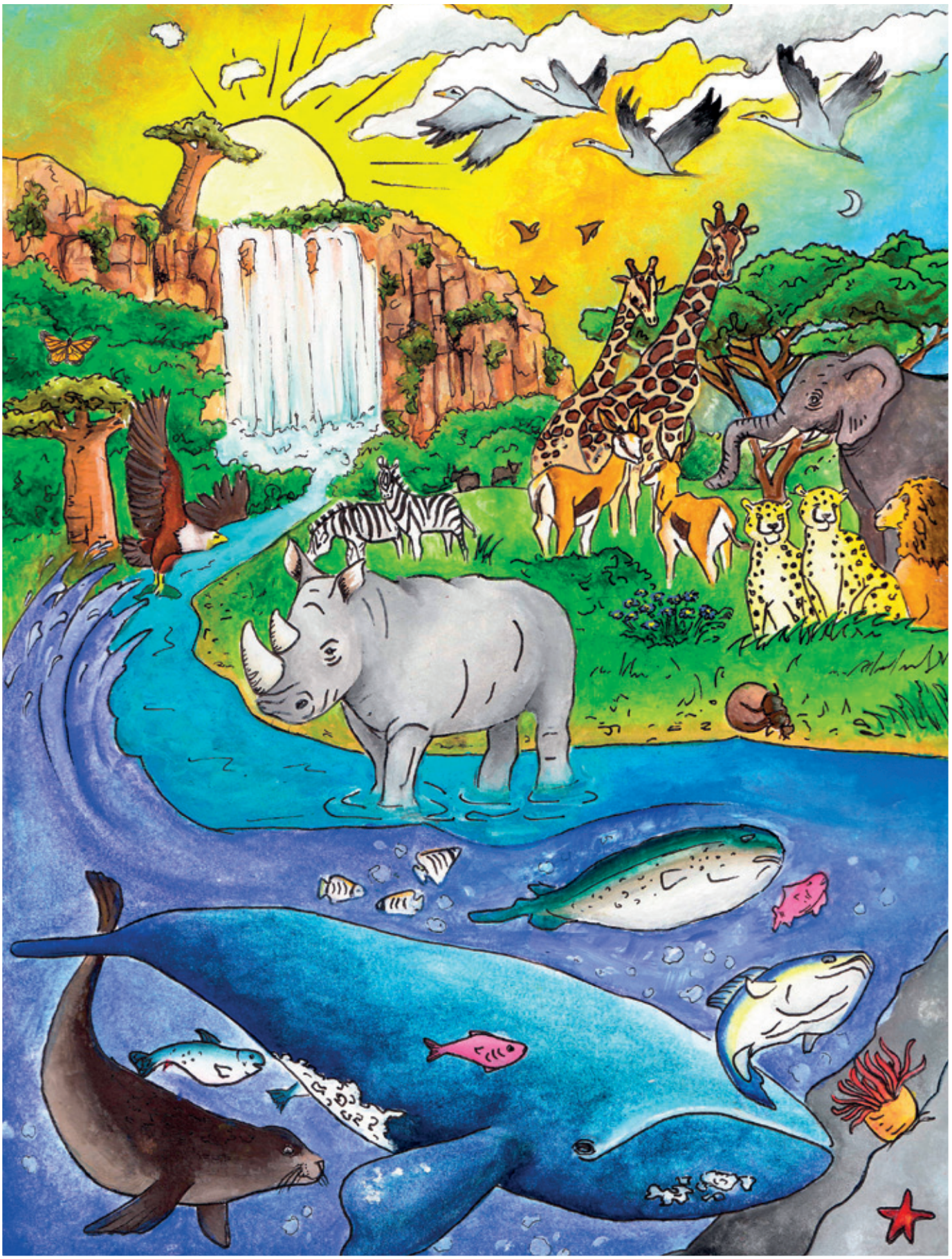
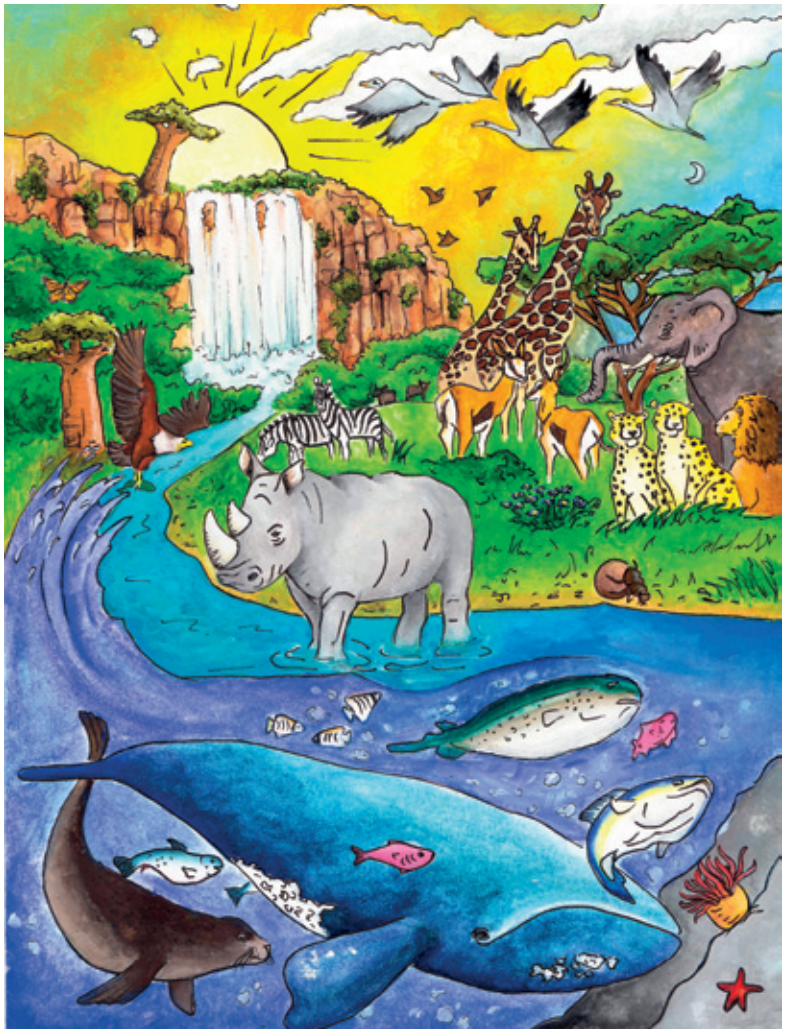
RYAN THE RHINO

The story of Creation



Inside Front Cover

RYAN THE RHINO



The story of Creation

A Sunday School Resource on Caring for Creation

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.

Green Anglicans
Anglican Church of Southern Africa Environmental Network

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SKY AND CLIMATE CHANGE

	Theme	Reading	Stories	Activities	Mural/Audit	Challenge
1	INTRO: God created everything Creation of Light (day one)	Gen 1 Gen 1:1-5	Creation story Day and night	Pin the tail on the lion Paper plate: night and day	Light	See the sunrise and sunset
2	Creation of sky (day two)	Gen :1: 6-8	Meditation with globe	Feel the air Make clouds Papier mache globes	Sky and clouds	Look at clouds. Look at dust particles in the air.
3	Sky- climate change	Ps 104:1-18 and Ps 150:6	Pushing back the sky	Footprints in the earth Paper foot-prints The Earths blanket.	Add pictures of factories, cars and pollution to mural Audit 1 (Energy)	Turn off lights Find out about light bulbs

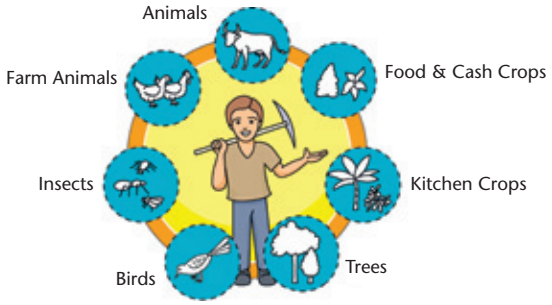
LAND AND PLANTS

	Theme	Reading	Stories	Activities	Mural/Audit	Challenge
4	Land and plants (day three)	Gen 1 : 9-13	The Baobab Tree	Look at plants outside Eat a piece of apple and seed Planting of seeds Finish papier mache globes	Land and trees	Look after your seedling. Look at trees
5	Environmental degradation Don't litter	Deut 11:12 Jer 16:18	The Mountain	'Not enough room' exercise Make posters using recycled goods.	Add litter to mural Audit 2 (Land)	Pick up litter

WATER

	Theme	Reading	Stories	Activities	Mural/Audit	Challenge
6	Moon and stars (day four) Sea creatures and birds (day five)	Gen 1: 20	 Why hippos don't eat fish	Act out different creatures from the sea Drawing fish and whales Albatross and litter You-tube clip	Water fish and whales	Look at birds
7	Water pollution and waste Save water	Ps 104:10	Tiddalik the frog	Globe and pebble exercise Water Olympics – do not spill	Add dirty water to mural Audit 3 (Water) Save water	Look at clouds. Look at dust particles in the air.

BIODIVERSITY



	Theme	Reading	Stories	Activities	Mural/Audit	Challenge
8	Animals and humans (day six)	Gen 1 :24- 2:2	Adam the red	Biodiversity exercise Web of life paper chains	Animals People cutouts	Look at creatures and where they live
9	Loss of biodiversity	1 Cor 12: 12-24 Prov:12:10	The king who killed frogs	Biodiversity web Tear up pictures.	Add endangered species to mural	How can we protect birds, animals, fish and insects?
10	People of the promise	Genesis 6	Noah story and rainbow covenant	Children make personal promises draw rainbows and posters of their commitment,	Mural – add rainbow and personal promises	Prepare for an all age service!

This manual has been developed by the Environmental Network of the Anglican Church of Southern Africa (Green Anglicans) with the support of SAFCEI and WWF-SA to provide a resource for Sunday 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! Please send these to Rev Rachel Mash at rmash@mweb.co.za.

The aim of this manual is to build healthy relationships with God, each other and all creation. We also want the children to understand and appreciate the inter-relationships and mutual interdependence of all life on earth, that we are part of a 'web of life'.

"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. 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. It is best to explain that the Bible tells us about 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). The word 'day' doesn't mean a day as we understand with our clocks, twenty four hours, it is more like a 'time' or period. What is important is to acknowledge that, as humans, we are part of the web of creation and subject to the laws of nature as shaped by our Creator, and to celebrate and appreciate the wonder, diversity and interdependence of creation.

