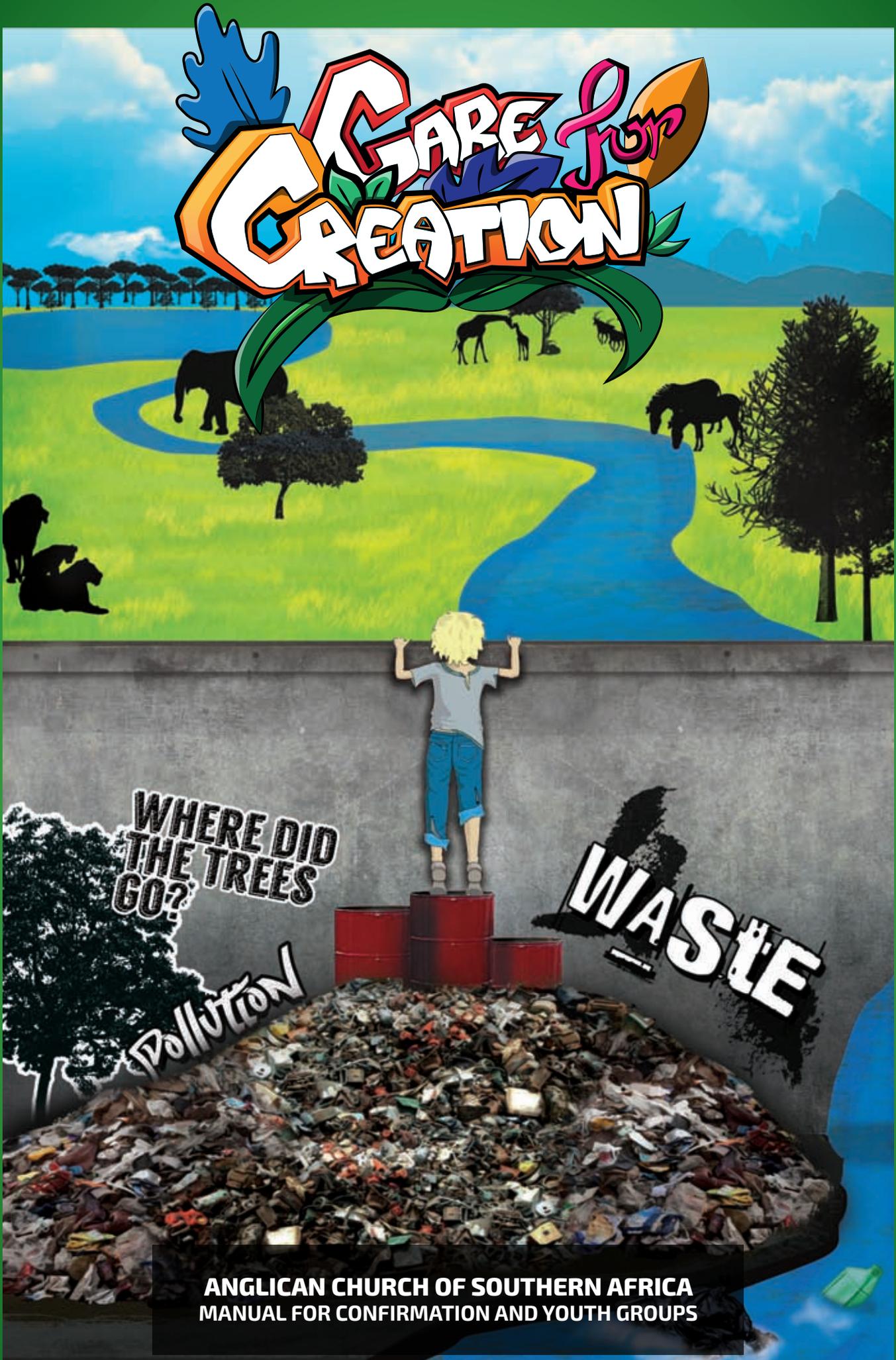


# CARE FOR CREATION



ANGLICAN CHURCH OF SOUTHERN AFRICA  
MANUAL FOR CONFIRMATION AND YOUTH GROUPS



## Foreword

Climate change is already having devastating effects on Southern Africa, with many people having died, been displaced from their homes and lost their crops in Mozambique and South Africa, after both South Africa and Namibia suffered from drought.

Scientists tell us we have only 12 years to reduce our carbon emissions by 50%. Since 1970 we have wiped out 60% of the wildlife populations on the earth. As adults we confess that we have failed to be the stewards God called us to be.

Our complicity in the destruction of the planet will be "visited upon the children, upon the third and the fourth generations" (Exodus 20:5) This is an injustice that we have inflicted on our younger generations.

Moses was called to bring his people out of Egypt, and then God commissioned a new youth leader, Joshua. On the banks of the Jordan river, God told Joshua: "Be strong and bold. For you have been chosen to bring the people into the new land, not I."

Now we need to acknowledge in Southern Africa today that the leadership of the environmental movement is coming from young people. This manual aims to empower them with theology and practical actions to take the Green Anglicans movement into every community and parish throughout our Province.

**Be strong, bold and very courageous,  
and take the lead!**

God bless you.

*+ Thabo Cape Town*

The Most Rev Thabo Makgoba,  
**Archbishop of Cape Town**





## Acknowledgements

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**CTEET**  
Cape Town Environmental  
Education Trust



ANGLICAN CHURCH OF  
SOUTHERN AFRICA



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# Introduction

## Vision

A church community recognized everywhere for its commitment to caring for the earth.

## Mission

To become a church that is recognized for its commitment to issues of environmental sustainability and which is known for its excellence in environmental teaching, learning and action.

## Goals

To develop and implement youth training programs that include studies of sustainability education that are appropriate to the environmental circumstances of individual youth and confirmation candidates.

## Strategy

To train young people/facilitators to facilitate the training.

To develop a confirmation and youth training program that will grow and establish a generation of Anglicans who are committed to safeguarding the integrity of creation and to sustaining and renewing the life of the Earth  
**(Fifth Mark of Mission)**

