all the animals, plants, birds and trees on it. If you listen very carefully we are going to read from the Bible about the world being created a long, long time ago. This is a story the Israelites told their children a long time ago so that they would understand who made the world and who it belongs to. Shut your eyes as you listen to the Bible reading.

## Story- Genesis 1

In the very beginning God's love bubbled over when there was nothing else, no trees, no birds, no animals, no sky, no sea – only darkness.

Out of this love, God spoke "Let there be light" and there was day. And there was night, and when the first day was done, God smiled and knew that it was good.

On the second day God said "Let there be sky where the clouds can float and wind can blow. And the sky was bright blue and beautiful.

On the third day, God said 'let the waters gather together into oceans and let the dry land appear". Now God decided to make the world even more dazzling, with tall trees and long grass. And then the first flower opened in all its glory.

On the fourth day God said "let the sky be filled with the sun and the moon" and God scattered stars across the sky like sparkling diamonds.

On the fifth day God said "let there be birds to fly and sing, and fish to swim and splash" and the world was filled with the joyous sound of birdsong.

On the sixth day God said 'let there be animals – elephants and giraffes, cats and mice and bees and bugs" And suddenly the world was a very noisy place! But there was something missing. Then God said " I will make people, and I'll make them like me so they can enjoy the earth and take care of it". He did just as he had said and it was all so very, very good. God looked at everything he had made and clapped his hands together in delight. "Isn't it wonderful" and on the seventh day, God laughed and rested and enjoyed his glorious creation.

**(Archbishop Emeritus Tutu)**

Picture page **xxx**

## Activities

<b>No materials required</b>	Ask the children to think of their best part of the creation story. They must then act out their favourite animal, fish, bird or even a plant. The other children have to guess what it is.
<b>Paper and crayons</b>	Write the numbers 1 to 6 on separate pages and put them up on the wall. Each child chooses their favourite part of creation and draws that part. These can then be put up on the wall next to the day. The teachers can fill in the gaps! Day one – light, day two – sky & clouds, day three – oceans, land and plants, day four – sun and moon and stars, day five –birds and fish, day six – animals and humans .
<b>Youtube clip and laptop</b>	You tube video – <a href="http://www.youtube.com/watch?v=_RKByQf9jsk&amp;sns=fb">Creation clip</a> <a href="http://www.youtube.com/watch?v=_RKByQf9jsk&amp;sns=fb">http://www.youtube.com/watch?v=_RKByQf9jsk&amp;sns=fb</a>

## Closing challenge and prayer

Have Ryan ask the children what was the best part of today's session? Ask them how they think God feels about the way we are treating the world. Close in prayer

## 2. - GOD MADE THE LIGHT AND THE SKY

(Day one and two)

**Theme:** Creation of light and sky

**Bible passage:** Gen1:1-5 (light) and Gen 1:6-8 (sky)

**Outcome:** to appreciate the wonder of light and the importance of the sky

**Materials required:**

A blindfold

**Materials required for additional activities**

Pieces of paper cut out in the shape of clouds, black and grey crayons and cotton wool (optional)

Glue, scissors

Balloons and strips of newspaper and flour and water paste

**Introduction:** The children sit in a circle. They all greet Ryan Rhino. He asks them what they remember about what we learned last week. Can we remember all the things God made?

**Worship time** (page xx)

- We are walking in the light of God // Siyahamba ekukhanyeni kwenkosi//
- My God is so big.
- This is the day, this is the day that the Lord has made
- The Lord of the Dance
- Morning has broken
- Shine Jesus shine.

**Bible reading (first part)**

Explain that we have two parts to our Bible story today. Read Genesis 1:1-5 aloud to the children.

**Story(part one)**

“In the beginning, God created the heavens and the earth. The earth didn’t have any shape. And it was empty. Darkness was over the surface of the ocean. At that time, the ocean covered the earth. The Spirit of God was hovering over the waters. God said, “Let there be light.” And there was light. God saw that the light was good. He separated the light from the darkness. God called the light “day.” He called the darkness “night.” There was evening, and there was morning. It was day one.”



### **Game:** Blindman's buff

Blindfold one of the children, and they have to try to catch the other children. When a child is caught he or she becomes 'it' and must put on the blindfold and try to catch other children. After the game sit in a circle and ask how it felt to be in the dark.

Put up your hands if you prefer the light to the darkness. God saw that there was darkness and no light and he said (*what?*) 'let there be light – he called that *what?* (*day*) and what did he call the darkness? (*night*). What did God create on the first day of creation? (*allow for responses*) Right, God created light. Without light, we wouldn't be able to see anything because it would be completely dark.

So we are going to put the first thing that God made onto our mural – the light

**Song:** Sing the first verse of **Seven days of creation song** (*tune of are you sleeping Brother John/ Frere Jacques*)

God created, God created – night and day, night and day,

That was on the first day, that was on the first day, it was good, it was good

### **Bible reading part two**

Ryan says: After God made the light the next day he did something else really exciting. Read Genesis 1:6-8 aloud to the children.

### **Story part two**

God said, "Let there be a huge space between the waters. Let it separate water from water." And that's exactly what happened. God made the huge space between the waters. He separated the water that was under the space from the water that was above it. God called the huge space "sky." There was evening, and there was morning. It was day two.

*He separated the water that was under the space from the water that was above it.* God separated the water. We can see the water which is on the ground. Oceans, rivers lakes. But where is the water above the space? (*allow for responses*) There isn't a lake in the sky. The clouds are water. Rain, snow, sleet are all water that come from above the space.

*God called the huge space "sky."* God named it "sky". That's what we still call it.

The sky is very important, because it holds the water for us. As it gets warmer, it holds more water. That is why we get bigger storms now than we used to before you were born, because the sky is getting warmer so it holds more water. White clouds have only a little water but dark clouds hold lots of water.



## Creation Song verse two

Teach them the second verse of “God created” song.

V1 God created, God created – night and day, night and day, that was on the first day//, it was good, it was good

V2 God created// sky and clouds//, that was on the second day// it was good//

## Activity

<p><b>No materials required</b></p>	<p><b>Feel the air</b></p> <p>If possible go outside and ask the children to quietly lie down. Otherwise lie on the ground in the classroom.</p> <p>Ask them to close their eyes and to breathe slowly in and out. Feel the air come into their lungs and breathe it slowly out again. Continue saying in, out very slowly until they become restless.</p> <p>Discussion - how did it feel? How would you feel if you were breathing air next to a busy highway? Why?</p>
<p><b>Paper and pencils and scissors</b></p>	<p>Put up the flip chart paper which will become the ongoing mural.</p> <p>Give the children pieces of paper and have them draw light and stick them on the mural. Give the children a piece of paper, cut out in a cloud shape (or ask them to cut if they are old enough) and to colour them in black or grey. Leave some of them blank. When they are finished explain that the ones with grey and black are holding more water. Stick them on the mural.</p>
<p><b>Balloons, flour paste and paints.</b></p>	<p>This activity will take two weeks.</p> <p><b>First week: Making your own earth from balloons</b></p> <p>Make a papier mâché globe by pasting strips of newspaper onto a blown-up balloon. A flour/water mix works well too.</p> <ul style="list-style-type: none"> <li>• Tear newspaper into small strips</li> <li>• Make flour and water paste. Place one cup of flour in the mixing bowl. Add 2 cups of water. Mix well so there are no lumps.</li> <li>• Blow up balloons and tie ends to make spheres. Attach string to balloons and hang from a line of string</li> <li>• Dip newspaper strips into flour and water paste, and wipe off so that they are damp but not dripping. Place newspaper strips onto balloons. Gradually build up so that the balloons are completely covered in 3-4 layers of damp newspaper.</li> <li>• Leave them to dry until next week</li> </ul> <p><b>Second week: painting the land and seas</b></p> <ul style="list-style-type: none"> <li>• The spheres are now hard. The balloons can be popped and will stay inside the spheres.</li> <li>• Once the model is dry, paint it to look like the earth, with discussion about shapes and sizes of continents and oceans. and suspend it from your ceiling.</li> </ul>

## Closing and challenge:

Sit in a circle and let Ryan asks the children 'What did God make the first two days? (Day one - light and day two - sky). Now it is time to say goodbye to Ryan.

Remind them of how scary the dark is, how good it is that God made the light. And how important the sky is and that God gave us air to breathe. Ask them which clouds are holding more water, the white ones or the dark ones (dark ones).

Closing meditation

**Meditation.** Ask the children to stand very still. They must close their eyes and imagine they are holding a ball the size of a soccer ball. They must imagine they are holding the whole earth in their hands. Now listen quietly

"If the earth were the size of a ball, floating a few feet above a field somewhere, people would come from everywhere to marvel at it. People would walk around it looking at its big pools of water, its little pools and the water flowing between the pools. People would be amazed by the bumps on it, the holes in it and they would marvel at the very thin layer of gas surrounding it and the water suspended in the gas. They would be amazed at how this thin layer of gas protects it from the hot sun. The people would marvel at the animals walking on the surface of the ball and the ones swimming in the water. The people would declare it precious because it was the only one, and they would protect it so that it would not be hurt. The ball would be the greatest wonder ever known and people would come to look at it, to be healed, to learn from it, and to see the beauty. And they would wonder how such a beautiful thing could be. People would love it and defend it with their lives because they would know that their lives, their own roundness could be nothing without it. If the earth were the size of a ball, floating in space.



*Season of creation 1*

**Closing prayer:** ask one child to say thankyou to God for the light and one to say thankyou to God for the sky and to ask God to help us look after them properly.

# 3. SKY AND CLIMATE CHANGE

**Theme:** the sky and climate change

**Bible passage:** Ps 104: 1-18 and Ps 150:6

**Outcome:** the children to realise that the earth is fragile and is surrounded by the air that God made. When we use too much electricity, oil, gas and petrol we can damage that air.

## Materials needed

Paper and pencils

Introduction: Ryan greets them in a circle and asks them what we learned last week. (God created the light and the sky). Ask them if anyone knows how our sky can be damaged? (they may mention pollution or climate change) Explain that the atmosphere is a special blanket around our earth and if it gets damaged then our earth heats up. It gets damaged by pollution and by using lots of electricity and gas and petrol.

## Worship songs:

- My God is so big, so strong and so mighty
- We are walking in the light of God
- Walk in the light (let's all get together in communion sweet)
- Be bright in the corner (khanya ekoneni – apho ukho)
- I the Lord of sea and sky
- This little light of mine (new words)

## Story

Today Ryan is going to read us some verses from the Bible. Shut your eyes and listen and have a picture in your mind\

### Psalm 104: 1-5

<sup>1</sup> I will praise the LORD.

LORD my God, you are very great.

You are dressed in glory and majesty.

<sup>2</sup> You wrap yourself in light as if it were a robe.

You spread the heavens out like a tent.

<sup>3</sup> You build your palace high in the heavens.

You make the clouds serve as your chariot.

You ride on the wings of the wind.

- <sup>4</sup> You make the winds serve as your messengers.  
 You make flashes of lightning serve you.
- <sup>5</sup> You placed the earth on its foundations.  
 It can never be moved

And now Ryan will tell us a story with a message for us.

Once upon a time there was a king who had a cupboard that was made entirely of glass. It was a very special cupboard. It looked empty, but you could always take out anything you wanted. People took out food and sweets, toys and pieces of chicken (*ask the children what else?*). They even took out petrol to make their cars go and electricity to heat themselves. There was only one thing you had to remember whenever you took something you had to put something else back in, although nobody knew why. But people did that, they took things out and then put something else in each time.