Materials: There are three types of activities, some you can do with no materials at all, 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!! Perhaps there is a child in church who has a rhino toy they will lend to Sunday School for 10 weeks. Otherwise use a different animal who lives in Africa such as Elly the Elephant, Zebbie the Zebra etc.

Talking object: This is to help with discipline. Choose a small ball and explain that this represents our Earth, which we must love and respect. In the same way we need to respect other children who want to speak. Often the children want to speak all at the same time and the teacher can say that only the child with the ball can speak, then they pass it on to the next child.

Audit: During the sessions, the children will be involved in an 'audit' looking at water use, electricity use and land use in the church. The instructions are at the back of the manual on page 61.

Mural: If it is possible try to have an ongoing mural – this can 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 of flipchart for each week.

Church: It is important that the whole church takes part in 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. Each week the children can share something, a new song, a poster, a short drama. Adults will often listen better to children as they do not feel threatened!! It would be wonderful to include the theme in family services and all-generational activities during the period. The whole course ends with a family service of celebration so try to organise your dates so that you can do this.

Worship songs: These are at the back of the book in alphabetical order page 56.

Stories: We have included traditional stories from around the world that bring great wisdom.

The structure for each week is:

- *Let's celebrate!* During our worship time we celebrate our relationship with God the Creator through songs, music, dance, art and forms of symbolism.
- *Sharing circle:* We build community and learn mutual respect and care as the children listen to and respond to each other's news, concerns and views for the previous week. The children are encouraged to share what they have done about last week's challenge.
- *Let's listen to God's Word!* The Bible text sets the theme for the "lesson", emphasizes God's role as Creator and our place in creation, as well as our responsibilities and interdependence.
- *Let's discover new things!* This is an opportunity to introduce new ideas, concepts and facts at a level suited to the particular age group. It is always a good move to start from the known and experienced, especially as revealed during the "time to talk", and shift to the unknown. The emphasis should be on discovery rather than "teaching" as this leads to personal ownership of the new discovery as something arising from deep within rather than being externally imposed. We will explore not only new knowledge but also beliefs and feelings.
- *Let's pray together!* We have prayers of adoration, praise, confession or intercession arising from our time of celebration and sharing.
- *Challenge for the week:* Each session ends with a personal spiritual and ethical challenge for the week. This should be presented for each child to carry into their daily lives in their homes, at school, with family, friends, and in the local community and with all creation.

Structure of the book

Sky: After an introduction to the whole story of creation, the children learn that God created light and sky. They are encouraged to look at sunrises and sunsets, to appreciate the clouds. They learn that God has placed a blanket, the atmosphere around the world to protect us. They learn to see the particles of dust in the air and to realise that we are filling this blanket with pollution. When we use coal, oil and electricity we are damaging this sky blanket that God gave us.

Land and plants: We learn that God created land and plants. We learn about the miracle of trees and about how we must look after God's land by not littering and not being greedy.

Water: We learn that God created moon and stars, oceans, fish and birds. We learn about the value of water, that it is scarce and that we must not waste or pollute it.

Biodiversity: We learn that God created animals and humans in the beautiful web of life. We learn that nature is at threat because of human activity and we are challenged to take action.

Promise: In the final session we look at the story of Noah and his ark. We make rainbow promises to care for God's creation and to challenge our families and friends to do the same. What can we do to help heal the earth, bring renewal and transformation, re-establish healthy relationships with all life, and ensure that future generations can enjoy the fullness of creation? Here we look at actions we can take.

Notes for the teacher

- Speak as you would to an adult, using the same choice of words and avoiding over simplified, idealized or stereotyped images or "baby" talk
- Encourage active participation, discover, exploration, and interaction rather than a "teaching" style
- Use a range of different activities so there is something that appeals to everyone in each of the sessions, i.e. story-telling, drama, music, dance, poetry, art, scientific experimentation, practical action such as gardening, audits, etc.
- Be prepared and organized in advance of each week's session as this helps the process to unfold smoothly and minimizes disciplinary issues
- Despite prior planning and preparation, be flexible if a child raises an issue that should be pursued or would give rise to healthy discussion/activities
- Ensure that all activities in each lesson relate to the contents and objectives, contributing positively in building understanding, personal awareness, spiritual depth, and inter-relationships
- Avoid activities like colouring in that simply keep the children occupied without providing any meaningful stimulus or impact
- Conclude every session with a practical challenge for the children to take independent action in the week ahead and provide an opportunity at the start of each session for them to share their previous week's experiences.

ACKNOWLEDGEMENTS

- Ciara Mash: for the beautiful illustrations
- Glynis Goyns: for wonderful stories, great insights and a huge amount of work!
- Bishop Christopher Gregorowski for the story of creation
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- 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
- Arocha Kenya CEAR
- Quakers (journeys in the spirit)
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1. GOD CREATED DAY AND NIGHT (DAY ONE)

Background for the teacher

Bible passage: Gen 1

Theme: God created everything and it was good! We appreciate the wonder of day and night. This part of creation encompasses time and the vastness of the solar system and its impact on seasonal change etc.

Outcome: to understand that God created everything and it was very good. We need to care for the world that God has made and keep it good. Nothing in all creation is to be despised, we are all part of the big web of creation.

Materials

- Ryan, talking ball,
- A blindfold and picture of lion or other animal with the tail cut off.
- Prestick
- Paper and crayons
- Download this youtube clip "In the beginning" //www.youtube.com/watch?v=_RKByQf9jsk&sns=fb and laptop
- Paper plates
- Glue
- Magazines
- Find out what time the sun rises and sets

Let's celebrate! (Songs page 56)

- 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.
- All over the world
- All things bright and beautiful
- Shine Jesus shine
- Walk in the light
- This is the day, this is the day that the Lord has made
- Morning has broken

Sharing circle:

Introduction: Have all the children sit in a circle and introduce them to Ryan the rhino (or Ellie the Elephant etc). He can ask all the children their names and say how wonderful it is to be here today. Tell them a bit about his story: *It's really hard for Ryan the Rhino to survive in the world today because people hunt him down for his horn. The story of creation and how to care for the earth is a big thing for him. He gets really upset about how people are hurting the earth and its creatures. He wants to show us how to listen to each other and look after each other. He wants us to understand how God calls us to be friends with every living thing on the earth. That's why he brings us a story each week and helps us to learn about God's creation and to love life and protect it. Ryan often feels grumpy because of the unkind way he and his friends have been treated. He wants us to walk gently, talk quietly, listen carefully, and live together happily! He will tell us if we disappoint him.*

Let's listen to God's word!

Ryan tells the children he is excited to be here today and to share with them 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. Look at the picture on the front of the manual as you listen to the story.

HOW GOD MADE THE WORLD

(Use front cover as the illustration for this story)

In the very beginning there was no world, until God thought, "I will make one!" And so, on the first day of creation, God made the Universe. It was pitch dark until God said, "Let there be light!" So there was day as well as night. God loved the new light, and laughed with joy.

On the second day, God placed a blue dome of sky over the Earth, as a window for the light, and to hold clouds which would bring rain. God loved the sky, and laughed with joy.

At the start of the third day, the Earth was no more than a lump of wet clay. So God moulded mountains and plains, draining water from the clay to make deep seas. Then God planted the Earth with trees and shrubs of every kind, with leaves and seeds and flowers and fruit. God saw that they were all very beautiful and very tasty, and loved them, and laughed with joy.

On the fourth day, God made great lights for Earth, the Sun to shine by day and the Moon and Stars by night, and to mark the days and months, seasons and years. God was over the moon with them all, and loved them, and laughed with joy.

On the fifth day, God filled the sea with fish and other sea creatures, and the sky with birds. God delighted in their grace and colour, and loved them, and laughed with joy.

The sixth day was the busiest of all. God filled the Earth with insects, worms and snakes, wild animals and cattle. Then, seeing the garden of Earth teeming with plants and animals, God thought, "I need somebody to love and tend my world and everything in it for me." So God created grown ups and children like you and me to love and care for it all. God stood back and said, "Now I have excelled myself!" God loved everything and everyone, and laughed with joy.

On the seventh day, when all was said and done, God rested.

© Christopher Gregorowski

Let's discover new things!

Game: Pin the tail on the lion (or other animal), or the trunk on the elephant etc.

Draw or cut out pictures of animals and cut off the tail (or trunk or tentacles!). Put some Prestick on the piece. Blindfold one child, spin them around and then ask them to pin the tail onto the lion etc. Take off the blindfold to see how far away they are! The children can take it is turns to try. Then 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.

Genesis 1:1-5

The Message

Heaven and Earth

1 [1-2] First this: God created the Heavens and Earth—all you see, all you don't see. Earth was a soup of
nothingness, a bottomless emptiness, an inky blackness. God's Spirit brooded like a bird above the
watery abyss.
[3-5] God spoke: "Light!"
And light appeared.
God saw that light was good
and separated light from dark.
God named the light Day,
he named the dark Night.
It was evening, it was morning —
Day One.

THE BEGINNING OF TIME

(Use illustration on page 9)

Long, long ago, even before time came into being, there was only darkness and nothingness. And the darkness was like a raging beast, wild and angry and empty because there was nothing to see, or smell, or hear, or touch. The darkness was sad and lonely and frightened.

Then a voice spoke out of the nothingness and the silence was broken, shattered into tiny splinters like shiny glass; and a sound pierced the darkness. Light danced with laughter bright among the splinters. The darkness gathered itself together in a fury, ready to leap upon this strange new creature, but the dancing light became so bright that it blinded the darkness, making it muddled and confused, so it curled up tight and hid in the far corner of the nothingness.

But the light wanted a friend to play with, so it searched everywhere for the darkness, beating out the rhythm of the game it was offering to play with the darkness:

Usuku, ubusuku; usuku, ubusuku.
Day & night, day & night,
Burning bright with shining light,
You hide in fright but I delight
To hold you in my sight.
Day & night, day & night.
Usuku, ubusuku; usuku, ubusuku.

Listening to the beauty of the song, the darkness wondered what the light was doing, so it slowly uncurled itself and peeked through its fingers, but the light had seen the darkness shifting in the shadows and it pounced on the darkness, drawing it into a whirling dance until the nothingness was spinning, round and round … light and darkness, day and night; light and darkness, day and night … light and darkness, day and night … until the pattern of their movements became the rhythm of life. Their laughter carried into all the far-away, hidden places and the rhythm of life gave birth to time.