## Learning Methodology

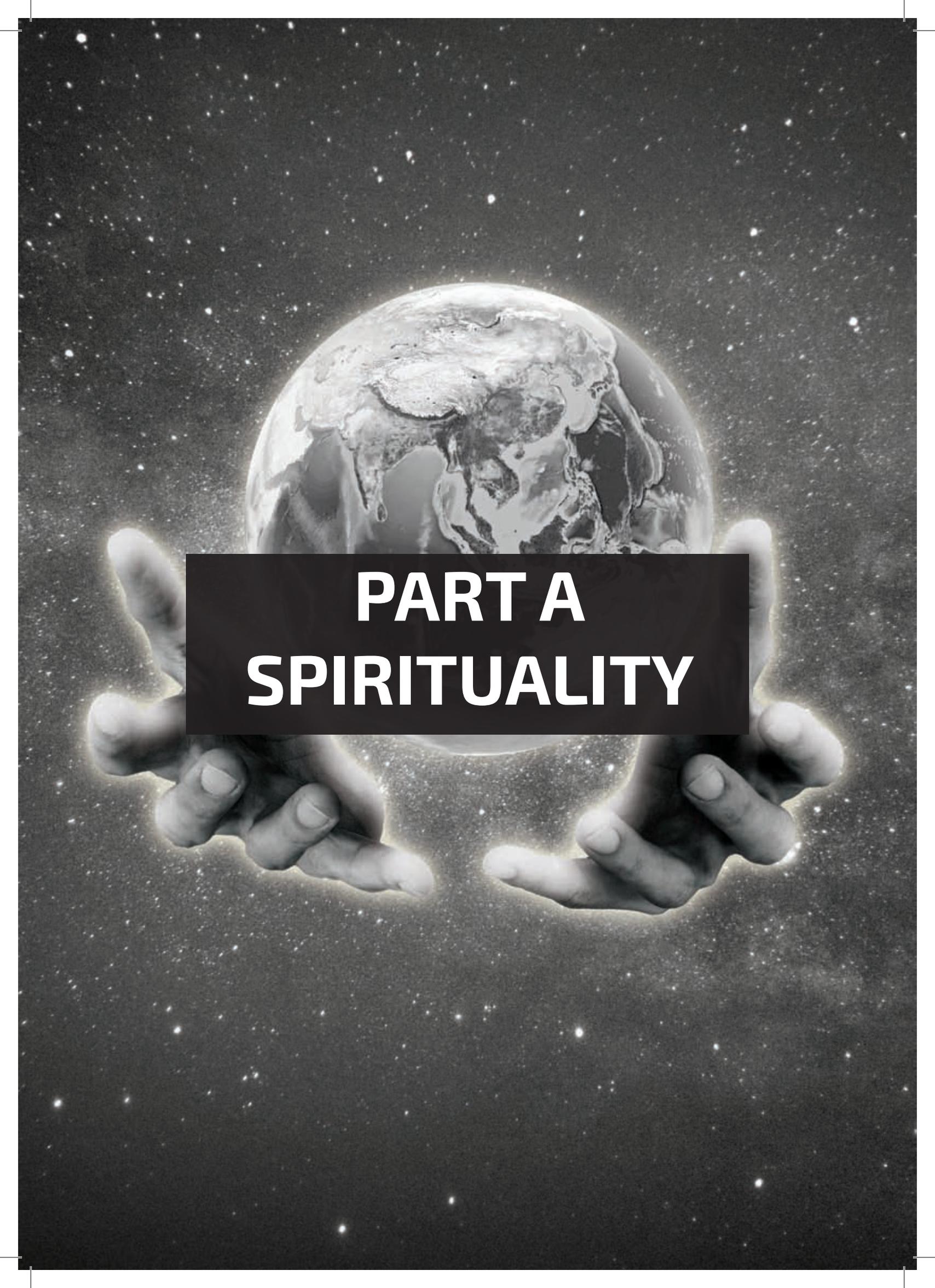
Each session starts with an icebreaker (**tune in**), then a learning activity - experiential learning (**touch**), followed by input (**talk**) and Bible study and discussions (**think**) and then a discussion of actions - implementation (**take action**)

## Participants

This material is intended for 13-18 years old taking confirmation classes, Youth groups and Youth Guilds.



Credit: WESSA

A pair of hands is shown from the front, palms up, holding a glowing Earth. The Earth is centered in the frame, showing continents and oceans. The hands are positioned as if supporting the planet. The background is a dark, starry space with numerous small white stars. A black rectangular box is overlaid on the center of the image, containing the text "PART A SPIRITUALITY" in white, bold, sans-serif font.

**PART A**  
**SPIRITUALITY**

# Session 1

## Creation

### The Web of Life

#### TUNE IN: ENDANGERED ANIMALS ICE-BREAKER

The goal of this ice-breaker is to help them understand the reasons why some animals become endangered. Write the names of animals on the sticky labels or papers. Some are pets, some are farm animals, some are wild and some are endangered. Suggestions: donkey, rhino, horse, zebra, elephant, frog, whale, gorilla, sea turtle, cow, pig, crocodile, dolphin, lion, cat, goat, hippo, etc.

The sticky label is placed on the person's head (without them seeing the name) or pinned to their back and then they must ask yes/no questions to their friends. E.g. do I have four legs? Am I in the sea? When they have all guessed their animal, then tell them that some of the animals are endangered e.g. gorilla, lion, rhino, elephant, sea turtle. Ask them if they know why they are endangered?

#### TOUCH: DRAMA

THE BUILDING BLOCKS OF LIFE

Written by Liz Taylor (Wessa)

##### Characters and Props

Rhino (holding a horn)  
Poacher (with gun made of cardboard)  
Woman  
Red cloth  
King –cloak and king's crown  
King's son  
Second boy – with a bag

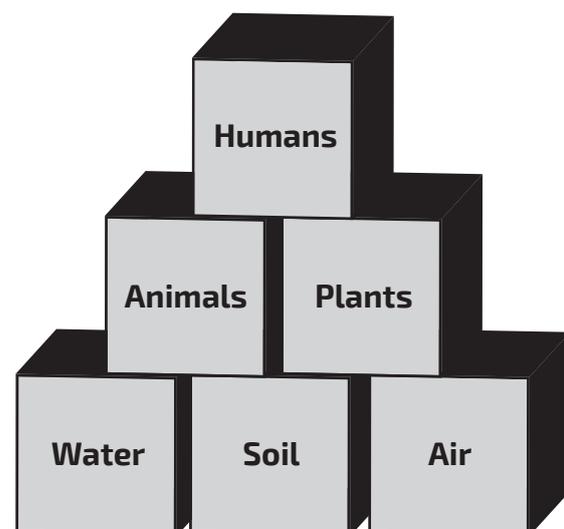
#### MATERIALS REQUIRED

- Sticky labels (or small papers and pins)
- Kokis (markers)
- Six large cardboard boxes with the words: **water, soil, air, animals, plants, humans**, written on them.
- Large papers - newsprint
- If you can, download this song Emlanjani – meet me by the river by Mafikizolo

**Props for the drama:** Red cloth for blood, bucket, gun, saw, rhino horn, big cell phone, blue fabric for river, bag, king's hat and cloak, rubbish.

Mountain gorillas are endangered because people are taking over their forests (habitat loss). Rhinos and elephants are endangered because of poaching (killing them to steal their horn and tusks)

Sea turtles are endangered due to over fishing, illegal trade and climate change. A sad thing is that they think that plastic bags are jelly fish, so they eat them, their stomachs get full of plastic and they die of hunger.





<b>Scene 1</b>	
	Rhino is grazing. The poacher comes creeping in.
<b>Poacher:</b>	(Shouting at the audience) "Where's that Rhino? Has anybody seen that Rhino? I want to shoot it and cut off its horn and make a lot of money.  (Sees the Rhino.) Aaah ssshh, ..... sssshhhh
	BOOM! He shoots the Rhino. Quickly runs across and cuts off the horn with the big saw.
<b>Poacher:</b>	(holding the horn, he phones someone) "Hullo, hullo. Yes.... Yes... I got it. What do you mean R10 000 you told me R30 000. Ok ok, I'm coming. Dead?... dead? (looking back) No its not dead yet.
	He leaves the stage. Rhino continues to lie there. He has a red cloth at his head to show blood coming from the horn area.
<b>Scene 2:</b>	
	Woman comes in carrying a bucket of water on her head. Singing a lovely Zulu song. ( Mafikizolo, I'll meet you by the river - <a href="https://youtu.be/AQa_8efdiRs">https://youtu.be/AQa_8efdiRs</a> ) Puts the bucket of water down and looks around. Sees the dead Rhino. Looks shocked. Hand to mouth.
<b>Woman:</b>	This is so terrible! Who has done this? Why is this happening to our country? Everywhere I look I see nature being destroyed. Our Rhinos are being killed by people greedy for money. Our heritage is being destroyed.
<b>King:</b>	(King enters.) Good morning Lady. I see that you are collecting water here, but you are also sad. What is the matter?
<b>Woman:</b>	Yes, I am sad. Look around. There is another Rhino killed by poachers. Our nature is being destroyed right before our eyes. I have seen so many changes happening. Our indigenous plants getting destroyed, our forests, our grasslands. Look... even our rivers are polluted and full of litter and we can't drink the water anymore.
<b>King:</b>	Yes, it is so true. It is nature that keeps us alive and now we are killing nature. We need soil.....(he stamps the ground) We need air.....(he breathes a big breath and opens his arms) We need water.....(points to a river) We need plants and animals. They are the building blocks of life. (Points to the boxes) Without these we cannot live.
<b>Son:</b>	Son enters Hullo father. (Looks cheeky)
<b>King:</b>	Hullo my son. What have you got in that bag?
<b>Son:</b>	Lots of money (Speaks in a cheeky way trying to hide the bag)