One day, some thieves broke into the palace and stole the cupboard.

‘Now we can have anything we want,’ they said. One of the thieves said, ‘I want a large bag of gold,’ and he opened the glass cupboard and he got it. The other two did the same and they too got exactly what they wanted.

The thieves forgot one thing. Not one of them put anything back in the cupboard.

They spent the whole night taking more and more bags of gold out of the cupboard. They continued the next day, faster and faster, till they grew faint. But they did not stop. Then the chief thief suggested that they get some sleep so that they could continue later that night to take out more bags of gold. So they settled down to sleep. But sleeping was difficult when there was so much fortune to be had. The second thief could not stop thinking about the gold, so he got up and returned to the cupboard to take out more gold. The third thief decided that he could be richer than the other two, so he too got up and returned to the cupboard. The Chief thief realised he was missing out so he too returned to the cupboard to take out more gold.

They went on and on-for weeks and months. At last, the chief of the thieves could bear it no longer. He picked up a hammer and smashed the glass cupboard into a million pieces, and then all three fell down dead.

When the king returned home, he ordered his servants to search for the cupboard. When they found it, and the dead thieves, they filled sixty great carts with the gold and took it back to the king. He said, ‘if those thieves had only put something back into the cupboard, they would be alive this day.’

He ordered his servants to collect all the pieces of glass and melt them down and make them into a globe with all the countries of the world upon it, to remind himself, and others, that the earth is as fragile as that glass cupboard.

Ask the children what they learned from the story.

*Explain that we cannot always be taking things out of our world. People take coal and gas and oil out of the earth and it makes pollution go up into the sky. It damages our atmosphere which is that special blanket protecting us from the hot sun.*

*From Five Minute Stories: chosen by Fiona waters, story by Terry Jones p 29 retold by Bob Commin*

## Activity

<b>No materials required</b>	Take the children outside and let them make a footprint in the sand or earth. Look and see whose footprint is the biggest. Have the children stamp up and down. Explain that our footprint is the amount of impact we make on Gods earth. How much water we use, how much electricity we use, how much petrol we use all these things make an impact on Gods world.
<b>Paper and pencils</b>	Draw around each child foot on a piece of paper and compare the size. Stamp up and down as hard as you can. Explain that actions we take can cause damage to the earth like stamping on the earth. How much petrol we use, how much electricity we use make a difference to our footprint.
<b>Mural activity</b>	Think of things that damage our atmosphere by making pollution and creating greenhouse gases. Draw these and add to the mural. (cars, trains, aeroplanes , buses, light bulbs etc).
<b>Church audit activity</b>	If possible , get the children to count the number of lightbulbs being used in the church, kitchen and hall, write down if there is a geyser, kettle, fridge or anything else using electricity Others can go and count the number of cars. Draw a big foot and write these down as the church's footprint. This big foot can go onto the church notice board.

## Closing song (new words)

This little light of mine, I'm gonna turn it off.  
This little light of mine, I'm gonna turn it off .  
This little light of mine, I'm gonna turn it off,  
Turn it off, turn it off, turn it off

When it gets to bedtime  
Im gonna turn off  
When it get to bedtime  
Im gonna turn off

Turn it off, turn it off

Leave my light aburning No! Im gonna turn it off

Leave my light aburning No! Im gonna turn if off

Leave my light aburning No! Im gonna turn if off

**Prayer and closing challenge:** Ask the children what we can do to protect our earth and its atmosphere, close with a prayer.

# 4 LAND AND PLANTS

## Day 3 – land and plants

**Theme:** God creation land and plants

**Bible passage:** Gen1:9-13, Rev 22:2

**Outcome:** At the end of this section we would like the children to know that land and plants have been damaged through pollution and loss of biodiversity. That they know we are also creators and develop a love for creation.

### Materials needed

- Hidden inside a box (dish with water, a big rock, a couple of small plants and flowers, apple pieces enough for each child with the seeds still in)

### Additional materials needed

- Pieces of green and blue paper (or sheets from magazines with lots of these colours)
- A paper cup for each child. Seeds (sunflower works well) compost or rich soil.

**Introduction:** everyone greets Ryan and he asks them what they learnt last week.

**Worship Songs:** teach them “if I were a great big tree” to the tune of If I were a butterfly Explain that trees are wonderful because they breathe out oxygen which gives us life.

If I were a great big tree,  
I'd thank you, God, for my green leaves.  
And if I waved them in the air,(Wave)  
I'd send my breath onto the breeze, (Blow)  
for in my breath is oxygen,  
I'm giving life to everyone,  
so I just thank you, Father, for giving me breath. (Blow)  
You gave me a heart and you gave me a smile,  
you gave me Jesus and you made me your child.  
Now I just thank you, Father, for giving me breath! (Blow)

Creation song v1, 2, (page xx)

**Song** : Now teach creation song verse 3

God created//land and plants// that was on the third day//it was good//

Tell them that Ryan is going to read Genesis 1:9-13 aloud to the children.

### Bible story (Gen 1:9-13)

Before class, put all of the items inside of a box so that it will be a surprise to the children during the story. *(Dish with water, a big rock, a couple of small plants and flowers, apple pieces enough for each child with the seeds still in)*

Read the Bible Story bringing out the items from the bag as you talk about them.

<sup>9</sup> God said, “Let the water under the sky be gathered into one place. *(Bring out the large dish and water. Pour the water into the dish.)*

Let dry ground appear.” *(Bring out the large rock and place it in the middle of the dish...show the children how the water is separated)*

And that’s exactly what happened. <sup>10</sup> God called the dry ground “land.” He called the waters that were gathered together “oceans.” And God saw that it was good.

<sup>11</sup> Then God said, “Let the land produce plants. *(Bring out the plants and flowers and place them on the side of the dish...they probably won’t fit inside of it)*

Let them bear their own seeds. And let there be trees on the land that bear fruit with seeds in it. Let each kind of plant or tree have its own kind of seeds.” And that’s exactly what happened.

<sup>12</sup> The land produced plants. Each kind of plant had its own kind of seeds. The land produced trees that bore fruit with seeds in it. Each kind of tree had its own kind of seeds. *(Bring out the apple pieces (or other fruit with a seed in it). Ask what the little dark things are (seeds) find out from the children what they know about seeds. Then let them enjoy eating them!)*

God saw that it was good. <sup>13</sup> And there was evening, and there was morning. It was day three.

### Activity

<b>No materials required</b>	Go out into the church yard and look at all the things that are growing, weeds, plants and trees. Discuss with the children how they grow .Remind them that trees are special because they breathe out oxygen.
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<b>Seeds and cups and compost</b>	Each child writes their name and a design or picture on a paper cup. Half fill them with compost/rich earth and plant a seed. Then put more soil on top and water them. Tell them how to look after them by making sure they are damp and watering them with a little water every two days or so.
<b>Mural activity</b>	MURAL – cut up pieces of paper blue and green and then stick them on the land and sea. Write underneath ‘ The leaves of the tree are for the healing of the nations ‘ Rev 22:2

**Closing story: Read Rev 22:2** “ the leaves of the tree are for the healing of the nations. Today we are going to hear a story about a tree.

### **The secret heart of the tree**

It was a hot, hot, hot day and Rabbit was really suffering. Sweat ran off the ends of his ears and he was panting. I need some shade he said to himself “If I don’t cool down I am going to melt!” so he hopped over to the baobab tree. It cast a big pool of lovely cool shade all around its trunk. It looked like a lovely place to sit. But the baobab was very big and the rabbit was very small so he politely asked “Mr. Baobab can I sit in your shade please it is a very hot day today. The Baobab rustled its leaves in surprise! No one had ever asked permission before and he said “of course you can! Stay as long as you like”.



Rabbit hopped into the shade. It was lovely and cool, a little breeze sprang up and rustled his fur. He lay down, stretched out his legs and felt much better! But after a while he began to feel very thirsty because it was such a hot day. Then Baobab rustled its leaves and a ripe succulent fruit fell down. Rabbit ate it slowly, enjoying the juice and sweet taste. Thank you Baobab, how did you know that I was thirsty too! He lay there peacefully and then he began to itch.. right in the middle of his back , the part you can’t reach yourself. ‘Baobab he said I have a terrible itch, can you help me? Baobab said scratch yourself against me. So he had a great scratch and rubbed his back up and down the Baobab’s rough bark.

There was a rustling of leaves and Baobab said to Rabbit, “from my great height I can see that there is a lion prowling around. Your life is in danger. You are the first person who has ever had the courtesy to ask whether they can sit in my shade, so I am going to let you come inside me to be safe. But you mustn’t take anything”.

“That would be wonderful” said Rabbit in a fright. A small crack appeared in Baobabs bark and then grew wider as it ran down the trunk, and it cracked open like a door.

Rabbit poked his nose inside and his jaw dropped! Inside there was a huge and beautiful space with water trickling down and greenery. He could feel movement as the tree breathed in, breathed in and out , in and out , in and out. *(Let the children breathe in and out with you)*

He rested and looked in amazement at all the beautiful things. There was a beautiful green light that was pulsating in and out , in and out.

When it was time to go, he left, feeling relaxed and happy, well rested, he had eaten and drunk all he wanted. Baobab said “take some fruit home for your children”. So he did.

On the way home he met Hyena who asked where he had got such wonderful fruit. So he explained to him about the kind Baobab. Hyena ran to the tree and threw himself down in the shade. “Baobab” he yelled “give me fruit”. When there was no response he climbed up as high as he could and grabbed fruit, breaking branches on the way down. He rubbed his back against the tree so hard that the bark was damaged.

“Hm,, now how do I get inside this tree?” he thought. He saw the tiny crack left where rabbit had left. He took a big metal pole and forced it in, forcing the door open. It creaked in pain and he opened it up.

“Wow” he said as he saw the pulsating green light. “I am sure I could sell that for a LOT of money”. He quickly grabbed it and turned to leave. But the light began to die and the door was closing. He ran as fast as he could towards the narrowing strip of daylight.. he wasn’t fast enough. With an almighty crash the door slammed shut. And as far as I know Hyena is inside the baobab tree still. Hyena was the last creature ever to see the secret heart of a tree, to hear it breathing in and out , in and out. Trees don’t let us in anymore because they don’t trust us.

Maybe just maybe one day we will be lucky enough to win back that trust and to see the wonders at the heart of a tree.

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### **Closing prayer and challenge:**

Ask the children to share why trees are important. Pray asking us to do our best to keep trees safe so that they can breathe for our world. Say goodbye to Rhino

# 5. LAND: POLLUTION AND LITTERING

**Theme:** Land pollution and littering

**Bible reading:** Deut 11: 12 It is a land the LORD your God cares for; the eyes of the LORD your God are continually on it from the beginning of the year to its end

**Outcome:** for the children to understand that littering and pollution damage the earth and make Gods heart sad.

## Materials

A sheet (which can get dirty) or else something to mark a circle (stick or chalk) for the children to stand in

## Additional materials

Waste( bottle tops, waste paper etc) for making posters. Strong glue

Utube clip <http://www.youtube.com/watch?v=pUM58LIU2Lo> and laptop

**Introduction:** The children gather in a circle and greet Ryan. Ask them what they remember from last week.

## Songs

- Think of a world without any flowers
- If I were great big tree
- He's got the whole world in his hands

## Game

Take the sheet or tarpaulin and lay it flat on the ground *or* draw a large circle on the ground with a stick. Get all the students to stand on the sheet (*or circle drawn in the earth*)

Explain that they must imagine they are animals, birds and insects living in an area of forest. Each child can tell you which animal they are. Notice how close together they are standing.