The light and the darkness continue to twirl and whirl, creating day and night, night and day as they dance and play even today and to the very end of time. *(Glynis Goyns)*

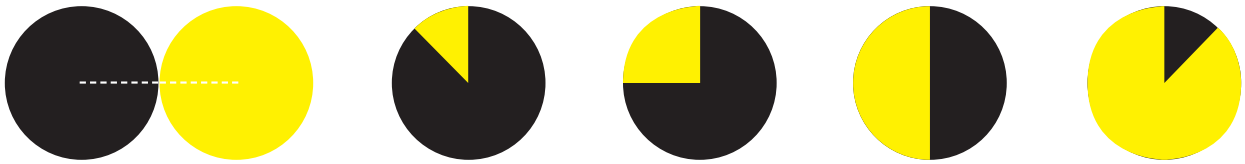
(Ubusuku, usuku means night, day)

Here is the story of what happened on the first day.

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
ministrytochildren.com

Activity with no materials	The children act out one of the parts of the creation story, the others must guess what they are. They can do this in groups or as individuals
Mural	Give the children pages from old magazines. They must look for colours that make them think of light and colours that make them think of dark. They cut these pieces out. These pieces will be used to create dark and light on the mural.
Two circles, one black, one yellow	Have two paper plates or circles that the children colour, one black and one yellow. Cut along the radius from the edge to the centre (Have this marked on the back of the plate/circle). Place the black plate on top of the yellow one. The bottom plate can then be twisted so the two plates gradually overlap showing the shift from dark to light and night to day.



Let's pray together!

If you are able to show this video clip, let the children watch it in silence before the prayers
http://www.youtube.com/watch?v=_RKByQf9jsk&sns=fb

Have Ryan ask the children to think about the best part of today's session. Say thank you prayers around the circle. Each child can say thank you for one thing.

Challenge for the week:

(You need to find out what time the sun rises and sets). Ask the children to look out of the window during the week to see the sun rising and/or setting. Ask them to think about the colours that God used to 'paint' the sky. They can try to draw or paint it themselves and bring the picture next week.

Say good bye to Ryan.

2. GOD MADE THE SKY
(DAY TWO)

Background for the teacher

Bible passage: Gen 1: 6-8 and Psalm 104: 1-5

Theme: God created the sky, the clouds, and the atmosphere that blankets the earth.

Outcome: to understand that the atmosphere protects us and gives us rain. To realise that the atmosphere is fragile and we need to take care of it.

Materials

- Pieces of paper cut out in the shape of clouds, black and grey crayons and cotton wool (optional)
- Glue, scissors
- Long flowing pieces of cloth, scarves, etc in sky colours (blue, white, grey and black)
- Balloons, flour and water paste (mix 1 cup of water with 2 cups of flour and beat until there are no lumps)
- String, newspaper

Let's celebrate! (page 56)

- 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.

Sharing circle:

The children sit in a circle. They all greet Ryan Rhino. He asks them what they remember about what we learned last week. Did anyone see the sunrise or sunset? What did it look like? What colours did God use? Did anyone bring a picture?

Ryan says: After God made the light then God did something else really exciting.

Genesis 1:6-8
The Message

6-8 God spoke: "Sky! In the middle of the waters;
separate water from water!"
God made sky.
He separated the water under sky
from the water above sky.
And there it was:
he named sky the Heavens;
It was evening, it was morning —
Day Two.

Let's listen to God's word!

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, 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: as you slowly read the psalm, have the children act out the parts of this psalm using long flowing pieces of cloth or choose a few volunteers to act it out.

Psalm 104: 1-5

1 I will praise the LORD.
LORD my God, you are very great.
You are dressed in glory and majesty.
2 **You wrap yourself in light as if it were a robe.**
You spread the heavens out like a tent.
3 You build your palace high in the heavens.
You make the clouds serve as your chariot.
You ride on the wings of the wind.
4 **You make the winds serve as your messengers**.
You make flashes of lightning serve you.
5 You placed the earth on its foundations.
It can never be moved.

Let's discover new things!

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.

Around the earth is a thin layer of air called the atmosphere, this protects us from the sun making the earth too hot. It contains gases, and small tiny particles.

No materials required	**Feel the air** If possible go outside and ask the children to sit in a circle. Otherwise stay in the classroom. Hold your hand in front of your face and breathe in deeply, now blow onto your fingers. What did you feel? Can you see it? It is air and it is invisible. Now ask them to lie down. Ask the children to lie down flat and 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. Then ask them to hold their breath for as long as possible. Discussion - how did it feel? How would you feel if you were breathing air next to a busy highway? Why? Ask the children if they have ever seen something in the air? (dust motes, smoke etc.) When the sun streams through a window, we can sometimes see those things in the air. They are caused by fires or dust.
Paper and pencils and scissors **(cotton wool)**	**Mural activity:** Clouds and rain 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. Use cotton wool for some if possible. When they are finished explain that the ones with grey and black are holding more water. Stick them on the mural.

Balloons, flour paste and newspaper. *(This activity needs a lot of time)*	This activity will take two weeks. First week: Making your own earth from balloons Make a papier mâché globe by pasting strips of newspaper onto a blown-up balloon. • Tear newspaper into small strips • Blow up balloons and tie ends to make spheres. Attach string to balloons and hang from a line of string • 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. • Leave them to dry until week four.

Let's pray together!

Meditation:
(Show illustration on page 14)
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 only the earth were the size of a ball, floating in space."

Season of Creation One (adapted)

Dear God we thank you for the sky which you have made. We thank you for the way it surrounds our earth and protects us from the hot sun. We thank you for the beautiful white clouds so high in the sky and thank you for the dark black clouds which bring the rain.

Challenge for the week:

Ask the children to look at the sky this week. They should see if they can see white clouds with a little water in then or dark black clouds. Ask the children what they know that makes tiny particles in the air? (smoke, dust etc). Ask them to try to see those particles in the air when the sun's rays are streaming in through the windows.

All the children say goodbye to Ryan.

3. SKY AND CLIMATE CHANGE

Background for the teacher

Bible passage: Gen 1:6-8 (sky)
Ps 104: 1-18 and Ps 150

Theme: the sky and climate change

Outcome: for the children to realise that the earth is fragile and is surrounded by the air 'blanket' that God made. When we use too much electricity, oil, gas and petrol we can damage that air blanket which gets thicker. We need to try to cut down on using those things.

Materials

- Paper, pencils, glue
- A regular light bulb and an energy saving one
- A thin blanket and a very thick blanket
- Video – The girl who silenced the world for 6 minutes
  https://www.youtube.com/watch?v=d7ep_8SLQh0

Let's celebrate!

- 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)

Sharing circle:

Introduction: Ryan greets them in a circle and asks them about the challenge for the week. What did the clouds look like they saw? (If they were black they were full of rain, if they were white they had a little bit of water in them). Did anyone see tiny pieces of dust dancing in the sun's rays? What did they look like? What do you think they were made of?

Let's listen to God's word!

Ask the children to shut their eyes and make a picture in their minds of these words. Then read it a second time and they can act out the actions.

Psalm 147:7-9
7 Give thanks to the LORD.
Praise our God with harps. *(Pretend to play a harp or guitar)*
8 **He fills the sky with clouds**.
He sends rain to the earth. *(Make rain with our fingers)*
He makes the grass grow on the mountains *(Make grass grow with our fingers)*
9 **He gives food to the animals**. *(Pretend to be an animal)*
He feeds the young birds that cry out. *(Flap wings for a bird)*

Let's discover new things!

Pass around the thin blanket and let the children cover themselves with it. Then pass around the warm blanket. Ask how they felt? Explain that the atmosphere (our sky) is a special blanket around our earth and if it gets damaged then our earth heats up. It gets damaged by pollution by those tiny, tiny particles in the air. Some of them we can't even see! When we use electricity, coal, gas and petrol we create pollution. The atmosphere blanket gets warmer and so the world is getting hotter and some places get less rain because the earth dries up. Other places get too much rain and flooding because hot air holds more water.

Ask the children what do they know that make pollution go into the sky? *(Smoke, factories, cars, taxis etc.)* Explain that when we make electricity for our lights, we have to burn coal which makes a lot of smoke.

Mural activity	Think of things that damage our atmosphere by making pollution and creating dirty gases. Draw pictures of things that make pollution go up into the sky. For example cars' exhaust, factory smoke, coal fire, and add these to the mural.

People use coal and gas and oil and it makes pollution go up into the sky. It damages our atmosphere which is that special blanket protecting us from the hot sun. Some people make more pollution and some people make less. The amount that we damage God's earth is called our 'footprint'.

Activity:

No materials required	Take the children outside and let them make a footprint in the sand or earth. Have the children stamp up and down. Then ask them to take steps like a buck, a rabbit, a mouse etc. Explain that our footprint is the amount of impact we make on God's earth. How much water we use, how much electricity we use, how much petrol we use all these things make an impact on God's world. We need to have a small footprint that doesn't damage God's earth. We need to tiptoe on Gods earth not stomp around. Practice tiptoeing and stomping!
Paper and pencils	Draw around each child's foot on a piece of paper. 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 makes a difference to our footprint. Practice tiptoeing around and stomping!
Energy audit	Show the children a regular lightbulb and an energy saving one. 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. See page 61 for the audit instructions. 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.
Additional activity	If you can access the internet the children can measure their carbon footprint, or do it at home: http://www.cooltheworld.com/kidscarbonquiz.html

PUSHING BACK THE SKY

(Show illustration on page 18)

This is a folk tale told around the world, from China, to Canada to Africa.

Once upon a time, the world was very different to what it is today. The sky was dark and heavy and very low and almost touched the earth.

Because the sky was so low people had to walk around bent over. If they stood up straight they would bump their heads. So this is how they walked (bend over to show them)

After some time people began to argue about small things and they became angry at one another. They began to fight, pushing and shoving each other.

There was a little girl who saw her people arguing and fighting. She knew this was not right, but because the sky was pressing down upon her people, it made them cross and tired and so they fought and argued. That was all they did.

One day when she was busy sweeping she felt so angry and so tired of being bent down, that she stood up straight, she took her broom and hit the sky as hard as she could. To her surprise she felt the sky move up a tiny bit. She realized that if the other people in the village also helped they could push it up some more. So she called the people out of their houses and told them her plan, but they were grumpy and told her it would never work. She pleaded with them to try and so they also began to hit at the sky. They all felt the sky move up a little bit more.

She was a very smart little girl. She explained if they invited all the other people in their region to come to their village and if everyone worked together they could push the sky up and out of the way. They could push it back to where it belonged. And the people agreed with her and they invited all the other people to come to their village.

So hundreds of people came to the village and were told the plan of how they would push the sky upwards. They all agreed it was a good idea, and they started shouting and yelling and hitting the sky with brooms and spades and sticks, but when they tried to push the sky there was chaos, some pushed it one way and some pushed another and the sky didn't move at all. They had a big problem. Everyone spoke a different language and so they each had a different word for "push." How would they know when to push together?