<b>King:</b>	Where did you get that from?
<b>Son:</b>	I sold something
<b>King:</b>	WHAT DID YOU SELL??
<b>Son:</b>	A rhino horn Dad. Lots and lots of money
<b>King:</b>	(Shouting) You silly, silly boy. You are the one ruining our future. You are the one destroying our land. You are the ones who don't care about future generations. (The father goes towards the son to hit him. They have a fight. The woman tries to stop them)
<b>Woman:</b>	No, no don't fight.
	Son falls down and is crawling away. Second boy arrives on stage
<b>Second boy:</b>	What's happening here?
<b>King:</b>	This silly boy thinks that by killing our animals, our nature, that he can get rich quickly. But he does not realise that he is destroying our future.
<b>Second boy:</b>	How can that happen? How can he destroy our future? What do you mean?
<b>King:</b>	Come here and look. (Shows him the pyramid of boxes) Look at these building blocks of life. This is how it works. Humans are at the top
<b>Second Boy:</b>	Can we call your son to show him how this works.
<b>King:</b>	Yes .... Call him here.
	Second Boy fetches the son.
<b>King:</b>	Now look here my boys. This is how nature works. This is how the web of life works. We are all dependent on the soil, on the water and on the air.
<b>King:</b>	To the boys. Now. How long can you live without air?
<b>Son and other boy.</b>	I don't know. (sulky voice)
<b>King:</b>	Turns to ask the audience: How long can you live without air? Try? Hold your breath. By about 4 minutes you will be dead! Speaking to the two boys By about 4 minutes you will be dead! Air is very important.
<b>King:</b>	How long can you live without water?
<b>Son and other boy.</b>	I don't know.
<b>King:</b>	Turns to ask the audience. How long can you live without water? What do you think? Just guess. By about 4 days you will be dead! Speaking to the two boys: By about 4 days you will be dead! Water is very important.
<b>King:</b>	How long can you live without food? The plants and animals. All food is made from plants and animals. How long?
<b>Son and other boy.</b>	I don't know.
<b>King:</b>	Asking the audience. How long can you live without food? What do you think? Just guess. 40 days. Yes. 40 days Speaking to the two boys: 40 days and you will be dead. Food is very important.

<b>King</b>	(King speaking to his son) Now come here and destroy this building block that represents our water. Just kick it out. What happens to people at the top? King calls up someone from the audience (Other boy and woman fix up the boxes)
	King tells someone from the audience to hit out the box written "water". Look what happens now. Who falls the furthest? The human. We need to look after our natural resources. These are the building blocks of life. Without these building blocks people are nothing. We need to look after our building blocks for future generations.
<b>King</b>	(King speaking to his son.) So son! Everything in this world is connected. If we destroy one part of it then it is us, the people that suffer the most
<b>Son</b>	Yes, father. I can see now.
<b>Son</b>	(Son turns to the audience. In a strong and confident voice. Saying with authority. Standing tall.) I have learnt something today. I have learnt about the building blocks of life. I have learnt how important it is to look after our natural resources, how we as humans need to look after our environment so that we can remain healthy and happy. Don't think that by destroying our natural resources we can get rich quickly. We will just be destroying our planet for future generations. So please let's join together to save our ecology and make sure we live in a healthy and caring world for today and for those to come.

**Credit:** Liz Taylor WESSA

## TALK : THE WEB OF LIFE

### Rural Web of Life

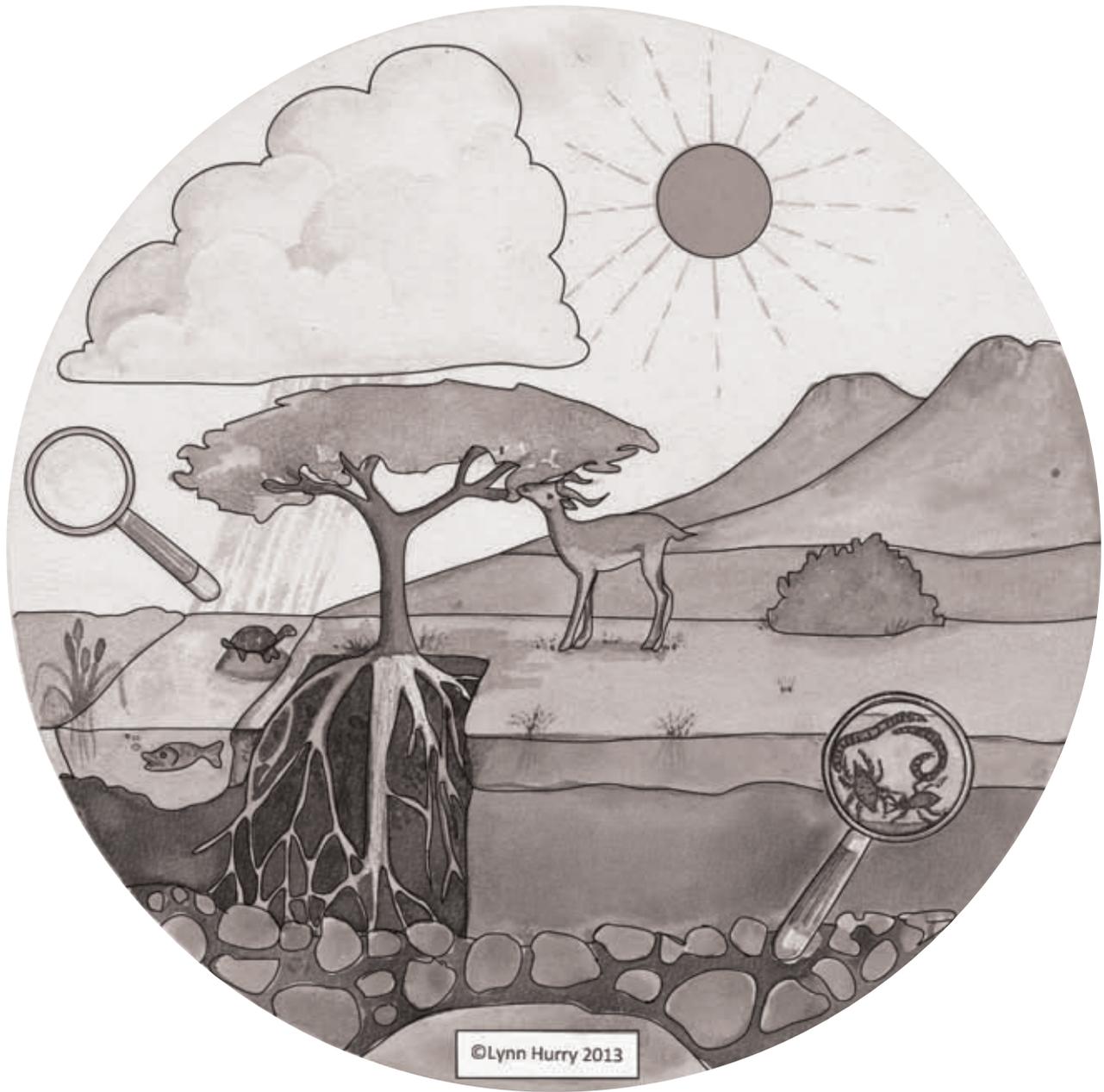
Show them the picture (full size is on page 10) – what can they see? This is a picture of the web of life. We call it an eco-system – that is any place where living things (plants, animals and other living things) and non-living things (sunlight, air, soil, water) interact together to make up an ecosystem.