Tell students to get off the sheet. Then fold it in half so its area is halved (*or draw a smaller circle within the original large circle*)

Tell the students to get back on the sheet. Notice how close together they are standing now.

Repeat the exercise on the new smaller area. Discuss how the students feel about being squashed together. Is it comfortable? Can they move? Can they breathe?

Continue until it is not possible to fit all the children onto the new area. Discuss what happens to the other students. Compare this situation to a National Park or forest in your country. What will happen to

the animals if humans encroach on the parks by hunting, deforestation, agriculture? What if the parks are made smaller in order to give more land to humans for farming? What happens if the numbers of animals rise in the park area?

### Story

Read the bible verse: Deut 11: 12 It is a land the LORD your God cares for; the eyes of the LORD your God are continually on it from the beginning of the year to its end

Now we are going to read a story from a land called Taiwan and I want you to listen very carefully.

*(Land – the man who sold dumplings is a story from Taiwan - change the name of the food to whatever the children would like the most!)*

When you ride the train and enter “Entabeni” village you will see a strange mountain, it looks like an ordinary mountain but with a missing side as if someone had taken a sword and carved out half of the mountain. You may be curious about the missing half, but don't worry, there is a legend which will explain the whole story.

Once upon a time, a small village existed at the foot of the mountain. One day, an old man who was selling dumplings came to the village. He had white hair and a white beard and his clothing was very old and worn. He carried a heavy load of hot dumplings which looked and smelled deliciously good to eat. However, everyone in the village thought the old man was stupid because he yelled, "Hot and delicious dumplings! One for ten cents, two for twenty cents and three for free!"

" What is going on? " the villagers asked surprised.

" Hot and delicious dumplings!. One for ten cents, two for twenty cents and three for free!" the crazy old man yelled again.

More and more villagers began to gather around. They whispered in low voices, " Can this be true? Three dumplings for free? Is this old man tricking us?"

"Who cares! I'll eat three dumplings first and see whether it's free or not." The greediest boy in the village said.

"Mmmm, these dumplings are so good!" he said while he was eating the dumplings. The old man's dumplings were huge. When he finished his second dumpling, he was so full that he could not eat anymore. However, he asked the old man, "If I eat three dumplings, I don't have to pay right?"

"I never tell lies. I already said three for free." the old man replied.

The boy stuffed down another dumpling just so he could have the dumplings for free. The old man kept his word and didn't charge him any money.

The other villagers began to order the old man's dumplings. Everyone ordered three free dumplings; no one ordered either one or two dumplings. After a while, the load of

dumplings was all eaten by the villagers. "You all do have a good appetite," the old man said smilingly. People who did not get any dumplings watched the old man leave with disappointment.

A villager who just ate three dumplings cried out suddenly, "Look! How is it that the mountain behind the village is missing a part?"

"Stop talking nonsense! From the way I see it, I think you ate too many dumplings which has made your mind confused," someone replied.

The villagers began to talk about the old man. " Ha! I can't believe there is such a stupid person who would sell three dumplings for free."

"His dumplings are so delicious. I wonder what they're made of ?. I wonder where this old man came from? I wish he could come everyday. "

On the second day, the crazy old man came to the village again. He yelled, "Hot and delicious dumplings! . One for ten cents, two for twenty cents, or three for free!" Everyone began to gather around the old man. They ate the dumplings so fast that they didn't even chew on the dumplings. After a while, the dumplings were all eaten again.

This happened day after day. People took the three dumplings and ate some and threw the rest on the ground.

On the tenth day, the same thing happened; villagers were trying to eat as much as they possibly could. Suddenly, a voice was heard, "Mister, can you please give me one dumpling ?" Everyone was surprised. They turned and stared at the young girl who had asked the old man for just one dumpling.

"Young girl, did you hear me clearly? One for ten cents, two for twenty cents, or three for free. Why do you want just one dumpling when you could get three for free?"

"I know," she replied, "but I see how you've carried a heavy load of dumplings everyday and not made any money. I feel sorry for you. I really want to help, but I have only enough money to pay for one dumpling." Every one of the greedy villagers felt ashamed when they heard the young girl's words.

"Ha, Ha! I've found you at last. You are the kind of person suitable to be my pupil. I am the mountain behind the village.... "

Everyone realized now that the old man was actually the spirit of the mountain . To find himself a trustworthy and kindhearted pupil, the mountain disguised himself as a crazy old man in order to test the people's hearts. His dumplings were not real dumplings; his dumplings were made from mud that was dug out of the mountain. The dumplings were made from moss and plants and soil taken from the mountain.

After the villagers heard the mountain explanation, they ran to see the leftover dumplings. However, all they could see was a pot full of mud. When they turned and looked at the mountain, the villagers saw a mountain with a missing half.

The mountain took the young girl back to his place and prepared to teach this kind hearted girl all his skills.

*Ask the children what they learned from the story.*

When we take things from God's earth and don't look after them or we litter, how do we make God feel?

### Activity time

<b>No resources required</b>	Each child can act out an activity that damages Gods earth (without speaking) , the others must guess what it is
<b>Waste products and glue</b>	Make posters using small pieces of recycled waste (bottle tops, cans, plastic etc). You need quite a strong glue.
<b>Mural</b>	Draw pictures of the ways we damage Gods earth and add them to the mural.
<b>Utube video</b>	Albatross and the litter <a href="http://www.youtube.com/watch?v=pUM58LIU2Lo">video clip</a> : <a href="http://www.youtube.com/watch?v=pUM58LIU2Lo">http://www.youtube.com/watch?v=pUM58LIU2Lo</a>

### Audit activity

Church audit activity	Go outside look at the church land – what could be done, could you plant vegetables, more flowers, pull out weeds? Pick up and count the pieces of litter Do we need to get rid of litter?
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### Closing challenge and prayer.

Today Ryan has a very sad thing to tell you about. Last year in the country where he lives , South Africa, xx of his friends and cousins were killed. So he is feeling very sad, he is also sad about the other animals, birds and insects that are being killed.

Discuss what we can do about it.

Tell them about the wwfsa rhino campaign.xxxx

Closing prayer: ask several children to pray for our world, or you can use this prayer

### Prayer

*The last line of each verse (in bold type) can be used as a response by everyone present. Say the line and ask the children to repeat after you.*

Creator God,

Your world is a wonderful and beautiful place,

Full of variety, full of wonder, full of life!

**This is your world: teach us to love it!**

Sometimes, though, we mess things up.

We can be greedy, selfish and irresponsible.

**This is your world: help us to respect it!** Teach us to use each day wisely.

Help us to build a community that is filled with your goodness.

**This is your world: encourage us to grow it!**

Through our prayer

Unite us with children all across the planet as we seek to create a better world.

## 6. OCEANS, FISH AND BIRDS

Day four (Sun and Moon) and five (Oceans, birds, fish)

**Theme:** God created the sun and moon and then oceans, fish and birds

**Outcomes:** We would like the children to understand the beauty of the oceans, and to realise that they are being damaged by pollution. To realise that water is precious and scarce, and to know that we must all try to save water.

**Bible reading:** Gen 1: 14-19 (Sun and Moon) and 20-23 (Oceans, birds, fish)

**Intro:** Ryan greets everyone and asks them what they can remember from last week. What did God make first? (light) and second (sky) and third (land and plants). Today we are going to learn about two more days and what God made on them.

**Songs:**

- Creation song , v1, 2, 3, 4
- If I were a butterfly
- I've got peace like a river

### Materials

#### Additional materials

Some sheets of flipchart (newsprint ) paper

### Bible story

Bible reading part one

Read Genesis 1:14-19 aloud to the children.

“God said, “Let there be lights in the huge space of the sky. Let them separate the day from the night. Let them serve as signs to mark off the seasons and the days and the years. Let them serve as lights in the huge space of the sky to give light on the earth.” And that’s exactly what happened. God made two great lights. He made the larger light to rule over the day. He made the smaller light to rule over the night. He also made the stars. God put the lights in the huge space of the sky to give light on the earth. He put



them there to rule over the day and the night. He put them there to separate light from darkness.

God saw that it was good. And there was evening, and there was morning. It was day four.”

God had already created light on the first day, but now he makes more.

*Why did God make the sun and moon?*

*(To separate the day from the night. And so that we can keep track of days, seasons and years)* God gave us the lights so that we could have a sort of “calendar” to go by.

God made it lighter in the day and darker at night on purpose. Why do you think He did that? (allow for responses) I’m not sure, but can you even imagine a world where we didn’t have any darkness? (allow for responses) why do you think he made the stars? (explain that although they look so tiny, they are huge suns far away)

## Song

Creation song v4

God created//sun moon, stars// that was on the fourth day//it was good

<b>Mural activity</b>	Add moons and stars to the mural
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Bible reading part two

Gen 1: 20-23

God said, “Let the waters be filled with living things. Let birds fly above the earth across the huge space of the sky.” So God created the great creatures of the ocean. He created every living and moving thing that fills the waters. He created all kinds of them. He created every kind of bird that flies. And God saw that it was good. God blessed them. He said, “Have little ones and increase your numbers. Fill the water in the oceans. Let there be more and more birds on the earth.” There was evening, and there was morning. It was day five  
So what did God make?

## Song

Creation song v5. God created//birds and fish//that was on the fifth day//it was good

## Game

Shark game. Lay down some pieces of flipchart paper. These are the islands. Put on music if possible or else start keep calling 'swim, swim swim' When you stop then call SHARKS. All the children must jump onto the islands. Those who touch the water are eaten by the shark and must sit down. Tear the papers to make the islands smaller and smaller.

## Story

### Discovering a place to go

Once upon a time, the earth was wrapped in a blanket of deep, dark, turbulent water. There was no dry land anywhere, no place to go - no escape from the endless pounding of the waves and wet whisper of the water swirling here, there and everywhere.

It was just like those days when it never stops raining and you begin to feel as though the sun has disappeared forever; when everything smells wet and musty, and there's a chill that seeps right into your bones.

But one day, there was a strong gust of wind that ruffled the surface of the water, driving it back so that jagged bits of land poked through like patches on an old coat. It was almost as if someone had sneezed so hard that bits of fluff had been blown off the fabric, leaving bare patches underneath. With a few more puffs of wind, the patches began to grow and slowly spread until the blanket of water covering the earth was broken by little pockets of land. And as the light warmed the earth, the pockets dried out and rainbow colours shimmered in the sand.

Now the blanket covering the earth was no longer dark and formless, but was shaped by colour. Some patches were smooth as glass and others were rough and textured. Father God drew a deep breath and sighed with pleasure. How beautiful the earth looked with the oceans gathered together in folds of deep blue and green, and patches of land in shades of brown, green and gold. He gently reached down and tweaked the cloth here and there to shape the Indian, Atlantic and Pacific oceans. He stretched the land into the continents of Africa, Australia and America. Smiling quietly to himself, he thought how much more colour, pattern, shape and texture he could add to this remarkable blanket he'd woven around the earth.

Best of all were the places he'd made, so now there was somewhere to go. Who, he wondered, would go to these places? And which places would they choose to go to?

(glynnis goynes)

## Activity

<p><b>No materials required</b></p>	<p>Ask the children to think of their favorite creature that lives in the sea. They should act them out and the others must guess what they are.</p>
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<b>Paper and crayons</b>	Make fish and whales and add them to the mural.
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### Closing challenge and prayer

Ryan says good bye and reminds the children that water is very special so we must look after it. Go round the circle and ask each child what one thing they can do to save water

**Closing prayer;** thanking God for water, rivers and oceans.

## 7. OCEANS AND WATER: Pollution and Waste

**Bible reading** Psalm 104:10 he makes spring pour water into the ravines

**Theme:** water is scarce and easily polluted

**Outcome:** that children realize that water is precious and that we must take steps to save it and not to let it get polluted.