Then the little girl picked up her broom and began to dance. She started singing and dancing with joy. She sang : one, two, three, Harambee! (which means – let's work together). And as she sang Harambee, she hit the cloud with her broom. Soon everyone followed her lead, singing : one, two, three, harambee and they began to dance as they worked.

The music rose and fell, and others joined in, and they were stunned to see that the clouds were rising, ever so slowly, above the courtyard, above the houses. It got harder to reach the clouds, so they climbed the trees and went up the hills, and into the mountains, teaching everyone the song as they went along. And that is why the sky is high above us and blue and beautiful.

One, two, three – harambee. One, two, three – harambee. One, two, three – harambee. This went on for ages, it seemed. But the next generation forgot the song because the sky was high and beautiful. They forgot that the people who went before them, the people who spent so much time bent over – they were the ones who lifted the sky.

And now our sky is becoming heavy again, heavy with carbon pollution… carbon from burning coal and using petrol..

What do you think we can do?? What songs can we sing??

Ask the children what they learned from the story.

Let's pray together!

Ask the children what actions we can take to stop carbon pollution going into the air (like turning off lights, driving less). Then have a group prayer thanking God for the precious air we have been given and pray that we would learn not to make pollution

Challenge for the week:

Challenge the children in their homes to always turn the light off when they leave a room. They can also remind their family members to do the same. Ask them to find out from their parents if they have energy saving light bulbs. This is their challenge for the week – to turn off lights!

Then teach this song:

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
I'm gonna turn it off
When it get to bedtime
I'm gonna turn it off
Turn it off, turn it off

Leave my light aburning No! I'm gonna turn it off
Leave my light aburning No! I'm gonna turn it off
Leave my light aburning No! I'm gonna turn it off

The children say goodbye to Ryan.

4. LAND AND PLANTS
(Day three)

Background for the teacher

Bible passage: Gen 1:9-13, Rev 22:2

Theme: God created land and plants

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. Trees and plants also help to heal the earth.

Materials

- 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, brown and blue paper (or sheets from magazines with lots of these colours) sand, strong glue
- A paper cup for each child. Seeds (sunflower works well) compost or rich soil. Jug of water or watering can.
- Paints to complete the balloon globes started in week two

Let's celebrate!

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)

seasonofcreation.com

Creation song, verses one and two (page 16)

Song: Now teach the **Creation song**, verse three
God created// land and plants// that was on the third day// it was good//

- You shall go out with joy (page 60)

Sharing circle:

Everyone greets Ryan and he asks them to share if they turned off lights during the week and did they tell anybody else about it?

Let's listen to God's word!

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.

9 God said, "Let the water under the sky be gathered into one place." *(Bring out the large dish and water. Ask a child to pour the water into the dish.)*

"Let dry ground appear." *(Bring out the large rock and ask a child to place it in the middle of the dish…show the children how the water is separated)*

And that's exactly what happened. 10 God called the dry ground "land." He called the waters that were gathered together "oceans." And God saw that it was good.

11 Then God said, "Let the land produce plants. *(Bring out the plants and flowers and let the children 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.

12 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. 13 And there was evening, and there was morning —
It was day three.

ministrytochildren.com

Let's discover new things!

No materials required	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. (They can collect fallen leaves for the mural)
Seeds and cups and compost	Each child writes their name and a 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.
Mural activity	**Mural:** cut up pieces of blue, green and brown paper and then stick them on to create the land and sea. The children can also paint parts of the mural or stick sand on with glue. Make trees shapes from the leaves and twigs. Write underneath 'The leaves of the tree are for the healing of the nations' Rev 22:2 Leave a pile of pieces for parents and grandparents to add to the mural when they pick up children.
Complete the balloon globes	The globes are now hard. The balloons can be popped and will stay inside. Paint them to look like the earth, talk to the children about shapes and sizes of continents and oceans, and hang them from your ceiling.

The bible tells us that "the leaves of the tree are for the healing of the nations". Today we are going to hear a story about a tree. (Rev 22:2)

THE OLD BAOBAB TREE

(Use illustration on page 22)

Let me tell you a tale about a tree- a tree so old that people said it has been there since the beginning of time. Long, long ago when the world was still young, God called all the animals and gave each one a different seedling to grow. Last of all came the hyena, and as usual he hadn't been listening. He looked around to see what to do, but all the other animals had already planted their seedlings. So without bothering to check, the hyena stuck the seedling in the ground upside down. Into the soil went the branches and the roots stuck up in the air. After that the animals said that the hyena was stupid and called the tree the up-side-down tree.

The tree had other names too. In ancient times Arab traders came in search of herbs, spices, fruit and precious stones. They sampled the tree's fruit, and took it back and sold it in the spice markets of Cairo as 'bu hibub', which in Arabic means 'the fruit with many seeds'.

The up-side-down seedling grew fast and strong, except for its braches which remained spindly and still looked like roots. But instead of growing tall, the tree grew fat. The smooth, grey bark filled out until great folds appeared and it looked as if it would burst. For it grew until it was 28 metres round and 19 metres high.

The tree was happy. It lived on the slopes of a rocky outcrop where it was hot and dry. Animals came often to feed on the fallen leaves and the fruit, so it was never alone.

Then people came. They built their huts on the plains, kept cattle and goats, and planted crops. They learned the secrets of the tree, such as if you cut open a root, clear water would flow out, and that the leaves could be cooked and eaten like spinach. They tasted the fruit and found it sweet and a refreshing drink. They learned that the roots could be eaten and the bark could be crushed to make a tea for sick people. The women wove baskets and floor mats from the fibres of the bark, and men made ropes and fishing nets.

The older the tree grew, the more it seemed to provide. Over time its base became hollow and the roomy inside made a safe, dry storage place. Goats could even be kraaled there when wild animals threatened. Once the tree was even used as a prison when a stranger stole some goods and was caught. Then there was the man who, while running from a lion, heard a voice call his name and he swore that he saw the tree waving its branches! He scrambled himself up the rocks and threw himself into the trunk, pulling a thorny barricade behind him to close the entrance. On warm summer nights, fruit bats pollinate the huge white flowers of the baobab and the sticky pollen could be used to make glue! Truly the Baobab was a magic tree, a part of every celebration and ceremony.

But things change and people move on. War came to the plains and the villagers fled their land. Then strangers arrived to prospect for gold in the hills. Overnight a mining town sprang up and on their way home in the evenings the miners stopped to rest beneath the tree to drink and talk and dream of the fortunes to be made. When winter came with a nip in the air they sheltered inside the hollow trunk. They hid barrels of beer behind a makeshift counter and the tree rang with the sound of laughter and song.

But the fortunes were short-lived. The gold ran out, the men moved off and the town died as suddenly as it had been born. But the tree remained and so did the counter and the empty barrels of beer. Then came a time when the tree was under threat. War broke out again and the people who lived in the towns suffered and were short of many things. As people have always done, they looked to the plains to meet their needs. They looked at the tree, its fruit, its bark, the roots and the wood. Paper!, they said. 'We can make paper from the wood. This tree is big: it will yield so much."

They got out their axes and sharpened their blades, and the tree trembled. But an old man who had played as a child around the roots of the tree, and dreamed in its branches, shook his head. "Not this tree", he said. He told the people of its birth, its great age and the many lives it had touched. The people listened and looked with awe at the tree. "Let us not be the ones to end its life," they said, and they passed a law to protect it. So today the Baobabs are protected, and you can still see the tree that was once a miners' pub, just off the road in Limpopo.

Story by Sally Argent
These stories about the baobab are based on fact.

Let's pray together!

Ask the children to share their best experience of a tree (climbing, or sitting under its shade etc.). Ask about those special trees, how big were they, did they have flowers or fruit? What noise did the wind make in the leaves?
Ask them to say thank you to God for those special trees in their own words.

Challenge for the week:

The challenge for this week is to look after their little seed. They must put it in a safe place where it can get sunlight (kitchen window sill is good) and they must water it a little bit but not soak it. Ask the children to share why trees are important. In the week ahead challenge the children to look at the trees and see how beautiful they are, see if they can find out what some of them are called.

Palm tree

Willow tree

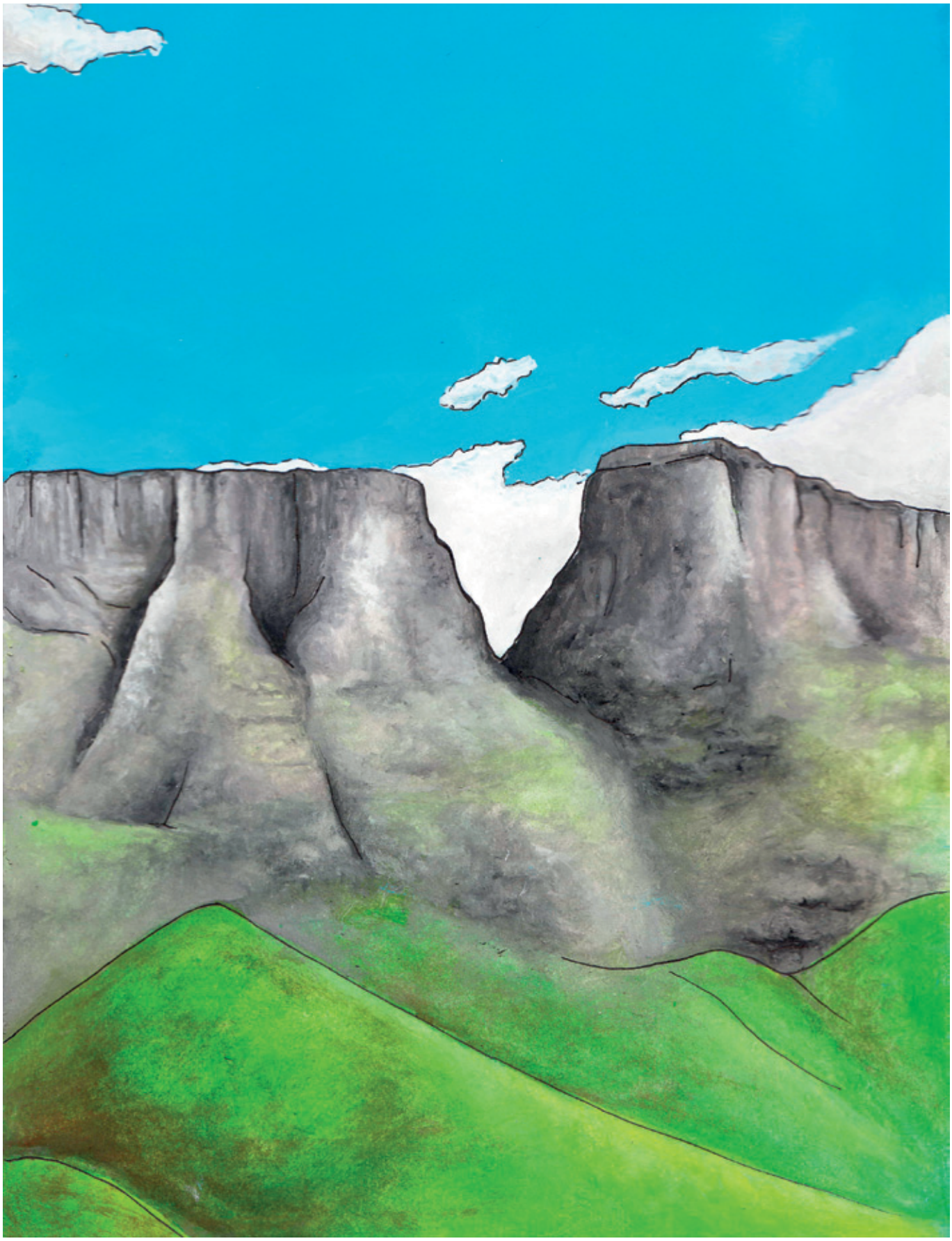
Oak tree

Pine trees

Jacaranda tree

Say goodbye to Ryan.