An eco-system can be as small as the underside of a rock, the cool side of a tree, a pond, a river

valley, a mountain top or a forest. In groups list all the plants and animals and non-living things in the eco-system (web of life). Ask them how the different parts of the picture help others?

E.g. the water waters the grass and the buck drinks it. The tree gives shade to the animals.

**The picture on the following page is of a thorn-veld eco-system**



## Urban Web of Life

Ask each group to draw a picture of a street in town. What creatures do we not see there? What living things do we see?

### THINK

Divide into groups: think about the community where you live. List all the things that make up the web of life.

Bible teaching: **1 Cor 12: 12-27** Bible study in groups.

Read the Corinthians passage.

- Which parts of this “body” (eco-system) do we usually think are more important? (eg humans, large animals)
- Which ones are hidden away? (eg ants, worms, roots) .
- What would happen if those things we think are less important were taken away?

Report back to the whole group.

### TAKE ACTION

Prayers to give thanks for the web of life. Introduce the prayers with “We give thanks for all the parts of our web of life ” and then each person gives thanks for something different (eg river, frogs, plants etc etc)

If they have cell phones encourage them to change their status to say “Today I give thanks to God for xx”





## Session 2 Salvation

Jesus came to save the whole cosmos

### TUNE IN: ICEBREAKER – OBSTACLE COURSE

Divide into two teams. Challenge one: run to the bowl with apples (or other fruit) floating in it. Using no hands you must catch a fruit with your mouth and take it out of the water. Then run to challenge two: a bowl of flour with sweets hidden in it. Using only your mouth and no hands you must find a sweet. Winner is the team which finishes first. (if necessary you can use hands rather than faces but it is not so fun!). You can add in other parts to the obstacle course such as climbing under a table or over a chair etc. Get creative!

Explain that in our lives sometimes we do things wrong, then we get all messed up. Then we have to ask Jesus to forgive us and he does so and saves us from our sin. It is the same with the world, we do bad things and mess up the world, it still can be saved if we say sorry and change from our ways.

### TOUCH: LEARNING ACTIVITY

Magazines – Divide into four groups. Each group takes one of the themes below. They must cut out pictures which show the following and stick them onto a flipchart paper.

- Bad things humans do to each other
- Bad things we do to the earth
- Good things humans do to each other
- Good things humans do to the earth

### THINK AND REVIEW

Each group presents to the whole group and explains why each thing is good or bad

### MATERIALS REQUIRED

- Apples or other fruit.
- Bowl of water
- Flour
- Magazines or newspaper adverts
- Scissors (ask the children to bring from home)
- Sweets

### TALK :

Bible theme: John 3:16

Draw a cross on the flipchart. Read John 3:16. At the top of the cross, stick the pictures that show the things that are bad for people. At the bottom of the cross stick the pictures which show things that are bad for the Earth. Explain that Jesus died to save the world, the people and also the animals, rivers, eco-systems.

Stick the pictures of things that are good for people and good for the Earth onto the cross and explain that Jesus died to save the whole world. In the original language of the Bible (Greek), John 3:16 says “God so loved the COSMOS that he sent his only son” So we can say “God so loved the whole of Creation that He sent His only Son”

### TAKE ACTION:

Each person is given a piece of paper, write down all the things you have done to hurt the earth. Form a circle, put papers into a metal container. Pray to God to say that we are sorry for what we have done to hurt the earth and we commit to being healers of the Earth. Burn those papers as a symbol that we want to start over again

During the week, on your cell phone, take photos of bad or good actions that you see people doing to the Earth

# Session 3 Reconciliation

## TUNE IN: ICEBREAKER

Share the most powerful photos they took during the week of good actions and bad actions

Divide into teams and stand in two lines: An apple or orange must be passed down the line, passing from neck to neck. If the apple falls you must start from the beginning again.

Explain that we need to be in a right relationship for this to work. If we do not trust each other or have fought and don't want to touch each other then the apple will fall.

## TOUCH: LEARNING ACTIVITY

Three stories: ask for volunteers to mime these stories (without talking). The group has to guess what is going on.

- one person steals another one's lunch money.
- on camp, you borrow a cell phone charger and it breaks the first day
- you borrow your sister's best top and spill something on it and it gets stained.

Divide into groups. Each group must think about how those relationships can be mended. How can you become friends again? Then they act it out.

## TALK: BIBLE STUDY

**Colossians 1: 20** *"Jesus died to reconcile to himself all things, whether things on earth or things in heaven, by making peace through his blood, shed on the cross"*

Ask what they understand by the word "reconcile". It means to make friends again, and it involves actions. Jesus died for humans and also for all things.

## MATERIALS REQUIRED

- Two apples or oranges
- Flipchart paper and kokis

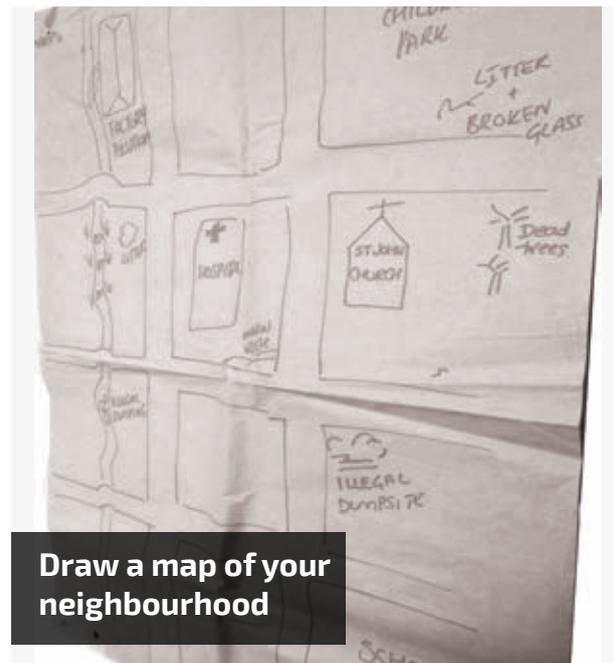
It is the same with the earth. We have damaged the earth and in order to "be friends again" we need to make things right. In groups discuss what actions we need to take to become friends again with the Earth.

## THINK AND REVIEW

Mapping your community: Divide into groups. Draw a map of the community around the church (a simple map marking local schools, shops, buildings, rivers etc.): Now on the map draw or write the places where people have damaged the earth. Discuss what actions we would need to do to make our relationship right and "Be reconciled" with the Earth.

## TAKE ACTION

Make a circle and each one can say one action that they will take to make their relationship right with the Earth.



**Draw a map of your neighbourhood**



# Session 4

## Sacraments

### TUNE IN: WATER ICEBREAKER

Ice breaker using water. (If you can play outside)  
Touch rugby using a wet sponge can be played outside. Explanation – water is life giving and fun.