### Materials

- A globe of the world (or one of the ones the children made) or a picture of the world
- A small round stone or marble
- Bucket and cups
- Paper and crayons

**Introduction :** Ryan greets the children and asks them what we learned last week

### The earth's surface

- Look at the globe. Ask the children where the rivers, mountains, oceans and their own country and town is .
- Ask them how much of the earth's surface is water. (*it is about 2/3rds*)
- Show the small stone or marble. When compared to the volume of the globe, this tiny stone is equivalent to the total volume of water on the earth's surface. Of this volume only a tiny bit of that water (0.3%) can be used by people. The rest is either frozen or salty.

Ask them why water is important, what is it used for?

### Songs

- Creation song verse 5 God created//birds and fish//that was on the fifth day/it was good
- I've got peace like a river

## Story

### Ryan reads Psalm 104:10-13

#### Psalm 104:10-30

##### New International Reader's Version (NIRV)

<sup>10</sup> You make springs pour water into the valleys.

It flows between the mountains.

<sup>11</sup> The springs give water to all of the wild animals.

The wild donkeys satisfy their thirst.

<sup>12</sup> The birds of the air build nests by the waters.

They sing among the branches.

<sup>13</sup> You water the mountains from your palace high in the clouds.

The earth is filled with the things you have made.

<sup>14</sup> You make grass grow for the cattle  
and plants for people to take care of.

That's how they get food from the earth.

And now he is going to tell you a story from Australia.

#### **WATER :Tiddalik, the greedy frog (Australia)**

Once upon a time there lived a frog called Tiddalik.. Tiddalik, the frog was thirsty. Because he was so big and so thirsty, he started to drink the rain which fell from the sky. He just opened his mouth as wide as he could. From that time onwards all the rain was drunk by Tiddalik. But this was not enough. He was still very thirsty he looked at the pools, the rivers the stream. He wanted more and more water. Then he drank. Even when he was full, he kept on drinking and drinking. Every last drop of sweet fresh water on earth was drunk by Tiddalik. He became a very big frog as big as a mountain. When he walked he crushed trees and plants under his enormous webbed feet

The animals began to notice that something strange was happening. The plants and the trees were dying of thirst. The drought was killing everything and the animals were beginning to starve. But Tiddalik was growing bigger and bigger.

The animals called a meeting to discuss what they could do. Some said that Tiddalik was far too big and powerful, he would never give the water back. Others said that it was all just too terrible and they wanted to give up and die.

Then a wise owl spoke. He took a step forward into the circle of animals and said I have an idea. We must go to Tiddalik and persuade him to give our water back.

Surely he will hear our cry and spout the water out of his mouth. The animals agreed with owl. This was a good idea. They could try to make Tiddalik give the water back. But he was such a bad tempered frog that they were scared.

They went to the place where Tiddalik lived. He didn't even look at the animals, he just sat with his huge swollen stomach. First the Lion roared – "Give us back our

water”. And all the animals said “**please Tiddalik we are so hungry and so thirsty please give us our water back.**” *The children repeat after you*

But Tiddalik was so huge that he just looked down his nose at lion. He wasn’t afraid of him.

The rabbit came up and said please mister Tiddalik we are so hungry and thirsty all the plants have died. And all the animals said ‘**please Tiddalik we are so hungry and so thirsty please give us our water back.**’ *The children repeat after you.* but Tiddalik just turned his head away

The porcupine came up and said give us back our water or I will poke you with my spines . And all the animals said ‘**please Tiddalik we are so hungry and so thirsty please give us our water back.**’ *The children repeat after you.* But Tiddalik just looked down from his huge height and said nothing. He wasn’t afraid of those tiny little spines.

And then the chimpanzee came up, and he didn’t say anything he began a dance, he danced like a crazy monkey and made funny faces (ask children to do the same)

And far away up at the corner of his mouth Tiddalik’s lip began to tremble. The chimpanzee stood on his head and waved his toes and Tiddalik’s eyes began to gleam with pleasure. He held his belly for he did not want to laugh. And then suddenly he was laughing “ho, ho, ho” and as he laughed, all the waters of the world gushed out. Big streams of clear beautiful water. The plants began to grow again and the animals were happy.

*Ask the children about water*

*Water is free – right? Well, that’s been our attitude for so long that we think nothing of taking long showers, watering our lawns, washing our cars etc . But in many places clean water is becoming scarce and expensive. Imagine not having enough water to drink, or having to worry about deadly diseases in your water supply. Those are problems many people face.*

*Our rivers and lakes are being polluted by garbage and by poisonous chemicals that are being dumped into them. We also need a lot of water to grow our food.*

## Activity

<b>Game</b>	Play water Olympics outside. Divide the children into teams: each team has a cup and a bucket of water. They must carry a cup full of water to the other finish line where there is another bucket. Whoever fills the bucket first wins. Discuss how much water gets spilt and how important water is.
<b>Mural activity</b>	Discuss what humans have done to waste or make water dirty. Draw these pictures and add them to the mural.
<b>Additional activities</b>	Water audit – in <b>the church safcei notes</b>

**Challenge and prayer** ; Ryan asks the children, what will you tell your parents when you get home today??

**Closing prayer:** help us not to be greedy with water but to treat it carefully.

## 8. ANIMALS AND HUMANS, THE WEB OF LIFE

**Theme:** God made animals and humans

**Bible reading** : Gen 1: 24- 2:2

**Outcome:** to understand that we are part of the web of life. As animals and humans we are all different but all precious to God.

### Materials required

- A bowl with play dough or clay (remember hand washing afterwards!)
- Books or magazines with pictures of animals (the more unusual the better)
- People chain for colouring in
- Paper and crayons

**Introduction:** Ryan welcomes everyone and asks them what they remember from last week.

### Biodiversity game:

- Get the children to line up in different ways - height order, oldest to youngest, names beginning A-Z, number of brothers and sisters.
- Notice that everyone is different. There is no better or worse, only variety!
- Get students to guess how many different plants, animals, birds, insects, reptiles there are in the world. (*There are about 9 million species on earth*)
- This is called biological diversity (biodiversity)
- Show some pictures of animals of different types (the more unusual the better) ask the children if they know what they are called..

### Song

Ask the children what their favourite **big** animal is , and what their favourite tiny animal is, then sing this adaptation of 'he's got the whole world in his hands' using the animals they chose.

He's got the whole world in his handsx4

He's got you and me, brother in his hands, he's got you and me, sister

Get the children to shout out their favourite big animal

He's got the great big (elephant etc) in his hands

Get the children to shout out their favourite small animal

He's got the tiny little (hamster, kitten etc.) in his hands.

## Story

Read Genesis 1:24-2:2 aloud to the children.

God said, "Let the land produce all kinds of living creatures. Let there be livestock, and creatures that move along the ground, and wild animals. Let there be all kinds of them." And that's exactly what happened. God made all kinds of wild animals. He made all kinds of livestock. He made all kinds of creatures that move along the ground. And God saw that it was good. Then God said, "Let us make man in our likeness. Let them rule over the fish in the waters and the birds of the air. Let them rule over the livestock and over the whole earth. Let them rule over all of the creatures that move along the ground."

So God created man in his own likeness. He created him in the likeness of God. He created them as male and female.

God blessed them. He said to them, "Have children and increase your numbers. Fill the earth and bring it under your control. Rule over the fish in the waters and the birds of the air. Rule over every living creature that moves on the ground." Then God said, "I am giving you every plant on the face of the whole earth that bears its own seeds. I am giving you every tree that has fruit with seeds in it. All of them will be given to you for food. "I am giving every green plant to all of the land animals and the birds of the air for food. I am also giving the plants to all of the creatures that move on the ground. I am giving them to every living thing that breathes." And that's exactly what happened. God saw everything he had made. And it was very good. There was evening, and there was morning. It was day six.

So the heavens and the earth and everything in them were completed.

By the seventh day God had finished the work he had been doing. So on the seventh day he rested from all of his work. God blessed the seventh day and made it holy. He rested on it. After he had created everything, he rested from all of the work he had done.



## Story of adam

*Ryan is going to tell you the story of Adam*

*(The children sit in a circle around a bowl filled with clay or playdough. The storyteller sits with the children and keeps the children focused on the soil that is also part of them. A puppet, such as a red worm, may be used to tell the story. After the story is told, children may wish to mould red clay or playdough figures.)*

Do you know the story about how the first human being, called Adam, was created by God? And do you know the secret of how you and I and Adam are connected in a very special way? *(Responses)* Did you know that there are bits of Adam in you and you and you? *(Responses)* Listen to the story again. *(The story can be acted out by the storyteller.)*

A long long time ago, when God was all alone,  
God sat on the ground and looked and frowned,  
for God had no-one to play with,  
and God had no-one to talk with  
and tell the good news God had in mind.

God sat on the ground and held some clay,  
soft smooth red clay from the ground.  
God squashed and squeezed and squoogled it  
until God made a head.

God sat on the ground and held more clay,  
soft red clay from the ground.  
God squashed and squeezed and squoogled it  
until God made two arms and legs.

God sat on the ground and held more clay,  
soft red clay from the ground.  
God squashed and squeezed and squoogled it  
until God made a body.

God sat on the ground and held  
a head, two arms, two legs and a body.  
God squashed and squeezed them all together  
until God made a child.

And so God made from soft red clay  
the very first person ever,  
a child just like you and you and you.

And do you know the name of that first child? Yes, Adam!  
And do you know what the name Adam means? Red!  
Yes, red or brown, the colour of the ground.

And why do you think the first person was called Red? *(Responses)*  
Because Adam was made of red clay! Now, did you know that God has also made  
each of you from pieces of clay, bits of soil from the ground? *(Responses)* How?  
Where does your food come from, carrots, for example? Well, carrots grow in the  
ground. As they grow, they eat thousands of tiny bits of soil. And then you and you  
and you eat the carrots. So you eat bits of living soil. That's the wonderful way God  
uses the ground to keep you alive, just as he made Adam alive. You, too, are made  
of clay from the ground. God used red clay and called the first child Red. Are you red  
too? *(Responses)* What happens if you prick you finger? You see something red.  
What is it? *(Responses)* Yes, blood. So you are red inside, like Adam. So let's thank  
God for the ground that keeps us alive and makes us red inside. And that's a secret.  
God is making you red and healthy with clay, just the way God made the first child  
ever.

*Making of adam story )seasonofcreation.com*

<p><b>Mural activity</b></p>	<p>Make paper people chains– make sure they are holding hands. Explain that we are all part of Gods big world – even people in different countries, what we do affects people in other countries.. colour them in.</p> <p>Let each child draw their favorite animal. (have some for colouring in if the children are too small)</p> <p>Add humans and animals to the mural .</p> 
<p><b>Additional activity</b></p>	<p>Potters hand <a href="http://www.youtube.com/watch?v=xDAITgJXO1I">http://www.youtube.com/watch?v=xDAITgJXO1I</a></p> <p>creation genesis 1: <a href="http://www.youtube.com/watch?v=WEgp2_Rcc80">http://www.youtube.com/watch?v=WEgp2_Rcc80</a></p>

## Song

Now we can sing the whole creation song!