5. Land, Environmental Degradation and Littering



Background for the teacher

Bible passage: Deut 11:11-15 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.

Theme: Land pollution and littering

Outcome: for the children to understand that littering and pollution damage the earth and make God's heart sad. For them to be committed to not being greedy or littering and to encourage their friends and family to do the same. To understand that it is important to recycle.

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 needed

- Waste (bottle tops, waste paper etc) for making posters. Strong glue
- Youtube clip http://www.youtube.com/watch?v=pUM58LIU2Lo and laptop

Let's celebrate!

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

Sharing circle:

The children gather in a circle and greet Ryan. Ask them how their seeds are growing? Ask them who saw a beautiful tree and ask them to describe it.

Let's discover new things!

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

Explain that they must imagine they are animals, birds and insects, living in a beautiful place with streams and food. Each child can tell you which animal they are. Notice how close together they are standing.

Slowly fold parts of the sheet over to make it smaller as you tell about what humans have done:

- the humans decided to build a road (fold over part of sheet)
- then they built a big development of houses (fold over part of the sheet)
- then they needed a huge shopping mall (fold over part of the sheet)
- then they needed a big farm to grow cattle for them to eat more beef burgers (fold over part of sheet)

Ask the children how they feel about being squashed together. Is it comfortable? Can they move? Can they breathe? Did some of them fall off the sheet? Explain that this is what we are doing to animals, we are moving into their land and some of them die because they don't have enough food any more or space to grow.

Arocha Kenya (C.E.A.R)

Let's listen to God's word!

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". Here is a story about the land God cares about…

THE STORY OF THE MOUNTAIN

(Show illustration on page 27)

Once upon a time, there was a small village that nestled at the foot of a mountain. One day an old man came to the village. He had a long white beard that gleamed in the sun, but his clothing was faded and tattered. He was selling delicious cakes and was carrying a heavy load of them wrapped in paper. The smell of the cakes was delicious and the villagers streamed out of their huts to see what the old man was selling.

"Sweet cakes for sale," he cried. "Delicious sweet cakes for sale. One for ten cents, two for twenty cents and three for free!" he shouted.
"What?" said the villagers. "He's nuts!" they whispered among themselves.
"Sweet cakes for sale," the old man cried again. "Delicious sweet cakes for sale. One for ten cents, two for twenty cents and three for free!"

More and more villagers gathered round, whispering to each other, "That can't be true. He must be tricking us somehow!"

Then a chubby young boy stepped forward. "I don't care," he said. "I'll eat three of the cakes and we'll soon see if they're for free or not." He held out his hands for the cakes. They were huge and sticky and delicious! He stuffed the first cake into his mouth munching away. "Yum!" he mumbled through the crumbs in his mouth. "This is the most delicious cake I've ever eaten." And he began to shove the second cake in his mouth as a trickle of saliva ran down his chin. The cakes were enormous. After eating two he had eaten more than enough and his stomach was feeling full, but he looked at the old man and asked, "If I eat three then I don't have to pay anything, is that right?"
"That's right," said the old man. "I never tell lies!"

So the boy took a third cake and stuffed it into his mouth so he wouldn't have to pay for them even though he was beginning to feel quite sick in his stomach. He dropped the papers on the ground.

When the rest of the villagers saw that the old man had kept his promise, they pushed and shoved to get to the front so that they could also get their share of the cakes for free. Each one of them came forward and asked for three cakes so they wouldn't have to pay for them, even though they knew three were actually too many.

Eventually the old man's basket was empty and he returned home. Those villagers who had come too late grumbled and groaned about missing out on the free cakes.

For ten days in a row, the old man came to the village calling out again and again, "Sweet cakes for sale. Delicious sweet cakes! One for ten cents, two for twenty cents and three for free!"

The villagers continued to stuff themselves every day with three cakes so they wouldn't have to pay for them even though they were too full and some of them had stomach-ache from eating too many cakes. The pile of papers grew bigger and bigger.

On the tenth day, the villagers were once again shoving cakes in their mouths, when a little girl came up to the old man and touched his arm. "Please, Mister, could you give me one of your cakes?" she asked shyly and held out her ten cents to pay for it. The villagers stared at her and shook their heads in amazement. "What a stupid child to pay for something when she could have three times as much for free!" they muttered.

The old man smiled at her and bent down to look deep in her eyes. "Young girl," he said very gently, "Did you hear me clearly? One for ten cents, two for twenty cents and three for free. Why would you want only one cake when you can have three for free?"

The little girl smiled back at the old man and said, "I understand about three for free, but I've watched you carrying your heavy load of cakes to our village every day and every time you've made no money and have gone home empty handed. I'm so sorry! I really want to help you, but I have only enough money to pay for one cake."

When they heard the girl's words, the villagers blushed and hid their heads in shame.

"At last," said the old man, "I've found the right person to be my pupil. I am the spirit of the mountain behind your village …"

Everyone turned to look at the mountain. For the first time, they noticed that half the mountain was missing. The old man had been testing their hearts by using the soil from the mountain to make sweet cakes to sell and the villagers had already eaten a huge chunk of the mountain, leaving an ugly jagged hole in its side.

The old man took the young girl home with him to teach her the ways of the earth and to pass on to her his special skills as the spirit of the mountain for she was indeed gentle-hearted and willing to learn the lessons that nature teaches us.

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 damage God's earth by littering, how do we make God feel?

Adapted by Glynis Goyns from a traditional folk tale from Taiwan

Let's discover new things!

No resources required	Each child can act out an activity that damages God's earth (without speaking), the others must guess what it is. For example, littering, wasting water, killing insects, hurting animals, throwing stuff in the river.
Waste products and glue	Make posters using small pieces of recycling waste (bottle tops, cans, plastic etc.). You need quite a strong glue.
Mural	Draw pictures of the ways we damage God's earth and add them to the mural.
Youtube video clip	Albatross and the litter video clip: http://www.youtube.com/watch?v=pUM58LIU2Lo

Audit activity:

Land 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. For instructions see page 62.

Let's pray together!

Say the last line (in bold) 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.
CAFOD, primary sustainability assembly

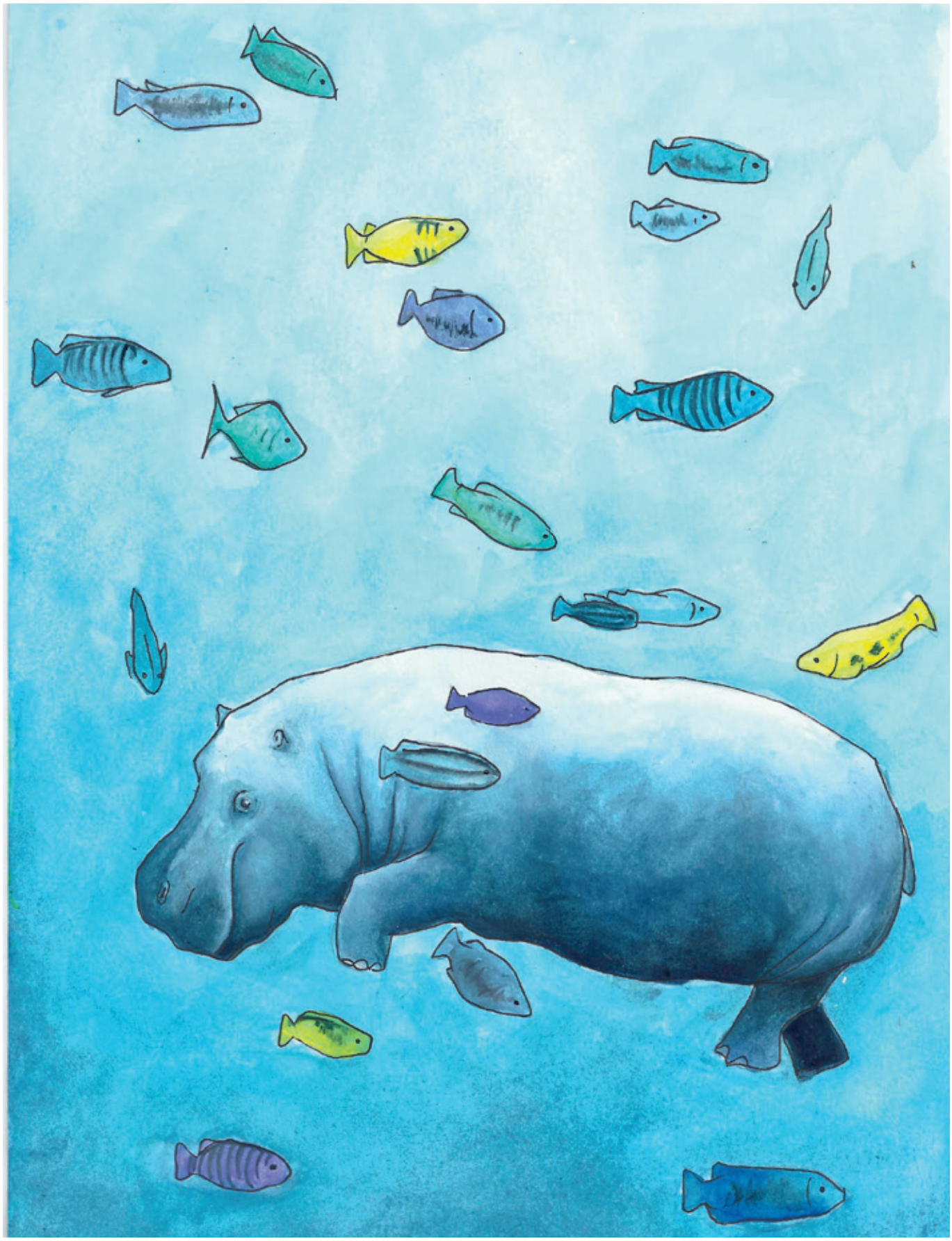
Challenge for the week:

The challenge for the week is to pick up litter. Make a plan to have the area in front of your house completely clean (you can pick up litter with your brothers and sisters, mum and dad). Choose an area you will make clean this week. Ask your parents where the recycling bins are and try to persuade them to start recycling at home.