Or if you can't use water, play “find your mate”  
Make a list of creatures that live in water. Eg frog, penguin, seal, dolphin, whale, crocodile, crab, turtle, duck, otter, hippo, snoek.  
Write two of each on small pieces of paper (enough for all the young people). By making sounds and acting out they must ‘find their mate’ or partner who is the same animal.

### TOUCH

Download the sound of water on your cellphone (<https://youtu.be/CCaTi1Rf9uo?t=6>)  
Get the young people to sit in a circle. They must concentrate on breathing deeply, in and out. .  
Listen to the water sounds in silence for at least five minutes then ask them how they felt.

### TALK: BAPTISM

Ask the youth : Have you ever seen a baptism?  
What do you think happens – what is the meaning?  
Read Anglican Prayer Book – p382 Blessing of the water.  
In the same groups ask why they think we use water in baptism

Suggested song:  
Let your living waters flow over my soul  
Come now Holy Spirit and take control  
Of every situation that has troubled my mind.  
All my fears and burdens onto you I roll  
Singing – Jesus, Jesus,

### MATERIALS REQUIRED

- Sponge and water
- Pieces of paper
- Ask the priest if he/she can visit you this week (to bless the water)
- Download sound of water running  
<https://youtu.be/CCaTi1Rf9uo?t=6>

### THINK: BIBLE STUDY

Rev 22:1-5  
In small groups, read this scripture and describe how your city/town would look if this vision came true.

### TAKE ACTION:

**Baptism – sacredness of water.** Each person brings water from home, pour it into a bowl and ask the priest to bless it. Explain that this is a symbol of all water, but we are Earthkeepers so must be keepers of the water.

Jesus was baptized in the Jordan River. Ask the priest to use this water in the Eucharist on the following Sunday.

Challenge them to identify their own Jordan – which river does the water come from that the church uses for baptism? You can organize a visit and clean up. If this is not possible then have a clean up in the street. Remind the young people that there is no such place as “away”. All the plastic litter lying in the street will end up in the rivers and in the sea. So by picking up litter in our street we stop it from going into our rivers.



# PART B PERSONAL LIFESTYLE

Faith without works is dead. James 2:17

# Session 5

## Water

### TUNE IN: ICEBREAKER

Water Olympics – two teams stand in a line with an empty bucket at one end and a full bucket at the other. With a cup each team must carry water to the other bucket. Reflect on how much water you wasted.

### TOUCH: WATER AUDIT

Work out how much water the church uses. If possible one group can look at the toilets and one

### MATERIALS REQUIRED

- Two buckets
- Two plastic cups

group the kitchen

### Toilets

Count the number of toilets. Are they old big cisterns (12 litres)? are they new small ones (8 litres)?

Guess how many people will use the toilets each week.

The number of handwashes x 2 liters.

<b>Number of old toilets with big cisterns (+/- 12 litres)</b>		X 12	X number of flushes per week	
<b>Number of new toilets (+/- 8 litres)</b>		X 8	X number of flushes per week	
<b>Number of sinks (+/- 2 litres)</b>		X 2	X number of washes	
<b>Number of leaking toilets</b>			X 1000 litres per week	
<b>Number of dripping taps</b>			X 140 litres per week	
	WEEKLY TOTAL			

Kitchen and cleaning water use

Calculate the amount of water used for an event – e.g. a church service on a Sunday

<b>Cleaning</b>	Size of buckets?	How many are used per week?		
<b>Cooking</b>	What size of pots?	How many are used per week?		
<b>Kettle or urn</b>	What size is it?	How many times is it filled per week?		
<b>Washing up</b>	How many litres in the sink?	How many sink fulls per week?		
	WEEKLY TOTAL			

Source: Safcei

## THINK

Read the story of Hagar and Ishmael.

**Genesis 21:8-20**

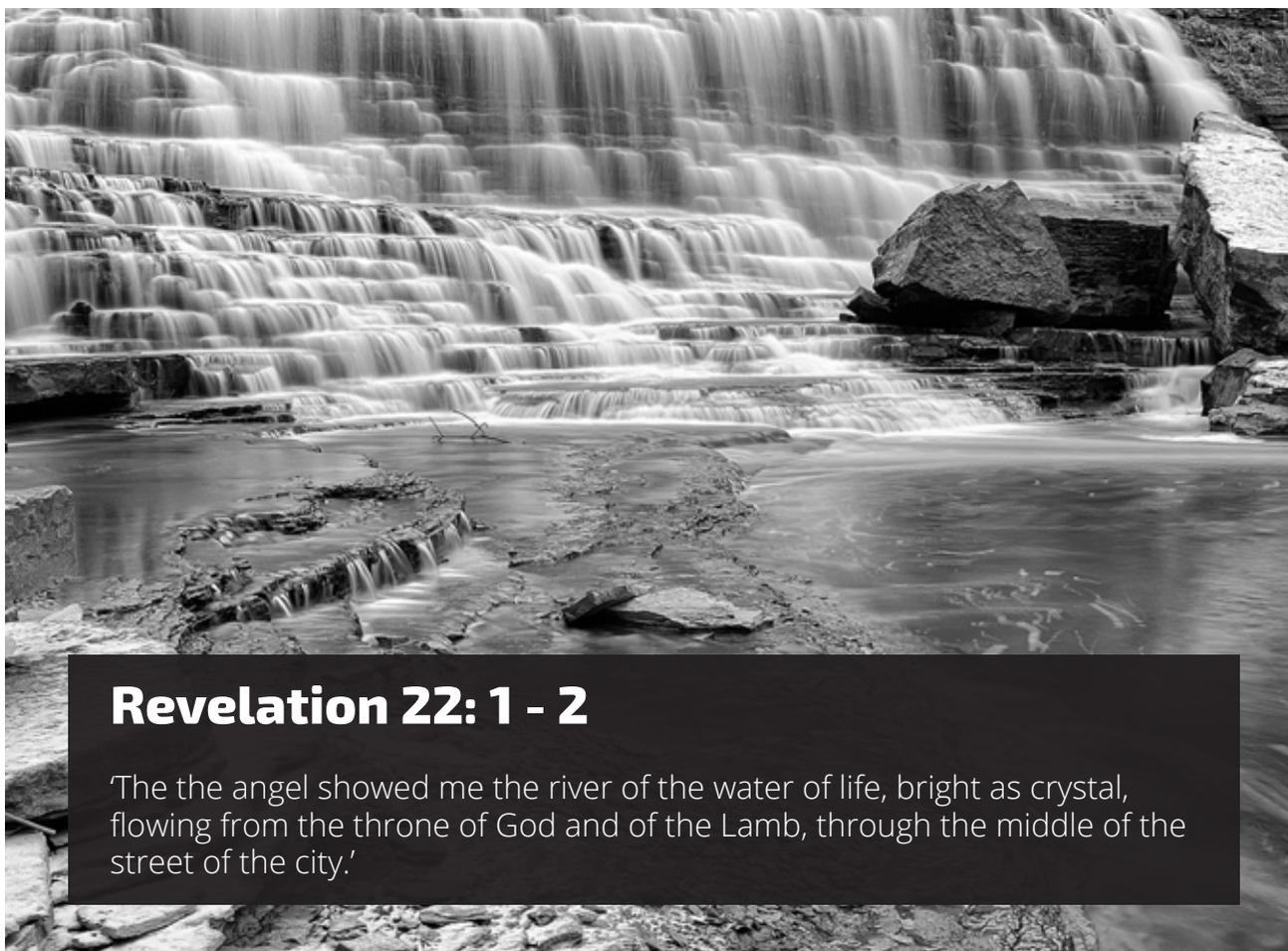
Divide into groups. Ask them to think of the story in the modern time in their city/region.