**Creation song** (the kids will need help to remember at the parts you can point to things on the mural to help them remember)

God created, God created – night and day, night and day, that was on the first day//, it was good, it was good

God created// sky and clouds//, that was on the second day// it was good//

God created//land and plants// that was on the third day//it was good//

God created//sun moon and stars// that was on the fourth day//it was good

God created //birds and fish//that was on the fifth day/it was good

God created// creatures on land, people too// that was on the sixth day//it was good

Then God rested// from his work// that was on the seventh day//all was good.

### Closing prayer

A long time ago some people said this. *The earth does not belong to people, people belong to the earth. All things are connected like the blood which unites one family.*

Let us close our eyes and remember all the things that God made, the light, the sky, the land, the plants, the seas, the fish and birds, the animals and us. We are all part of a web of life, and God has called us to care for this web of life.

Prayer

God, we thank you for making us from clay, just the way you made the first child, Adam. Thankyou for making all the animals and that we are part of the big family of creation.

Amen

## 9. LOSS OF BIODIVERSITY: ANIMALS AT RISK

**Theme:** Loss of biodiversity

**Bible reading:** 1 Cor 12 all members of the body are important. Prov 12:10 Good people are kind to their animals

**Outcome:** that the children understand some of the reasons why we are losing biodiversity and feel a commitment to tell others and to take action themselves.

### Materials

(optional - name tags)

### Opening activity

- The children stand in a circle, holding hands.
- Go round circle giving each the name of a part of creation e.g. bird, worm, insect, water, human, beetle, tree, spider, ant, bee, flower, cloud, seed, fruit, etc. Repeat names around the circle so more than one child has the same name. (To help the students remember, you could prepare simple labels with words and/or pictures of each item)
- Ask each child to remember and say the name they have been given in the circle.
- Then tell the children that e.g. a farmer cuts down trees (trees sit down on floor) and drains a swamp (water sits down); insects cannot breed (insects sit down), birds can't survive because there are no insects (birds sit down) etc. etc.
- As the children sit down, gaps appear in the circle. Others have to stretch across the gaps to reach their neighbour and keep the chain complete by holding hands.
- Eventually there are just a few children (humans) left with gaps between them, and finally there is nobody left standing.
- Discuss what has happened. When one part of creation is disturbed, other parts suffer. Humans, as top of the food chain, may be last to suffer, but we need to act now to prevent these problems.

### Activity

<p><b>Paper and crayons scissors</b></p>	<p><i>(please note that this exercise involves tearing up their work, so do not allow them to spend a lot of time in preparing something precious!)</i></p> <ul style="list-style-type: none"> <li>• Give a sheet of paper to each child, plus pencils/pens and scissors to share.</li> <li>• Explain that each one is going to create a cut-out shape of something God has made, or draw it if you don't have scissors..</li> <li>• Once everyone has finished drawing and cutting out their shape, ask them how they feel about it. Are they pleased with their work? Does it look good? Was it hard work? Did it require time/effort? Are they proud of it?</li> <li>• Every child exchanges shapes with their neighbour.</li> <li>• Ask each child to destroy the shape they have been given – screw it up, tear it into pieces etc.</li> <li>• Now ask them all how they felt when they saw their “creation” being destroyed. Sad? Angry? Disappointed? Confused? etc.</li> </ul> <p>Explain that this is a little like how God must feel when we humans destroy or damage any part of His creation.</p>
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### Story

Bible reading 1 Cor 12: 14-18

The bible tells us all parts of our body are important and so are all parts of Gods family of creation.

**1 Corinthians 12:14-18**

<sup>14</sup> The body is not made up of just one part. It has many parts. <sup>15</sup> Suppose the foot says, "I am not a hand. So I don't belong to the body." It is still part of the body. <sup>16</sup> And suppose the ear says, "I am not an eye. So I don't belong to the body." It is still part of the body.

<sup>17</sup> If the whole body were an eye, how could it hear? If the whole body were an ear, how could it smell? <sup>18</sup> God has placed each part in the body just as he wanted it to be.

Now we are going to listen to a story from Zambia.

### **The king who killed frogs**

Once upon a time there was a great king. He was powerful and lived in a beautiful valley with all his people. There were animals and plants, trees and food. The valley had a river and pools of water and for this reason there was rich, rich soil.

But he was not happy because at night the frogs would croak. Croak, croak, Oh this drove him crazy to hear the frogs croak. He would lie in his bed and toss and turn but still they drove him crazy! Croak, croak (*the children repeat croak, croak*)

So he called his soldiers and said to them 'tomorrow you must kill all the frogs in the valley so that we can sleep in peace'

An old wise woman came to him and said "Great king I advise you not to kill all the frogs because we don't know what impact it will have". "Silly old woman" he said "what impact frogs can have, I want to sleep in peace."

So the soldiers went out and killed all the frogs. And sure enough the king slept peacefully.

For weeks he slept peacefully until one night he heard an annoying sound – zzzz – a mosquito! It buzzed around his head and kept him awake. So he grabbed a book and whacked and whacked, he kept missing but eventually he killed it and slept peacefully.

But the next night there were two mosquitoes in the room, he hardly slept and the next morning he had nasty bites. His servants working in the palace also had bites and were cross because they had not slept a wink.

So he called together his soldiers – "I command you to go and kill all the mosquitoes!" he yelled. The soldiers began to laugh but he shouted so fiercely at them that they agreed to go and kill mosquitoes. They went out with sticks and swords and with all the equipment they could find. But they could only kill one or two. But the next night there were ten mosquitoes in the king's room zzzzzzzz. He was going crazy! And it got worse, soon there were swarms of mosquitoes every where in the palace.

When he woke up one morning he found that his servants had all left to go to live in a different village where there were no mosquitoes. In that village at night you would hear "croak, croak, croak, croak" as the happy frogs ate up the mosquitoes...

<b>Mural activity</b>	Ryan the rhino tells the children he has a sad story to tell. This is about his sisters and brothers and cousins. Last year over 1000 rhino were killed in South Africa in only one year. This is very sad and makes him feel very upset. More rhino are being killed every year than are being born.  Get the children draw pictures of animals at risk
<b>Additional activities</b>	Put it back song <a href="http://www.youtube.com/watch?v=tYE9YqaVv9E">http://www.youtube.com/watch?v=tYE9YqaVv9E</a>

**Closing prayer:** ask each child how they feel about us losing part of our family, the animals, birds and flowers. Close with a prayer.

## 10. PEOPLE OF THE PROMISE: Noah

**Theme:** We make a promise to care for God's creation

**Bible reading:** Gen 6

**Outcome:** that the children realise that we are part of the Rainbow world of people and animals and all of Gods family. That we promise to care for this world

**Introduction :** Ryan greets the children and asks them what we learned last week. Did anyone tell their family or friends about what we learned?

**Worship Songs:**

- Who put the colours in the rainbow?  
The animals went in two by two
- Who's the king of the jungle?

**Story**

Genesis 6: Noah and the rainbow people

Once upon a time people began fighting and hurting each other terribly. God wept that they were not enjoying the lovely earth he had made. Finally he said “ I must make a new beginning. I will send a flood to cover the whole earth”

But one man named Noah was very kind to other people and to animals, and did what was right. God told Noah to build a big boat and called it an ark. Then God said “gather all your family and two of every kind of animal, bird and insect”

*Ask the children – “What animals do you think went into the ark?”*

God sent the rain and Noah led everyone into the ark. For forty days and forty nights it rained so hard that the water covered even the highest mountains.

Boy did it smell inside the ark! And the noise! The ROARing and the BAAing, the NEIGHing and the MOOing! But – amazingly – everyone got along. And even the lion lay down with the lamb.

At last the rain stopped. Noah sent out a dove in search of land. When the bird returned with an olive leaf, Noah and his family cheered. Noah thanked God for saving them. God told Noah “ I promise not to send another flood to cover the whole earth” And God made a beautiful rainbow so that people would never forget his promise.

Then God said, “That’s my part of the promise. Here’s your part. You can also reach out in love to the people of the world. And you can help to take care of the birds that fly in the air, and the animals that walk on the ground, and the fish that swim in the sea, and the grass and the flowers and the trees. Everything. It’s yours to take care of.” So, every time we see the sun shine through the rain to make a rainbow, we can remember God’s promise of love to every person and every living creature. And we can think about how we can help God to care for the earth today.

Archbishop Tutu

<b>Mural activity</b>	Make a rainbow to complete the mural
<b>Additional activities</b>	<p>Commitment - get the children to make posters about what they the promise they are making to God today</p> <p>E.g. I promise not to litter. I promise to turn off lights. bring these into church.</p> <p>Enabling children to tell adults what they think is empowering for children and can be challenging for adults. Consider asking the children how they would like to spread the message of caring for God’s creation. Possibilities include:</p>



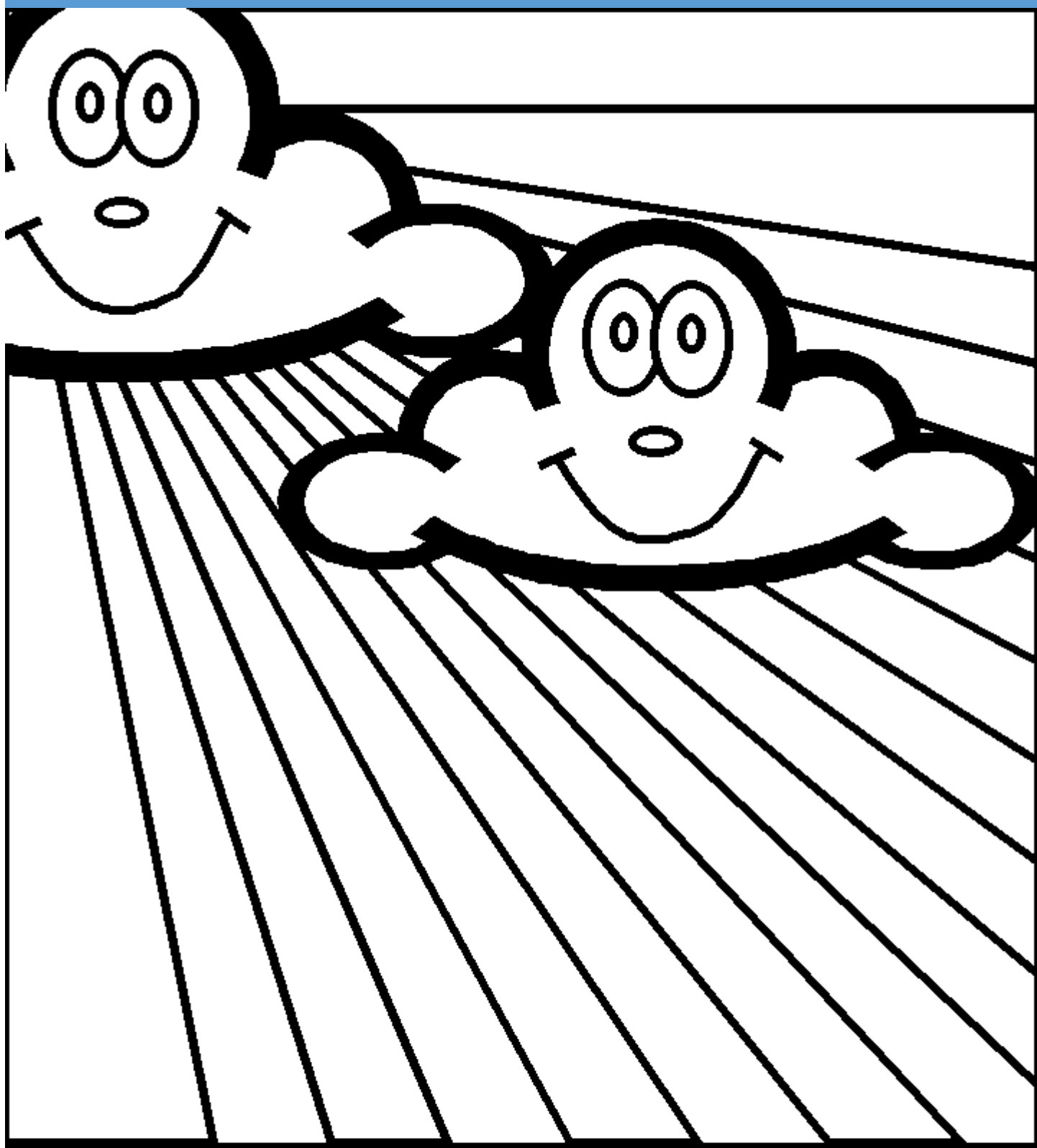
- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Poster Activity: Make a poster featuring their favourite animal, flower, bird or insect and add a message about caring for the world. The posters could be featured in an exhibition or at a harvest festival</li> <li>• Ask the children to write an article for the church magazine about what they have discovered or done</li> <li>• Invite the local press along to an event involving the children in a practical environmental project</li> </ul> |
|--|---|