All the children say goodbye to Ryan.

6. SEA CREATURES AND BIRDS

(DAY FOUR) SUN AND MOON, AND (DAY FIVE) BIRDS AND FISH



Background for the teacher

You might like to divide this session into two weeks.

Bible passage: Gen 1: 14-19 (Sun and Moon) and 20-23 (sea creatures and birds)

Theme: God created the sun and moon and then sea creatures and birds

Outcome: 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.

Materials

- Pencils, paper, colours. Aluminium foil. Cotton thread, sellotape
- Some sheets of flipchart (newsprint) paper

Let's celebrate!

- Creation song , v1, 2, 3, 4
- If I were a butterfly
- I've got peace like a river
- I the Lord of Sea and Sky

Sharing circle:

Let the children greet Ryan and share about their clean ups. What did they do and how did it feel? Did they get anyone else involved? Did anyone get their parents to take things to be recycled?

Let's listen to God's word!

Lets hear what happened on day four!

Genesis 1:14-19
The Message

14-15 God spoke: "Lights! Come out!
Shine in Heaven's sky!
Separate Day from Night.
Mark seasons and days and years,
Lights in Heaven's sky to give light to Earth."
And there it was.
16-19 God made two big lights, the larger
to take charge of Day,
The smaller to be in charge of Night;
and he made the stars.
God placed them in the heavenly sky
to light up Earth
And oversee Day and Night,
to separate light and dark.
God saw that it was good.
It was evening, it was morning —
Day Four.

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 God did that? *(allow for responses)* Can you even imagine a world where we didn't have any darkness? *(allow for responses)* why do you think God made the stars? *(explain that although they look so tiny, they are huge suns far away)*

Song:
Creation song, verse four
God created// sun moon, stars// that was on the fourth day// it was good//

Mural activity	Add moons and stars to the mural. The stars can be cut out of aluminium foil.

Now let's hear what happened on day five!

Genesis 1:20-23
The Message

20-23 God spoke: "**Swarm, Ocean, with fish and all sea life!**
Birds, fly through the sky over Earth!"
God created the **huge whales,**
all the swarm of life in the waters,
And every kind and species of **flying birds.**
God saw that it was good.
God blessed them: "Prosper! Reproduce! Fill Ocean!
Birds, reproduce on Earth!"
It was evening, it was morning —
Day Five.

Read it through once and then a second time, where the children act out the animals and birds.

Song:
Creation song, verse five
God created// birds and fish// that was on the fifth day// it was good//

WHY HIPPOS DON'T EAT FISH
(Use illustration on page 32)

The Kikuyu People believe that in the days of long, long ago, when the Good Lord made his plans for all the creatures upon his earth, he made the hippopotamus as an animal of the forests and plains. But the hippopotamus was greedy and, finding plenty of food all round him and no enemies to worry about, he grew fatter, and fatter and fatter. And the fatter he grew, the more he suffered from the heat of the midday sun.

Day after day, when he waddled down to the river for his drink, he gazed with envy at the little fishes that swam in the pool which was cooled by the melted snows from far-away Mount Kenya. "Oh" he would sigh, "how wonderful it would be if I could live, like God's little fishes, in the clear, cool, refreshing water!"

The hippopotamus pondered over his trouble for many days, and eventually decided to approach The Lord of All Creation. "Please, Good Lord" he cried loudly to the heavens upon one particularly hot day, "allow me to leave the forests and the plains. Let me live instead in the clear, cool waters of your rivers and lakes, for the heat of the fiery sun is killing me!"

"No", replied the Creator God, "for my little fishes are very dear to me, and if you were to live in the rivers and lakes, you might try a change of your eating habits, and begin to eat those little fishes. That would never do. No, you must continue to live upon the dry land."

Hippos don't eat fish

So the hippopotamus stayed sadly in his home in the forests and plains, where the sun continued to beat down mercilessly on his unprotected hide. "This is more that I can bear!" moaned the poor creature. "Please, please, Creator God, let me leave the forests and plains, and become a creature of the rivers and lakes, I promise most faithfully that I will not eat your little fishes."

The Lord God creator thought the matter over, while he looked down upon the plains baking in the heat of the tropical sun, and eventually his heart softened. "Very well," he agreed, " I will allow you to live in my rivers and lakes, but how will you prove to me that you are not eating my little fishes?"

"I will lie in the cool of the water by day, and at night time I will browse along the banks of the rivers, and in the vleis," replied the hippopotamus. "I promise that I will not eat your little fishes."

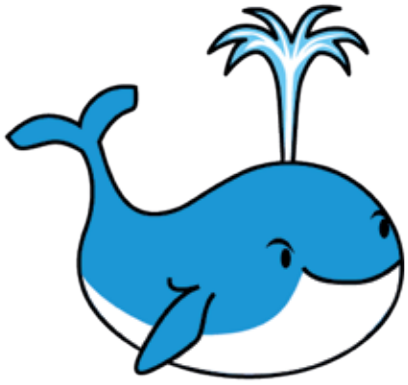
"But that will not be proof to me that you are keeping your promise!" pointed out The Great Creator Lord. "Well then," answered the hippopotamus, "I will come out of the water every time that food passes through my body, and I will scatter my dung on the earth with my tail. All that I have eaten will be spread out in your sight, and you will see for yourself that there are no fish bones. Surely this will be proof enough!"

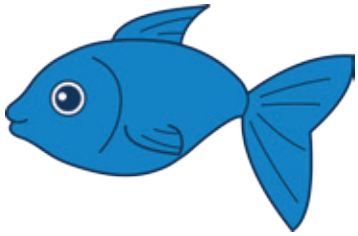
So this is why, to this very day, the hippopotamus comes out of the water to scatter its dung as it looks up to heaven and says, "Look Lord God, no fishes!" – and that is why hippos don't eat fish!

A Story from Kenya

Activity:

No materials required	Ask the children to think of a wonderful creature that lives in the sea. They should act them out and the others must guess what they are.
Paper and crayons	Make fish and whales and add them to the mural. Make birds and hang them from cotton to make a mobile. Hang them from the ceiling.





Read the Poem "The river" by Valerie Bloom *(in the last line pretend to chase the children!)*

The river's a wanderer, a nomad, a tramp.
She doesn't choose one place to set up her camp.
The river's a winder, through valley and hill.
She twists and she turns, she just cannot sit still.
The river's a hoarder and she buries down deep
Those little treasures that she wants to keep.
The river's a baby, she gurgles and hums
And sounds like she's happily sucking her thumbs.
The river's a singer, as she dances along
The countryside echoes the notes of her song.
The river's a monster, hungry and vexed
She's gobbled up trees and she'll swallow you next.

Adapted from the "The River" by Valerie Bloom from "Let me touch the sky"

Let's pray together!

Thank you prayers, let each child give thanks for a bird or creature from the oceans and rivers.

Challenge for the week:

Ask the children to record the number of different birds they see in their gardens, streets or school for follow-up discussion at the start of the next lesson. Encourage them to break up some old bread and throw it into the garden to see if they can attract some birds.

Say goodbye to Ryan.

7. OCEANS AND RIVERS: Pollution and waste

Background for the teacher

Bible passage: Psalm 104:5-13 "he makes springs 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 map of the world
- A glass of fresh water and a glass of very salty water
- Buckets and cups
- Paper and crayons
- Large blue and green cloths or scarves etc.
- Bowl, jug and water
- A measuring jug or 2 litre bottle for audit

Let's celebrate!

- 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
- I the Lord of Sea and Sky
- Father, you brought the earth to life (to the tune of Father I place into your hands)

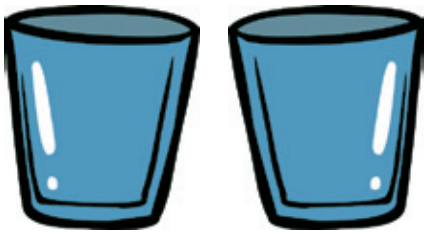
Sharing circle:

Ryan greets the children and asks them if they saw any birds last week, and to describe them. Did anyone throw dry bread for the birds? What happened?

Explain that today we are going to focus on water as it is so precious.

Let's discover new things!

- Look at the globe or map. Ask the children where the rivers, mountains, oceans and their own country and town is. Show them how much is water.
- Pass around the glass of salty water and point out that the ocean areas are salty. Pass around the glass of fresh water and explain that rivers and lakes are fresh – point them out on the globe or map. Get them to tell you how much salty water and how much fresh water there is on the earth. Explain that water is very precious and in many places it is very scarce.



Let's listen to God's word!

Have a large bowl and a jug of water and invite different children to pour water into the jug as you read about water.

Psalm 104 1-14 The message

O my soul, bless GOD!

You blanketed earth with ocean,
covered the mountains with deep waters; *(pour water)*
Then you roared and the water ran away—
your thunder crash put it to flight.
Mountains pushed up, valleys spread out
in the places you assigned them.
You set boundaries between earth and sea;
never again will earth be flooded.
You started the springs and rivers, *(pour water)*
sent them flowing among the hills.
All the wild animals now drink their fill, *(pour water)*
wild donkeys quench their thirst.
Along the riverbanks the birds build nests, *(pour water)*
ravens make their voices heard.
You water the mountains from your heavenly cisterns; *(pour water)*
earth is supplied with plenty of water.
You make grass grow for the livestock,
hay for the animals that plow the ground.

(let all the children take turns to put their hands in the bowl and let the water run through their fingers)

And now let me tell you a story.

TIDDALIK THE GREEDY FROG

(Show illustration on page 37)

Once upon a time there lived a big 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 so he looked at the pools, the rivers, the streams. 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.

Then 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 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 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 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 at all, 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 water soaked into the earth and the plants began to grow again and the animals were happy.