Prepare a drama based on this story set in the modern times.

## TAKE ACTION

What suggestions can we make about water saving at church? How can we take them to the parish council/priest?

Make a list of the best water saving actions and make posters to be put up around church/church hall



## Revelation 22: 1 - 2

'The the angel showed me the river of the water of life, bright as crystal, flowing from the throne of God and of the Lamb, through the middle of the street of the city.'

# Session 6

## Food

### TUNE IN: ICEBREAKER

Divide them into groups of four. Tell each group they have R100 to feed themselves for 24 hours. Ask them make a list of what they can buy.

Each group presents their menu and costs to the bigger group

The whole group votes on which group:

- used the least water
- produced the least plastic and waste
- used the least electricity/gas/wood for cooking
- produced the healthiest food.

Reflect that there are different costs, not just money costs, in the food that we eat.

### THINK/REVIEW

1 Cor 10:23 Everything is permissible but not everything is beneficial. Share food restrictions that we know about from other religions. What are Christians not allowed to eat? Do you think there are some foods that we should not be eating?

### MATERIALS REQUIRED

- Seeds, egg cartons and compost

### TALK

#### Genesis 1: 11-12

God was the first gardener.

Divide into groups and ask them to describe what God's garden would have looked like and what would have been in it. If we are made in the image of God, then that means we are also supposed to be creators and gardeners.

### TAKE ACTION

Buy some seeds (check what grows well in that area and the time of year). Give the youth a few seeds each. Tell them to grow them in egg cartons.

Have a competition to see which type of seedlings grow the fastest and best. They can take pictures with cell phones and show them at church.

Keep a food diary – to see what happened to food waste at home, school and church.



# Session 7

## “Stuff” Materialism and Consumerism

### TUNE IN: ICEBREAKER

“Dream board”. Each person has a flip chart paper and magazines. Cut out pictures of your dreams and stick them onto your paper or you can draw them. E.g. cars, travel, clothes, cellphones etc. Share in groups. then ask them about the environmental impact of these activities.

Dream or nightmare for the world?  
Consider your footprint: if it is possible download and watch the Story of Stuff  
<https://www.youtube.com/watch?v=3eWBg8ojno4>

### THINK: BIBLE KNOWLEDGE

In groups – get them to share which is their favorite advert.

Read Exodus 20:17 – the Tenth Commandment: “You shall not covet your neighbor’s house. You shall not covet your neighbor’s wife, or his male or female servant, his ox or donkey, or anything that belongs to your neighbor.”

Ask what covet means.

Discuss which of the adverts is encouraging us to covet.

### TALK

Ask them what happened on Palm Sunday  
Remind them that Jesus came into Jerusalem on a donkey not a stallion. Why did he choose a donkey?

What do we learn from Jesus’ life-style?

In groups discuss: If Jesus were here today – what would he drive, wear, and eat?

### MATERIALS REQUIRED

- Scissors
- Flipchart paper and glue
- Magazines
- Pencils / Kokis

### TAKE ACTION

Discuss what we can do with some of our clothes, toys, equipment that we don’t use anymore.  
For example: have a vintage sale /give away stuff.



# Session 8

## Energy

### TUNE IN: ICEBREAKER

Everyone stands in a line. Ask the following questions – each question followed by discussion, then return to the line

- When it is cold in the house, if you grab a blanket to watch TV, stand still. If you turn on the heater take a step forward.  
**Discussion** – what would it take for us to use our heaters less or turn them down.
- If you walk to school/work stand still. If you take public transport take one step forward. If you go by car take two steps forward  
**Discussion** – why is public transport better for the environment than using cars? What are the problems?
- If you cook with gas or wood stand still. If you cook with electricity take a step forward.  
**Discussion** - why electricity is worse for the environment. Electricity in South Africa is mostly made from coal. Discuss ways in which we can save electricity in our cooking.
- How long are your showers? Under three minutes stand still. 3-5 mins one step forward. 5-10 two steps forward.

### MATERIALS REQUIRED

- Picture of a smashed up car, a write-off
- Picture of an old, rusty car
- Picture of a brand new car

**Discussion** - why longer showers are worse for the environment. What can we do differently?

- Do you have any energy saving devices in your house? One step forward for each one. Energy saving lightbulbs. Solar water heater. Use a wonderbag. Any others?

Ask people to explain why each of these is good for the environment.

### TOUCH :ENERGY AUDIT

Do an energy audit of the church. Count how many light bulbs there are in the hall and church building.

#### How many are energy saving?

What other electrical items are there? Urn, Geyser, heater, photocopier etc. kettle etc. List them all and how many hours they are on for.

Find out from your electricity bill how much you pay for a Kilowatt (KW) - 1000W.

Item	Number of appliances	Wattage	Length of use per week	TOTAL
E.g. Toaster	2	2000W	4 hours per week	16000 W
Ordinary light bulbs		60 W		
Energy saving light bulbs		15 W		
Kettle		3000W		
Microwave		1000W		
Computer		150W		

Item	Number of appliances	Wattage	Length of use per week	TOTAL
Laptop		50W		
Fridge		700W		
			<b>TOTAL</b>	

Source: SAFCEI

### THINK : DEBATE

Divide into four groups.

A company wants to build a coal powered power station.

**Group 1** is the coal company - You must prepare an argument about how we need this energy to power the country and to avoid blackouts.

**Group 2** is the trade union - they are arguing that we have high levels of unemployment and we need this coal power station it will create jobs.

**Group 3** is a group of mothers - They are concerned for the health of their children they see other communities with health problems especially in the kids.

**Group 4** is an environmental organisation - They are concerned about climate change and air pollution. They want to stop this power station and push the municipality to buy renewable energy and



Give each group 10 minutes to prepare their arguments. Then one speaker from each group presents the argument to the whole group in a 3 minute talk. At the end reflect on which talk was more powerful

### TALK: BIBLE STUDY

Show the pictures of the three cars- smashed up, old and rusty, and brand new.

And I saw a new heaven and a new earth, for the first heaven and the first earth had passed away. And there was no more sea" (Revelation 21:1).

Some people think that this means that the earth will be destroyed and we will have a new earth (in heaven). But the Bible doesn't say that. In the Bible there are two words for new "**brand new**" (**neos**) and "**renewed**" (**kainos**).

Like if you smash your car, it is a write off, you get a brand new car. The old is gone to the junk yard. This is a '**neos**' car. But if your car goes to the panel beater it comes back renewed, painted, mended clean - this is a '**kainos**' car. This is the word the Bible uses - a renewed, restored , mended planet. There is no Planet B!

In groups discuss what we need to do to work for a new, renewed Earth.

### TAKE ACTION

Discuss what actions we can take to save energy. Decide how to educate the congregation. posters, campaign? change lightbulbs etc.



# Session 9

## Waste

### TUNE IN: ICEBREAKER

**Pictionary** - “ten things I found in the river today”  
Write a list of ten junk items found in the river (eg old boot, wine bottle, Coke can, Chip packet, Sweetie paper, nappy, plastic bag, cigarette packet, straw, coffee cup lid). Don't let anyone see the list.

Divide into teams. The first person from each team is given the first word. They must run to their group and draw it on flip chart paper with kokis, they are not allowed to speak at all. The person who successfully guesses rushes back to the organiser and is given the next word (quietly in his ear). Have a prize for the team that gets the ten words first.