### **Closing Challenge:**

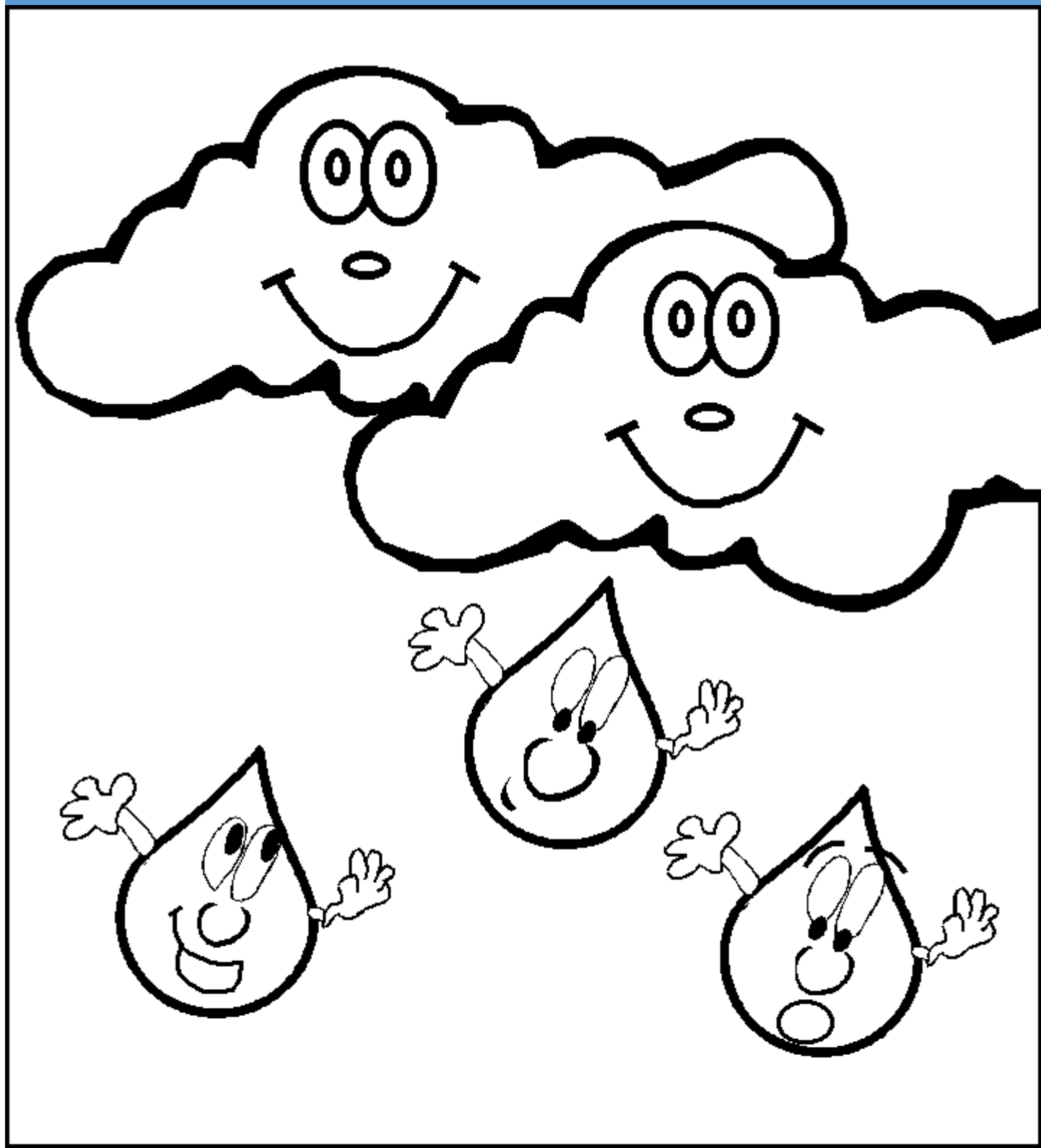
Each child says what they are promising to God to do to save this rainbow family of people and animals, birds , flowers and insects. Now we must also say goodbye to Ryan because he has to go and tell other children in different Sunday schools about what is happening to his friends and cousins