Ask the children about water
Is water free? Well, that's been our attitude for so long that we think nothing of taking long showers, watering our lawns, washing our cars with a house pipe, leaving the tap running 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, from factories, and from mines. We also need a lot of water to grow our food. If we are greedy like Tiddalik with water there will not be enough for others.

Let's discover new things!

Game	Play water Olympics outside. Divide the children into teams: each team has a cup and a bucket full 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.
Mural activity	Discuss what humans have done to waste water or make it dirty. Draw these pictures and add them to the mural.
Water audit	If you have access to the toilets and kitchen without disrupting the service then you can do a water audit. *(see page 62)*

Let's pray together!

Stand in a circle and hold the edges of the blue and green cloths, move them up and down like waves, have the children move around to experience the movement of the ocean or a river. Ask the children to talk about the times they haven't been very careful with water. Say a closing prayer saying sorry to God for wasting the precious gift of water.

Challenge for the week:

Ryan asks the children "what can you do this week to save water?"

Say good bye to Ryan.

8. ANIMALS AND HUMANS, THE WEB OF LIFE

Background for the teacher

Bible passage: Gen 1: 24- 2:2

Theme: God made animals and humans

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. Our actions impact on other parts of this web of life.

Materials

- A bowl with red 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
- An old piece of loosely woven cloth with a pattern on it.

How to make play dough

- 2 cups plain flour (all purpose)
- 2 tablespoons vegetable oil
- 1/2 cup salt
- 2 tablespoons cream of tartar
- Up to 1.5 cups boiling water (adding slowly until it feels just right)
- red food colouring

Mix the flour, salt, cream of tartar and oil in a large mixing bowl
Add food colouring to the boiling water then into the dry ingredients
Stir continuously until it becomes a sticky, combined dough
Allow it to cool down then take it out of the bowl and knead it vigorously for a couple of minutes until all of the stickiness has gone.

Let's celebrate!

Ask the children for the name of a **big** animal, and the name of a **tiny** animal, 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 hands x4
He's got you and me, brother in his hands, he's got you and me, sister

Get the children to shout out the big animal

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

Get the children to shout out the small animal

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

Other songs:

- If I were a butterfly
- All things bright and beautiful
- Who's the king of the jungle

Sharing circle:

Ryan welcomes everyone and asks them what they have done to save water during the week. Today we are going to learn about what God did on the sixth day.

Let's discover new things!

Biodiversity game:

- Get the children to line up in different ways - height order, oldest to youngest, names beginning A–Z or by 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)

Arocha Kenya (C.E.A.R)

Show some pictures of animals of different types (the more unusual the better) ask the children if they know what they are called.

Let's listen to God's word!

Read the psalm once asking the children to listen out for the names of animals, then read it a second time, asking the children to act out the animals and creatures.

Genesis 1:24-2:4

The Message

24-25 God spoke: "Earth, produce life! Every sort and kind:
cattle and reptiles and wild animals—all kinds."
And there it was:
wild animals of every kind,
Cattle of all kinds, every sort of **reptile** and **bug**. (*the children act out these creatures*)
God saw that it was good.

26-28 God spoke: "Let us make human beings in our image, make them
reflecting our nature
So they can be responsible for **the fish in the sea**,
the birds in the air, **the cattle**, (*act out these creatures*)
And, yes, Earth itself,
and every animal that moves on the face of Earth."
God created human beings;
he created them godlike,
Reflecting God's nature.
He created them male and female.
God blessed them:
"Prosper! Reproduce! Fill Earth! Take charge!
Be responsible for **fish in the sea and birds in the air**,
for every living thing that moves on the face of Earth."

29-30 Then God said, "I've given you
every sort of seed-bearing plant on Earth
And every kind of fruit-bearing tree,
given them to you for food.
To all animals and all birds,
everything that moves and breathes,
I give whatever grows out of the ground for food."
And there it was.
31 God looked over everything he had made;
it was so good, so very good!
It was evening, it was morning —
Day Six.

2 Heaven and Earth were finished,
down to the last detail.
2-4 By the seventh day
God had finished his work.
On the seventh day
he rested from all his work. (*act 'resting'*)
God blessed the seventh day.
He made it a Holy Day
Because on that day he rested from his work,
all the creating God had done.
This is the story of how it all started,
of Heaven and Earth when they were created.

STORY OF ADAM AND EVE

Ryan is going to tell you the story of Adam and Eve

(*The children sit in a circle around a bowl filled with red clay or playdough. The storyteller sits with the children and keeps the children focused on the soil that is also part of them)*

Long, long ago Father God was alone
With no-one around, no friends to phone
No people standing in queues or sitting in pews
No-one to play with, to laugh with, or talk with
No-one to tumble or dance or to prance with
No-one to share God's wonderful news!
God scooped up some clay –
Red, soggy wet clay on that bright sunny day.
God squished it and squeezed it
God squelched it and squoogled it
In an awesomely wonderful way.
Then He said;
"Right, that's the head!"
God scooped up more clay –
Red, soggy wet clay on that bright sunny day.
God squished it and squeezed it
God squelched it and squoogled it
In an awesomely wonderful way
And He shaped a body,
All podgy and muddy.
God scooped up more clay –
Red, soggy wet clay on that bright sunny day.
God squished it and squeezed it
God squelched it and squoogled it
In an awesomely wonderful way.
Like stiff wooden pegs
He stuck on two arms and two legs.
Then God squelched and squoogled,
He squished and He squeezed
The head, arms, legs and body together
With eyes, nose, mouth and ears to give it a character.
In His own image he styled earth's very first child.

From the earth He gave birth
To something quite new,
A child just like you … and you … and you!
After squelching and squoogling,
Squishing and squeezing
From clay in such an awesomely wonderful way
God breathed life into husband and wife.
And Adam was named for the colour that flamed
In the clay oh so red for his body and head.

Adapted from seasonofcreation.com by Glynis Goyns

After the story is told, children make people out of the red clay or playdough figures.

Do you know the story about how the first human beings, called Adam and Eve, were created by God? Do you know what Adam means? It means RED! And do you know the secret of how you and I and Adam and Eve are connected in a very special way? (*Responses*)

And why do you think the first person was called Red? (*Responses*)

Now, did you know that God 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 are fed by 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 and Eve 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, just the way God made the first child ever.

Making of adam story seasonofcreation.com

Song:
Creation song, verse six

God created// animals, humans too, that was on sixth day// it was good//

Mural activity	Make paper people chains– make sure they are holding hands. Explain that we are all part of God's big world – even people in different countries, what we do affects people in other countries. colour them in. Let each child draw an animal they love. Add humans and animals to the mural.
Bible search	Divide the children into groups and have them hunt for the creatures in the following verses(there are 12): **Clues (use the Good News Bible)** Matthew 23:37; Exodus 19:4; Mark 10:25; Luke 15:4; Genesis 8:7; Genesis 8:8; Matthew 8:20; Psalm 78:45 (2 creatures); Daniel 6:20; Genesis 49:17 (2 creatures) *Arocha Kenya (C.E.A.R)*
Additional activity	God saw it was good: http://www.youtube.com/watch?v=WEgp2_Rcc80

Song:

Now we can sing the whole creation song!

Creation song (the children 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, 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// animals, humans 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//.

Let's pray together!

Show the children the old piece of loosely woven cloth, and cut out and remove some of the central strands. Let the children pull out a thread and see how it ruins the pattern.

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*.

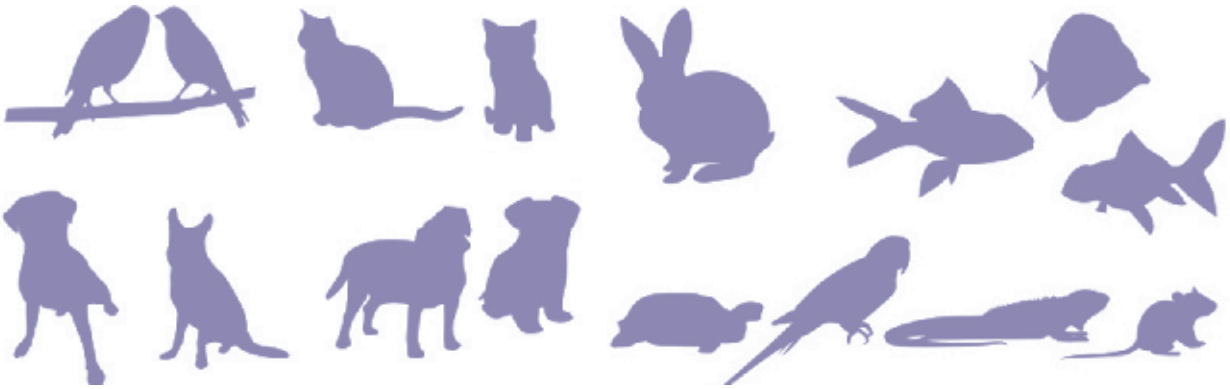
If we destroy one part of this web it affects other parts of the web.

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.

Let the children pray in their own words thanking God for the parts of this web of life that he has made.

Challenge for the week:

Challenge the children to write down all the animals, birds and insects that they see during the week. They must also notice what the land is like where there are lots of creatures, and what it is like where there are few.



Say good bye to Ryan.

9. Loss of Biodiversity: Animals at Risk

Background for the teacher

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

Theme: Loss of biodiversity

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

- Paper, pens, scissors
- Pictures of endangered species: http://discover.iucnredlist.org/search?key=africa such as Elephant, Buffalo, Rhino, Civet, Fish Eagle, Bullfrog, warthog

Let's celebrate:

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

Sharing circle:

The children greet Ryan in the circle. They share about the animals, birds and insects they saw during the week. Reflect on the type of land where they saw lots of creatures and the type of land where there were few creatures (e.g. on a field there were lots, on a parking lot there were none).

Let's discover new things!

- The children stand in a circle, holding hands.
- Go round the circle giving each child the name of a part of creation e.g. bird, worm, insect, water, human, beetle, tree, spider, ant, bee, flower, cloud, seed, fruit, etc. Ask each child to remember and say the name they have been given in the circle.
- Then tell the children a story about humans destroying biodiversity 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. (They mustn't move their feet)
- 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:

Paper and crayons, scissors	*(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! If your children are too small this may not be suitable for them)* • Give a sheet of paper to each child, plus pencils/pens and scissors to share. • 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. • 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? • Every child exchanges shapes with their neighbour. • Ask each child to destroy the shape they have been given – screw it up, tear it into pieces etc. • Now ask them all how they felt when they saw their "creation" being destroyed. Sad? Angry? Disappointed? Confused? Etc. Explain that this is a little like how God must feel when we humans destroy or damage any part of God's creation.

Amazing facts!