If you can show this video – it is very powerful:  
Albatross island video clip:  
<https://www.youtube.com/watch?v=pUM58LIU2Lo>

### THINK

Divide the youth into groups with a plastic bin bag. Give them fifteen minutes to pick up waste in the street outside. (Go with leaders for security) Come back and do an analysis

1. Divide the litter into recycling and not recyclable
2. What is the largest number of items?
3. Where does this litter come from – how does it end up on the street?
4. How can we let the companies making these items know that we don't want them?

### TALK: RE-USE

Put some clean waste into a bag – eg plastic bag, coke bottle, tin etc

Divide them into groups. Each group must come up with a way to re-use each of the items. Prize for the most creative ideas

### MATERIALS REQUIRED

- Flipchart paper and a koki for each team
- Download albatross island video if possible
- Bin bags and checkers packets for the youth to put on their hands (like gloves)
- A bag with clean recyclable items in it
- Prizes for winners

### TALK: BIBLE STUDY

Bible knowledge: Jesus and the 5000. Let there be no waste. **John 6:1-13**

- Jesus told them to gather up the leftover food. What do you think the disciples did with that leftover food?
- Jesus said “let there be no waste “
- Think about large gatherings of your church/ Diocese – what happens to the waste?
- How do you think the Church can reduce waste?

One third of food in South Africa is wasted. Where do you think it is wasted?  
(Rots in the field if there is too much of one product. Vegetables that are not perfect are rejected. Goes rotten waiting for transport. Goes rotten in the supermarket. Goes rotten in our fridge. Gets left over on our plates (etc.)

Read this article to find out more about food waste  
<http://www.wwf.org.za/?21962/The-truth-about-our-food-waste-problem>

### TAKE ACTION

- Have a competition to make something out of recycled materials for next week.
- Have a fashion parade wearing clothes made from recycling.
- Have a fundraiser only selling hand made things etc.

# Session 10

## Land/Trees

### TUNE IN : ICEBREAKER

Fruit salad: (like musical chairs) everyone sits in a circle. Go around the circle and give each person the name of a fruit tree (orange, apple, pear, peach, banana etc). Then yell out the name of a fruit. All those with that name must run around the circle and return to a seat. Meanwhile remove one chair.

After calling a couple of fruit, yell "fruit salad" and everyone must run.

Explain that all the fruit we eat comes from trees that are grown somewhere. Ask if anyone has a fruit tree at home.

### TOUCH

Audit use of church land. Go outside and see how much land the church has. How much is growing something, where could things be grown? What are the water sources?

### TALK

Ask them if they know the difference between indigenous and alien trees? What are the problems with alien trees?

Suggestions:

- They often use more water.
- They can be stronger than indigenous trees - so they can take over.
- Trees like pines have no biodiversity under them.
- They burn hotter in a forest fire.

### THINK : Rev 22 . 1-5

Divide into groups. Come up with a vision of what their community could look like if there was clean water, and trees giving fruit. Or if there were vegetables growing

### TAKE ACTION

Teach them how to grow an avocado pit.

\*image below courtesy of SAFCEI



# Growing an Avocado Tree

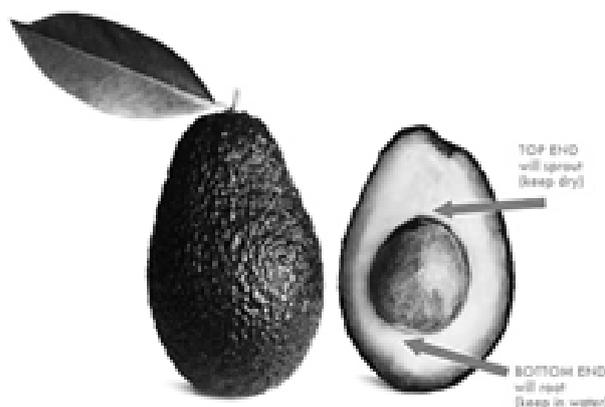
## STEP 1 – REMOVE & CLEAN PIT

You'll need to start by removing the pit from the avocado carefully (without cutting it), and then washing it clean of all the avocado fruit (often it helps to soak the pit in some water for a few minutes and then scrub all the remaining fruit off). Be careful not to remove the brown skin on the pit – that is the seed cover.



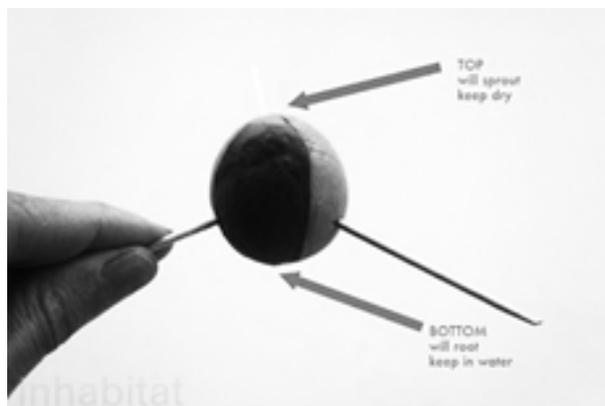
## STEP 2 – LOCATE WHICH END IS 'UP' AND WHICH IS 'DOWN'

Some avocado pits are slightly oblong, whereas others are shaped almost like perfect spheres – but all avocado pits have a 'bottom' (from where the roots will grow), and a 'top' (from which the sprout will grow). The slightly pointier end is the top, and the flat end is the bottom. In order to get your pit to sprout, you will need to place the bottom root end in water, so it's very important to figure out which end is the 'top' and which is the 'bottom' before you go piercing it with toothpicks.



## STEP 3 – PIERCE WITH FOUR TOOTHPICKS

Take four toothpicks and stick them at a slight downward angle into the avocado seed, spaced evenly around the circumference of the avocado. These toothpicks are your avocado scaffolding, which will allow you to rest the bottom half of the avocado in water, so therefore the toothpicks need to be wedged in there firmly. I recommend sticking them in at a slight angle (pointing down), so that more of your avocado base rests in the water when you set this over a glass.



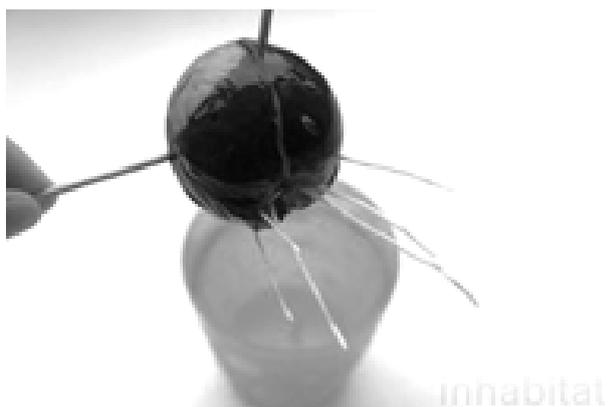
#### **STEP 4 – PLACE AVOCADO SEED HALF SUBMERGED IN A GLASS OF WATER**

And set on a quiet windowsill with sunlight. It's helpful to use a clear glass so you can easily see when roots start to grow, and also when the water needs to be changed. You do want to make sure you change the water regularly, to prevent mold, bacteria and fungus growth, which can doom your little avocado sprout.