**Close with a prayer.**

**PICTURES : session one and last one – Archbishop Tutu**



**On the first day, God  
separated light from darkness.**

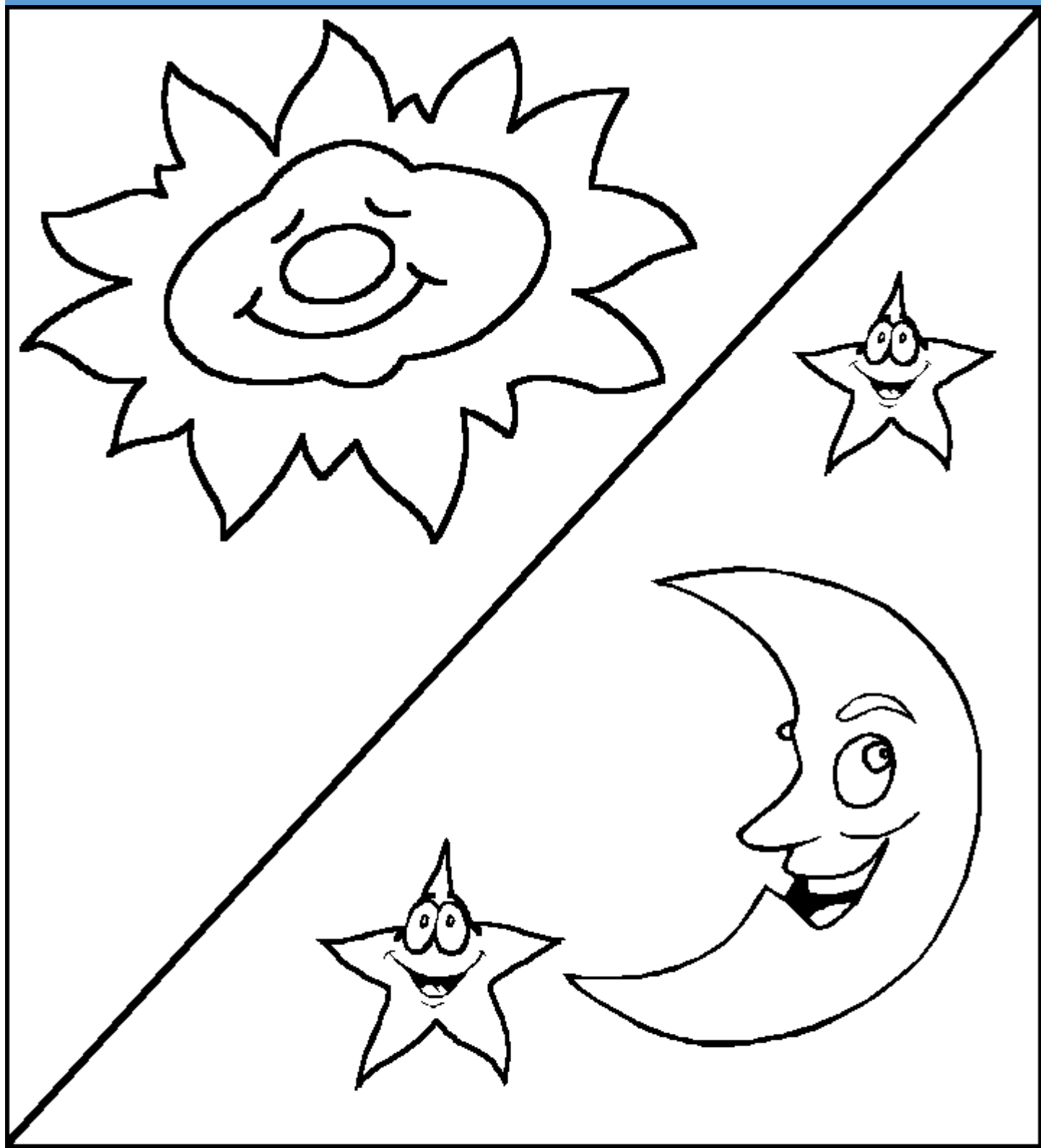


**On the second day, God made the sky  
and the water.**

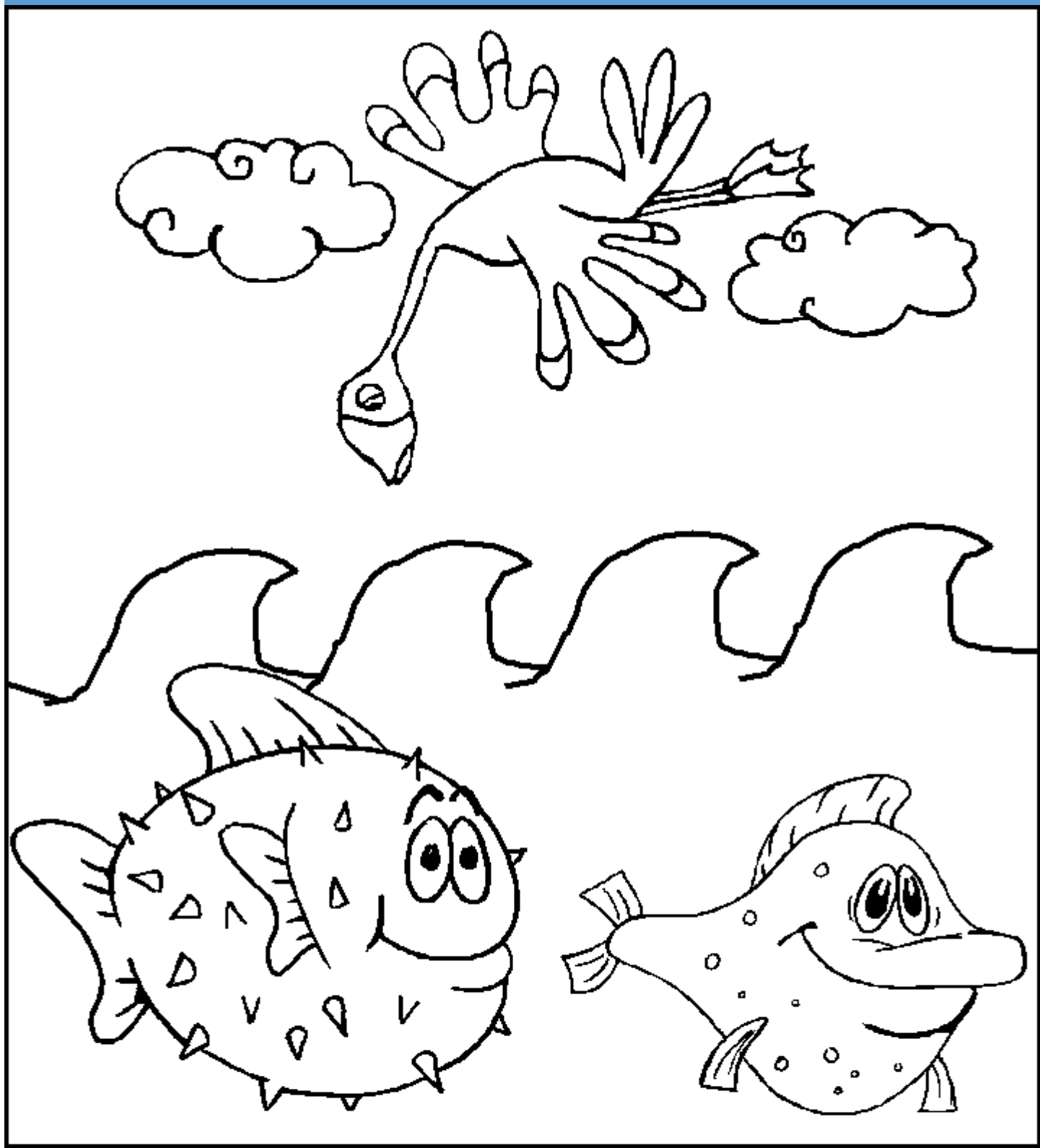


**On the third day, God made dry  
land and plants.**



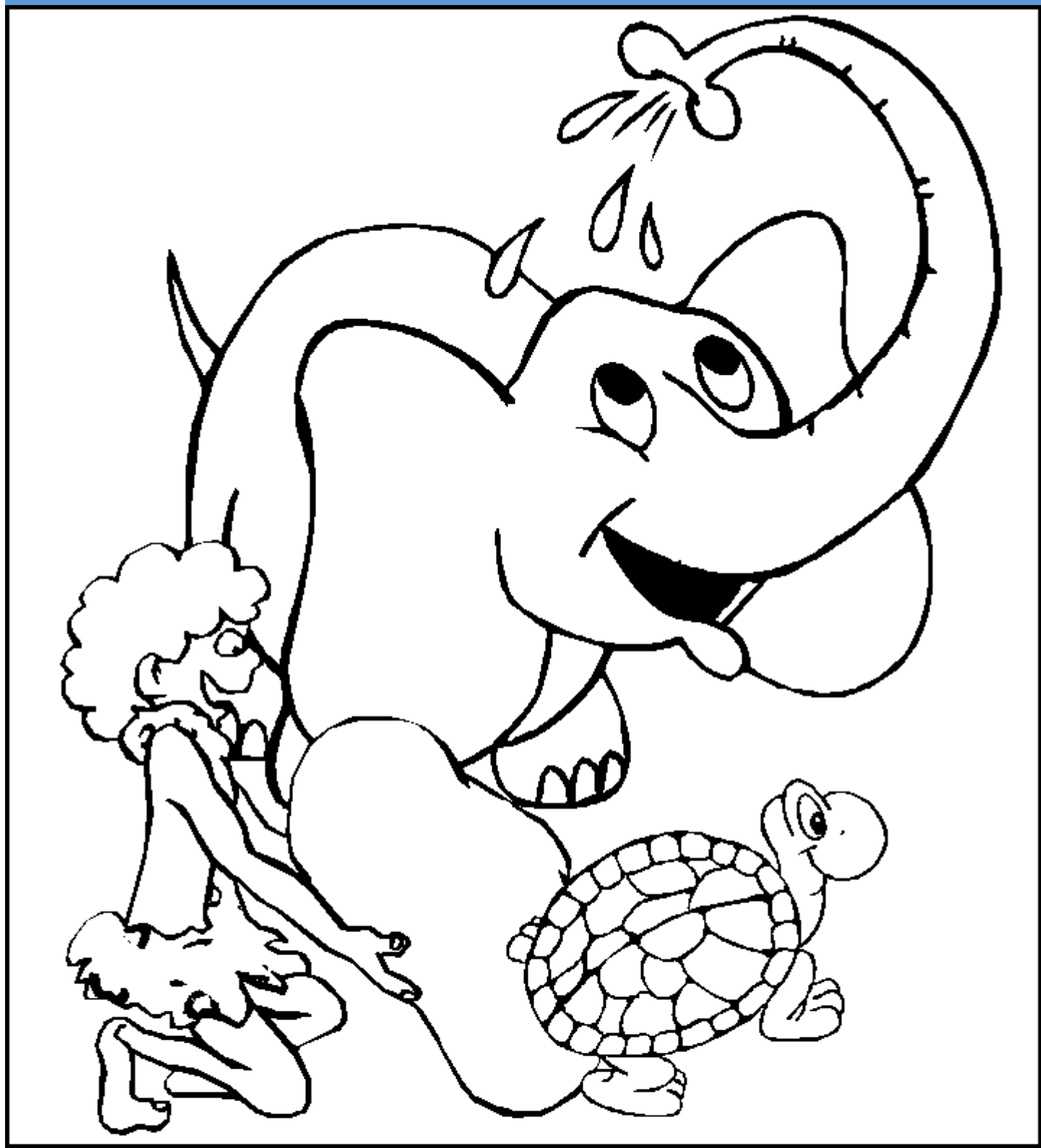


On the fourth day, God made the  
sun, moon and stars.



**On the fifth day, God made the birds in the sky and the fish in the oceans.**





**On the sixth day God created  
animals and people**



You are to bring into the ark two of all living creatures, male and female,  
to keep them alive with you. *from Genesis 6*

## SONGS

### 1. Above all powers, above all kings

Above all nature and all created things.  
Above all wisdom and all the ways of man.  
You were here before the world began

Above all kingdoms above all thrones  
Above all wonders the world has ever known.  
Above all wealth and treasures of the earth  
There's no way to measure what You're worth.

Crucified, laid behind the stone.  
You lived to die rejected and alone  
Like a Rose trampled on the ground.  
You took the fall and thought of me Above all

Lenny Le Blanc & Paul Baloche

### 2. All over the world God's spirit is moving,

All over the world as the prophet said it would be  
All over the world there's a mighty revelation  
of the glory of the lord as the waters cover the sea .

All over this place, God's spirit...  
Right here in my heart, God's spirit...

Roy Turner

### 3. All things bright and beautiful,

*all creatures great and small,  
all things wise and wonderful:  
the Lord God made them all*

Each little flower that opens,  
each little bird that sings,  
God made their glowing colors,  
and made their tiny wings.

*(Refrain)*

The purple-headed mountains,  
the river running by,  
the sunset and the morning  
that brightens up the sky.

*(Refrain)*

The cold wind in the winter,  
the pleasant summer sun,  
the ripe fruits in the garden:  
God made them every one.

*(Refrain)*

God gave us eyes to see them,  
and lips that we might tell  
how great is God Almighty,  
who has made all things well.

*(Refrain)*

Cecil F Alexander

### 4. 4.Be bright in the corner

Be bright in the corner where you are x2  
Where you are, where you are, where you are x2

Khany' ekoneni, apo ukho x2  
Apu kho, apu kho apu kho x2

### 5. 5.Beautiful Lord, Wonderful savior

I know for sure all of my days are held in your hands Crafted  
into your perfect plans

You gently called me into your presence Guiding me by Your  
Holy Spirit.

Teach me dear Lord to live all of my life Through your eyes

I'm captured by your holy calling  
Set me apart. I know you're drawing me to yourself lead me,  
Lord. I pray

Oh Take me, mould me, use me, fill me I give my life to the  
potter's hand

Oh Call me, guide me, lead me, walk beside me I give my life  
to the potter's hand

You gently call me into your presence  
Guiding me by your holy spirit  
Teach me dear lord to live all of my life through your eyes

I'm captured by your holy calling  
Set me apart. I know you're drawing me to yourself  
lead me, Lord. I pray

Oh Take me, mould me, use me, fill me I give my life to the  
potter's hand.

Oh Call me, guide me, lead me, walk beside me I give my life  
to the potter's hand

Darlene Zschech © 1997 Darlene Zschech/Hillsongs Australia

## 6. God Of The Poor (Beauty for brokenness)

Beauty for brokenness  
 Hope for despair  
 Lord, in your suffering  
 This is our prayer  
 Bread for the children  
 Justice, joy, peace  
 Sunrise to sunset  
 Your kingdom increase!

Shelter for fragile lives  
 Cures for their ills  
 Work for the craftsman  
 Trade for their skills  
 Land for the dispossessed  
 Rights for the weak  
 Voices to plead the cause  
 Of those who can't speak

*God of the poor  
 Friend of the weak  
 Give us compassion we pray  
 Melt our cold hearts  
 Let tears fall like rain  
 Come, change our love  
 From a spark to a flame*

Refuge from cruel wars  
 Havens from fear  
 Cities for sanctuary  
 Freedoms to share  
 Peace to the killing-fields  
 Scorched earth to green  
 Christ for the bitterness  
 His cross for the pain

Rest for the ravaged earth  
 Oceans and streams  
 Plundered and poisoned  
 Our future, our dreams  
 Lord, end our madness  
 Carelessness, greed  
 Make us content with  
 The things that we need

*God of the poor..*

Lighten our darkness  
 Breathe on this flame

Until your justice  
 Burns brightly again  
 Until the nations  
 Learn of your ways  
 Seek your salvation  
 And bring you their praise

*Graham Kendrick  
 Copyright © 1993 Make Way Music,*

## 7. Father, You brought the earth to life

*(To the tune of "Father, I place into Your hands")*

Father, You brought into the dark  
 a little touch of light.  
 Father, You shaped the rhythm of life  
 to give us day and night.  
 Father, You scattered patterns on earth  
 in colours rich and bright,  
 And we know You brought the earth to life.

Father, You set apart dry land  
 and formed the oceans deep.  
 Father, you scattered seeds abroad  
 for fruits that we might reap.  
 Father, you shaped the birds and beasts  
 that fly and prowl and leap,  
 And we know You brought the earth to life.

Father, You forged each one of us  
 and shaped us in your hands.  
 Father, You wove into earth's cloth  
 these many different strands.  
 Father, you give to humankind  
 the care of many lands,  
 And we know You brought the earth to life.

Father, we want to do for You  
 the things You want us to.  
 Father, we want to act in ways  
 that help us to be true.  
 Father, we want to love the earth  
 as You would have us do,  
 For we know You brought the earth to life.

*Glens Goyns*

**8. God created (tune of Frere Jacques)**

God created, God created – night and day//, night and day,  
that was on the first day, that was on the first day, it was  
good, it was good,  
God created sky and clouds//, that was on the second day, it  
was good  
God created land and plants//,  
that was on the third day// it was good  
God created//, sun moon, stars//  
that was on the fourth day, it was good  
God created//birds and fish// that was on the fifth day// it  
was good  
God created//creatures on land, animals too, that was on the  
sixth day//it was good  
Then God rested// from his work//that was on the seventh  
day//all was good

**9. He's got the whole world in his hands**

He's got the whole world in his hands  
He's got the whole wide world in his hands. He's got (name  
the children – sally and siphon) in his hands.

**10. I the lord of sea and sky**

I, the Lord of sea and sky,  
I have heard my people cry.  
All who dwell in dark and sin  
My hand will save.

I who made the stars of night,  
I will make their darkness bright.  
Who will bear my light to them?  
Whom shall I send?

*Refrain:*

*Here I am, Lord. Is it I, Lord?  
I have heard You calling in the night.  
I will go, Lord, if You lead me.  
I will hold your people in my heart.*

I, the Lord of snow and rain,  
I have borne my people's pain.  
I have wept for love of them.  
They turn away.

I will break their hearts of stone,  
Give them hearts for love alone.

I will speak my Word to them.  
Whom shall I send?

I the Lord of wind and flame,  
I will tend the poor and lame.  
I will set a feast for them.  
My hand will save.

Finest bread I will provide  
Till their hearts be satisfied.  
I will give my life to them.  
Whom shall I send?

*Refrain*

*SF Daniel L Schutte and New Dawn Music*

**11. If I were a butterfly**

I'd thank you Lord for giving me wings  
If I were a robin in a tree  
I'd thank you Lord that I could sing  
If I were a fish in the sea  
I'd wiggle my tail and I'd giggle with glee  
But I just thank you Father for making me, me

**CHORUS**

*For you gave me a heart and you gave me a smile, you gave  
me Jesus and you made me your child  
And I just thank you Father for making me, me*

If I were an elephant  
I'd thank you Lord by raising my trunk  
If I were a kangaroo  
You know I'd hop right up to you  
If I were an octopus I'd thank you Lord for my fine looks, but I  
just thank you Father for making me, me  
*For you..*

If I were a wiggly worm  
I'd thank you Lord that I could squirm  
If I were a fuzzy, wuzzy bear  
I'd thank you Lord for my fuzzy, wuzzy hair  
If I were a crocodile  
I'd thank you Lord for my great smile  
But I just thank you Father for  
making me, me  
*For you..*

Brian M Howard

**12. If I were a great big tree, (to the tune of if I were a butterfly)**

If I were a great big tree,  
I'd thank you, God, for my green leaves. And if I waved them  
in the air, (Wave)  
I'd send my breath onto the breeze, (Blow) for in my breath is  
oxygen,  
I'm giving life to everyone,  
so I just thank you, Father, for giving me breath. (Blow)  
You gave me a heart and you gave me a smile,  
you gave me Jesus and you made me your child.  
Now I just thank you, Father, for giving me breath! (Blow)

**13. I've got peace like a river**

I've got peace like a river  
I've got peace like a river in my soul  
I've got peace like a river  
I've got peace like a river  
I've got peace like a river in my soul

I've got joy like a river  
I've got joy like a river  
I've got joy like a river in my soul  
I've got joy like a river  
I've got joy like a river  
I've got joy like a river in my soul

I've got love like a river  
I've got love like a river  
I've got love like a river in my soul  
I've got love like a river  
I've got love like a river  
I've got love like a river in my soul  
I've got love like a river  
I've got love like a river

I've got peace, joy, love like a river  
In my soul

**14. Lord of the Dance**

I danced in the morning when the world was begun,  
I danced in the Moon & the Stars & the Sun  
I came down from Heaven & I danced on Earth  
At Bethlehem I had my birth:

Dance then, wherever you may be  
I am the Lord of the Dance, said He!

And I'll lead you all, wherever you may be and  
I'll lead you all in the Dance, said He! (...lead you all in the  
Dance, said He!)

Dance then, wherever you may be  
I am the Lord of the Dance, said He!  
And I'll lead you all, wherever you may be and  
I'll lead you all in the Dance, said He!

Sidney Carter © 1963 Stainer & Bell Ltd ( Hope Publishing Co)

**15. May we be a shining light**

May we be a shining light for creation,  
A shining light for the creatures of the earth.  
Till the whole world sees the wonder of Your love; May Your  
pure light shine through us.  
May we bring a word of hope for creation,  
A word of life for the creatures of the earth  
Till the whole earth knows salvation in Your name; May Your  
mercy flow through us.

May we be a healing balm to creation,  
A healing balm to the creatures of the earth.  
Till the whole world knows the power of God's name;  
May Your healing flow through us.  
May we sing a song of joy for creation,  
A song of praise from the creatures of the earth;  
Till the whole world rings with praises in God's name.  
May God's song be sung through us.

May Your kingdom come in creation,  
Your will be done through the peoples of the earth;  
Till the whole world knows that creation belongs to God.  
May Your kingdom come in us.  
May Your kingdom come in us.  
May Your kingdom come on earth

*Glynis Goyns*

**16. Morning has broken**

Morning has broken, like the first morning.  
Blackbird has spoken, like the first bird.  
Praise for the singing, praise for the morning,  
Praise for them springing fresh from the Word.

Sweet the rain's new fall, sunlight from heaven.  
Like the first dewfall, on the first grass.  
Praise for the sweetness of the wet garden,  
Sprung in completeness where His feet pass.

Mine is the sunlight, mine is the morning.  
Born of the one light Eden saw play.  
Praise with elation, praise every morning;  
God's recreation of the new day.

Morning has broken, like the first morning. Blackbird has  
spoken, like the first bird.  
Praise for the singing, praise for the morning,  
Praise for them springing fresh from the Word.  
*Eleanor Fayton © 1991 David Higham Assoc/Thankyou Music*

### 17. My God is so big, so strong and so mighty

There is nothing that God cannot do.  
Actions My God is so big (stretch out arms) so strong (show  
arm muscles)  
and so mighty (arm muscles to the front) there is nothing  
that God cannot do (shake finger – no).  
*Ruth Harms Calkin*

### 18. O Lord my God

O Lord my God, when I in awesome wonder;  
Consider all the worlds thy hands have made,  
I see the stars, I hear the rolling thunder,  
Thy power throughout the universe displayed:

#### Refrain

*Then sings my soul, my Savior God, to thee:  
How great thou art! How great thou art!  
Then sings my soul, my Savior God, to thee:  
How great thou art! How great thou art!*

When through the woods and forest glades I wander  
And hear the birds sing sweetly in the trees.  
When I look down from lofty mountain grandeur,  
And hear the brook and feel the gentle breeze:  
**(Refrain)**

And when I think that God, his Son not sparing,  
Sent him to die, I scarce can take it in,  
That on the cross, my burden gladly bearing.  
He bled and died to take away my sin.  
**(Refrain)**

When Christ shall come with shout of acclamation and take  
me home, what joy shall fill my heart!  
Then I shall bow in humble adoration,  
And there proclaim, My God, how great thou art!

Carl Boberg, Eugene Thomas Stuart Hine © 1941, 1981 Stuart K Hine,  
Manna Music

**19. Our God is an awesome God**  
(Our God is an awesome God)  
He reigns from heaven above  
(He reigns from heaven above)  
With wisdom, power, and love  
(With wisdom, power, and love)  
Our God is an awesome God  
Our God is an awesome God  
Our God is an awesome God

*Richard Mullins 1988BMG song inc.*

### 20. Put it back the way it was a thousand years ago

Put the bird back in the tree  
Put the fish back in the sea  
I don't care if I'm not there to see  
The world does not belong to only me

Put it back the way it was a thousand years ago. Animals ran  
safe and free  
And they all had air to breathe  
I don't care if I'm not there to see  
The world does not belong to you and me

#### Chorus

God lives in everything  
Not just in the wise and smart  
Not just in the human heart  
God lives in everything  
In the strike of a spider  
The dive of a hawk  
In the stripe of a tiger  
In the eye of a shark

Put it back the way it was a thousand years ago  
Rain fell clean and forests grew. Meadows danced and eagles  
flew.  
Nature wasn't meant for just a few.  
The world does not belong to me and you

#### Chorus

Let's put it back the way it was a thousand years ago  
We were made so we would care  
*1997 M. Bencken, B. Fasman (ASCAP)*

### 21. Think of a world without any flowers

think of a wood without any trees,



think of a sky without any sunshine,  
 think of the air without any breeze:  
 we thank you, Lord, for flowers and trees and sunshine;  
 We thank you, Lord, and praise your holy name.

Think of a world without any people,  
 think of a street with no-one living there,  
 think of a town without any houses,  
 no-one to love and nobody to care:  
 we thank you, lord, for families and friendships;  
 we thank you, lord, and praise your holy name.

Think of a world without any worship,  
 think of a God without his only Son,  
 think of a cross without a resurrection only a grave and not a  
 victory won:  
 We thank you, Lord, for showing us our Saviour;  
 we thank you, Lord, and praise your holy name.

Thanks to our Lord for being here among us,  
 thanks be to him for sharing all we do,  
 thanks for our church and all the love we find here,  
 thanks for this place and all its promise true:  
 we thank you, Lord, for life in all its richness;  
 we thank you, Lord, and praise your holy name.

*Buntj Newport 1927*

**22. This is the day**  
 This is the day (hey!) this is the day  
 That the lord has made  
 We will rejoice, we will rejoice and  
 be glad in it and be glad in it

**23. This little light of mine**  
 This little light of mine, I'm gonna turn it off. This little light of  
 mine,  
 I' gonna turn it off. This little light of mine, I'm gonna turn it  
 off,  
 Turn it off, turn it off, turn it off When it gets to bedtime I'm  
 gonna turn off  
 When it gets to bedtime I'm gonna turn off Turn it off, turn it  
 off  
 Leave my light a burning No! I'gonna turn it off Leave my  
 light a burning No!  
 I'm gonna turn if off Leave my light a burning No! Im gonna  
 turn it off

**24. Walk in the light**  
 Let's all join together in  
 Communion sweet  
 Walk, walk, in the light  
 And love one another till  
 the Saviour we meet,  
 Walk, walk, in the light.

**Chorus:**

Walk in the light (x 3)  
 Walk in the light of God

**25. We are walking in the light of God**  
 Siyahamba ekukanyeni kwenkosi  
 We are moving in the love of God

**26. What a mighty God we serve**  
 What a mighty God we serve  
 Unamandla UYesu wam

**27. Who Is the king of the jungle**  
 Who is the King of the Jungle  
 Who is the King of the sea  
 Who is the King of the universe and  
 Who's the King of me  
 I tell you J E S U S YES!!!  
 He is the King of me  
 He is the King of the universe  
 The jungle and the sea.

**28. Who put the colours in the rainbow?**  
 Who put the salt into the sea?  
 Who put the cold in the snowflake?  
 Who made you and me?  
 Who put the hump upon the camel?  
 Who put the neck on the giraffe?  
  
 Who put the tail upon the monkey?  
 Who made hyenas laugh?  
 Who made whales and snails and quails?  
 Who made hogs and dogs and frogs?  
 Who made bats and rats and cats? Who made everything?  
  
 Who put the gold into the sunshine?  
 Who put the sparkle in the stars?  
 Who put the silver in the moonlight?  
 Who made Earth and Mars?

Who put the scent into the roses?

Who taught the honey bee to dance?

*Mick Truman 1996*

Who put the tree inside the acorn

It surely can't be chance!

Who made seas and leaves and trees

Who made snow and winds that blow?

Who made streams and rivers flow?

God made all of these

**26. You shall go out with joy**

And be led forth with peace

The mountains and the hills will break forth before you

There'll be shouts of joy and all the trees of the field

Will clap, will clap their hands

Chorus

And all the trees of the field will clap their hands

The trees of the field will clap their hands

All the trees of the field will clap their hands

And you'll go out with joy

Stuart Dauermann and Steffi Geiser Rubins