#### **STEP 5 – WAIT FOR YOUR AVOCADO SEED TO SPROUT!**

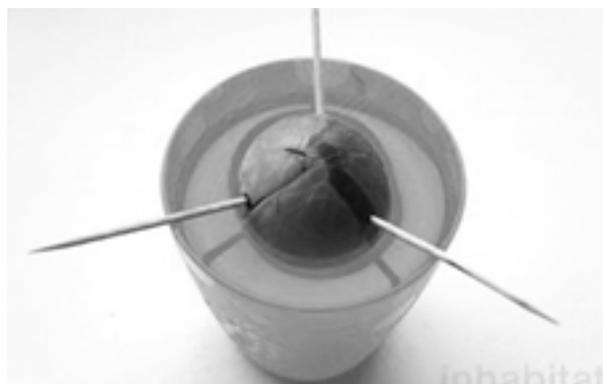
It takes at least 8 weeks to get a sprout, so be patient. Here is the process you will witness:

1. The top of the avocado pit will dry out and form a crack, and the outer brown seed skin will slough off.
2. The crack will extend all the way to the bottom of the avocado pit, and through the crack at the bottom, a tiny taproot will begin to emerge.
3. The taproot will grow longer and longer (and may branch), and eventually a small sprout will peek through the top of the avocado pit.
4. Do not allow your taproot to dry out unsubmerged EVER – doing so will be the death of your plant.



#### **STEP 6 – POT IN SOIL WHEN TREE IS ABOUT 6" TALL**

Pot it up in a rich potting soil in an 8-10" diameter pot, leaving the top half of the seed exposed. Place on a sunny windowsill. Avocados love sun – the more sun the better.



#### **STEP 7 – WATER & WATCH IT GROW**

Give it frequent waterings with an occasional deep soak. The soil should always be moist, but not saturated. Yellowing leaves are a sign of over-watering; let the plant dry out for a few days.



#### **STEP 8 – PINCH OUT TOP LEAVES TO ENCOURAGE BUSHINESS**

When the stem reaches 12 inches tall, pinch out the top two sets of leaves. This will encourage the plant to grow side shoots and more leaves, making it bushy. Each time the plant grows another 6 inches pinch out the 2 newest sets of leaves on top.

#### **STEP 9 – PLANT YOUR TREE OR GIVE IT AWAY**

consultant  
Coaching

vision

operation

development

design

Potential

Help

er

Marketing

for

**PART C  
DESIGNING A  
CAMPAIGN**

Review  
and  
Revise

Project Str

analysis

Ability

Idea



# Designing a Campaign

This week we are going to come up with action plans/campaign on one of the themes: water, waste, "stuff", food, energy or trees/land.

We are going to use a "problem tree" concept to identify the roots (causes) of the problem and the results (branches and leaves)

1. Choose the issue that your group wants to work on. If you have a large group you can have several projects.
2. Youth explore the causes and consequences of an issue in their community

Write the issue you are discussing on the trunk of the tree, and then ask youth to tell you what they think are the causes of the problem and write these on the roots of the tree.

Next think about the impact of the issue on the community and write their ideas on the branches. You can also do further research about the

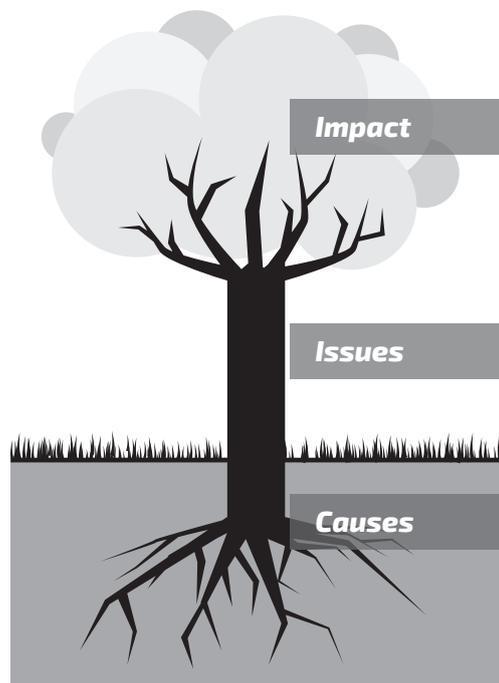


Image Viva network

issue—through online research, and through asking relevant people in the community about the issue. Young people could then give feedback at the next meeting on what they have found out about the issue and its causes and impact in your community.

## Next – make action plans

What are you going to do?	Who is going to do it?	By when will you do it?	Who do you need to get involved?	What resources do you need?	Where will the resources come from?
<b>Example</b> Plant ten trees at church	Youth Guild	Patronal festival	Ask church wardens for permission	Trees and compost and spades.	Each family represented at youth will donate one tree and bag of compost.



# ADDITIONAL RESOURCES

## WORSHIP RESOURCES

**What a wonderful world** - <https://www.facebook.com/GreenAnglicans/videos/1004605196301563/>

**Put it back** - <https://www.facebook.com/GreenAnglicans/videos/1620360848059325/>

**Renew our world worship song** - <https://www.facebook.com/GreenAnglicans/videos/349539825773573/>

**The Lord's Prayer speaking to climate justice** -

<https://www.facebook.com/GreenAnglicans/videos/1481895275239217/>

**The Canticle of creation** - <https://www.facebook.com/GreenAnglicans/videos/1390956304333115/>

**Save the water** - <https://www.facebook.com/GreenAnglicans/videos/1444797645615647/>

## WATER

**Water is sacred, water is life** - <https://www.facebook.com/GreenAnglicans/videos/400915567371564/>

**Where is water?** - <https://www.facebook.com/GreenAnglicans/videos/1309339672494779/>

## FOOD

**Food, water and energy** - <https://www.youtube.com/watch?v=MGNxRZD4Uxs>

**One web of life** - [https://www.youtube.com/watch?v=d\\_g18-2kQbl](https://www.youtube.com/watch?v=d_g18-2kQbl)

## STUFF

**The story of stuff** - <https://www.youtube.com/watch?v=9GorqroigqM>

**The cost of fashion clothing** - [https://youtu.be/OaGp5\\_Sfbss](https://youtu.be/OaGp5_Sfbss)

**Man v Earth** - <https://youtu.be/VrzbRZn5Ed4>

**Man** - [https://youtu.be/MTTr7RGH37c?list=LLDXdPnb6RGtUYYGD1qRWR\\_Q](https://youtu.be/MTTr7RGH37c?list=LLDXdPnb6RGtUYYGD1qRWR_Q)

## ENERGY

**The Bliss of Ignorance (energy)** - <https://www.facebook.com/GreenAnglicans/videos/1375698979192181/>

## WASTE

**Plastic ban the straw** - <https://www.facebook.com/GreenAnglicans/videos/400262063854489/>

**Plastic hurting bird life** - <https://www.youtube.com/watch?v=pUM58LIU2Lo>

**Single use plastic** - <https://www.facebook.com/GreenAnglicans/videos/1153065948122153/>

## LAND/TREES

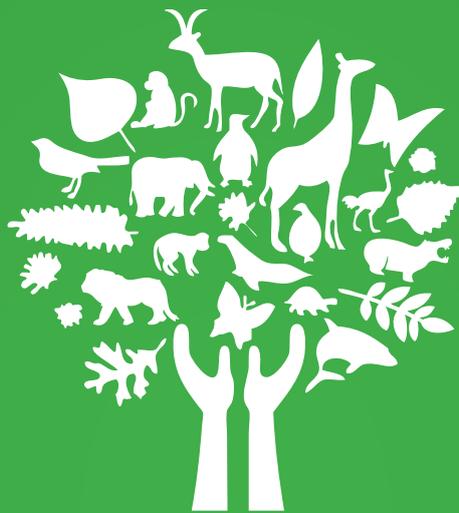
**A seedling growing** - <https://www.facebook.com/GreenAnglicans/videos/764780130564834/>

**Sorry to future generations (trees)** -

<https://www.facebook.com/GreenAnglicans/videos/1003667116395371/>

**The soil speaks to us** - <https://www.facebook.com/GreenAnglicans/videos/998423526919730/>





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