You can share some of these amazing facts with the children (perhaps you can find some others e.g. website http://www.sciencekids.co.nz/sciencefacts/animals.html):

- No two zebras have the same striped pattern
- An elephant weighs 120 kilos when it is born!
- A bird called the artic tern flies from the North Pole to the South Pole every year. The distance it flies in its lifetime is the same as three trips to the moon and back!!

Let's listen to God's word!

First 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 can frogs have, ugly, noisy creatures, 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 (*the children repeat the noise*) – 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 weapons 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 *(the children repeat*). He was going crazy! And it got worse, soon there were swarms of mosquitoes everywhere 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…

Discuss with the children what this story means. Which other insects and creatures help us even though we may think they are not important (e.g. bees that pollinate, ants that eat up rubbish etc.)

Now we are going to read from the Bible:

Bible reading 1 Cor 12: 14-18

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

14 The body is not made up of just one part. It has many parts. 15 Suppose the foot says, "I am not a hand. So
I don't belong to the body." It is still part of the body. 16 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.

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

Discuss what it would be like to have no hand, or one eye, or one leg etc. Explain how we are all important and we all have something important to do in God's world!

Mural activity	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 to draw pictures of animals, birds and insects at risk. Add them to the mural. You can look at http://discover.iucnredlist.org/search?key=africa
	"A beasty and bugs prayer". Have the children write or draw their own prayer, for example: Thankyou God for: spotted ladybirds, scary spiders, buzzing bees And creepie crawlies under rocks. *Arocha Kenya (C.E.A.R)*
Additional activities	Put it back song http://www.youtube.com/watch?v=tYE9YqaVv9E

Let's pray together!

Share the beasty and bugs prayers!

Challenge for the week:

Discuss with the children what we can do to make a difference to help protects birds, insects, animals or fish. (*Some ideas might be: make posters, write to the newspaper, collect money for organisations looking after animals, not to use pesticides that kill insects etc.*).

All the children say goodbye to Ryan.

10. PEOPLE OF THE PROMISE: (NOAH)

Background for the teacher

Bible passage: Gen 6

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

Outcome: that the children realise that we are part of the Rainbow world of people and animals and all of God's family. Human wickedness caused Earth's destruction through a flood. This reminds us of the dangers of climate change, causing extreme weather events and sea level rise. We need to preserve creation confronted with this great threat. We make a promise and covenant to be God's stewards of Earth.

Materials

- For the mural – ark and rainbow. You can use pieces cut from magazines, or thin pieces of wood for the ark
- The rainbow can be painted or made from pieces of paper or wool or cloth.. Go creative!!

Let's celebrate!

- Who put the colours in the rainbow?
- The animals went in two by two.
- If I were a butterfly
- Noah song
- Who's the king of the jungle?

Sharing circle:

In our circle, greet Ryan and then share what the children have done regarding last week's challenge to preserve animals are risk.

Let's listen to God's word!

ORGANIZING LIFE ON THE ARK

(Use illustration on page 51)

Long, long ago, there was a terrible flood because of greed and wickedness. God asked Noah to build a humungous boat to rescue two of each of His creatures to give life on earth a fresh start.

Well, Noah's neighbours laughed till their bellies ached and the tears rolled down their cheeks as they stared at him and his sons on a mountain, far from any ocean or lake, wacking and thwacking huge logs of wood with hammers and nails to make a fine ark. They mocked and jeered as they sang silly rhymes, dancing and prancing around them as they worked in the heat and dry sand. But Noah and his family took no notice and continued to work steadily on the ark, carefully following all God's instructions till it stood high, long and broad, brilliantly glinting in the heat of the day. They took a few minutes to admire their handiwork, then sent out a message by bush telegraph using the codes the animals used. They gathered in food of all different types as they awaited the first of their guests. When the biggest and fiercest animals - hippos and rhinos, elephants and crocodiles, lions and cheetahs - began to arrive, the neighbours scattered and ran to their homes, shrieking and shouting, "Noah's not just a fool; he's totally nuts! With his madness, he'll cause the death of all of us."

Each set of animals stopped at the entrance to the ark, silently making a pact to live peacefully in community on the boat till the storm was over and the waters had subsided. Noah was feeling quite nervous of all these wild creatures living together on his boat, but God had given him instructions, so he stood at the entrance and greeted each of them as they arrived and settled into their new home.

The last few animals were traipsing up the hill when thunderous black clouds rolled over the sun, spreading across the sky. Then plump raindrops started to fall and the people peered through their windows, wondering whether Noah was such a clown after all. The raindrops woke up Sloth who was having a snooze! Tortoise and Snail were the last to arrive, shambling and creeping ever so slowly up the ramp of the ark as the rain pelted down.

Now Noah's neighbours weren't laughing and joking any more. Oh no! They were jumping and shouting, waving and weeping, howling in terrible fear as the flood waters rose higher and higher, lifting the ark and carrying it off on the crest of a wave, as the wind whistled and blew.

Meantime, snug inside the safety and shelter of Noah's humungous boat, Lion, Tortoise and Owl were in a meeting to talk about the problems they could expect with so many different creatures all living together in such a small space. With their combined skills of leadership, understanding and wisdom, they knew this would not be easy. Tortoise twisted his wrinkly old neck to squint up at Owl who was perched on a beam high in the rafters. Owl winked one wide, yellow eye and they slowly nodded at each other in agreement. Some practical management and just a few basic rules of mutual respect were needed to keep this community living together in peace. They were certain the other creatures would recognize Lion's leadership and authority. Together, they planned which creatures to group together and what rules were needed to protect the weak and to control those who were too boisterous, noisy or mischievous.

Then they asked Lizard and Mouse to act as messengers since they could easily scuttle all over the ark. As they carried the news from Lion, Owl and Tortoise to the rest of the creatures, they felt very important. Wasp, Porcupine and Eagle were the best to keep discipline, so they were asked to gather the creatures into their groups and show them their spaces.

After several days had passed and the storm was still raging outside, the animals began to get restless and grumpy because they had nothing to do and nowhere to go. Owl, Tortoise and Lion once again got together to share their wisdom and find an answer.

"Some light entertainment," they thought, "might just do the trick!" So they sent for Monkey, Parrot and Peacock, who were delighted to use their clever tricks, cheeky words and beautiful feathers to keep the other creatures amused. But Peacock thought it was also important to have soothing music to keep everyone calm and tranquil. Nightingale, Cricket, Turtle Dove and Elephant agreed to form a small orchestra or band. The creatures were soon giggling at the antics of Monkey and Parrot's funny words or swaying and tapping their feet as Elephant trumpeted out jazz and the blues. Orangutang also joined in when he discovered he was a master at rapping. And Chimpanzee got carried away with beatboxing whenever he could sneak into the action. But Nightingale and Turtle Dove were the favourites late at night as they sang lullabies to gentle the animals into sweet dreams and sleep.

Eventually, after 40 days and 40 nights, the flood waters sank and the ark came to rest back on the peak of a mountain. Noah and his sons once again heaved and hauled on the pulley to lower the ramp of the ark. There was a great hullabaloo as all the creatures rushed to be the first to step out of the ark.

"Stop!" roared the Lion. "We've lived together for more than a month without bickering and fighting. Wait your turn or you'll be trampled underfoot by the bigger animals."

So they waited patiently until it was their turn to step back onto dry ground, feel the warmth of the sun, and return to their proper homes.

The next day, a wonderful brightly coloured rainbow stretched across the sky. God was so pleased to see earth renewed that He promised never to destroy it with a flood again. But I think He was also celebrating a community of life that had lived and worked together so well in such a small space for so many weeks, don't you? And I bet He was equally pleased with the animals for using their special abilities to help others and to keep their community together!

So creation was given a second chance, with all of life woven together in a beautiful tapestry, and a magnificent rainbow glistening over the earth with kaleidoscopic colours.

(*You could end this story with the song, "Who put the colours in the rainbow?"*)

(*Inspired by the story of Noah's ark from Genesis 6:1 – 9:17*
and the passage from 1 Corinthians 12:4-30 and written by Glynis Goyns)

Let's discover new things!

In the circle discuss some of these important questions with the children:

- How do you think the small community survived in the ark?
- Noah knew there was a flood coming and he did something about it even when people laughed at him. What can we do about climate change and the changes that are going to affect our world: drought, floods, sea level rise etc.? God is calling us to preserve creation. What do we need to do?
- We are going to make rainbow promises today. What do we promise God to do? E.g. I promise not to litter. I promise to turn off lights.
- Plan a "grand finale" family service with the children. Choose songs, how to decorate the church, what they will wear etc.

Ideas for the "grand finale" service. Ideally this should be a family service where the children share all they have learned with the whole congregation. There could be activities such as:

- Put up the promise posters in the church
- The children can do a drama
- Everyone comes to church wearing green!
- A pageant of Noah's ark, celebrating the preservation of various animals with members of the parish/ congregation being asked to symbolically represent an animal. You could have a procession onto the streets - a great public declaration of praise for creation and the Creator.
- Launch a recycling project in the church
- Use this Sunday to ask people to donate energy saving light bulbs
- Invite the local press
- Ask the children to write an article for their church or parish magazine
- Make banners
- Teach the adults some of the songs
- Have the children wear different colours of the rainbow to form a human rainbow!
- Ask the liturgical dance group to prepare a rainbow dance

Be as creative as possible!

Mural activity	Make an ark and a rainbow to complete the mural
Additional activities	Commitment - get the children to make posters about what they the promise they are making to God today. E.g. I promise not to litter. I promise to turn off lights. Bring these posters into church. • Poster Activity: Make a poster featuring an 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

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.

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 there 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. 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. 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 Zscheck/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.

Glynis 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// animals, humans 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 sipho*) 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 love like a mountain
I've got love like a mountain
in my soul

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

I've got peace, love, joy
Like a river, mountain, fountain

Rachel Mash

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. Mr Noah built an Ark
Mr Noah build an Ark
The people thought it such a lark
Mr Noah pleaded so
But into the Ark they would go

CHORUS
The rain came down in torrents (wave action)
Splish splash (clap clap sound)
The rain came down in torrents (wave action)
Splish splash (clap clap sound)
The rain came down in torrents (wave action)
And only 8 were saved

The animals went in 2 by 2
The big giraffe and the kangaroo
They all were safely stored away
Until that great & awful day

18. My God is so big, so strong and so mighty
There is nothing that God cannot do.
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

19. 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

20. 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.

21. 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. Bencken, B. Fasman (ASCAP)

22. The animals went in two by two, Hurrah! Hurrah!
The elephant and the kangaroo, Hurrah! Hurrah!
The animals went in two by two,
The elephant and the kangaroo,
And they all went in-to the Ark for to get out of the rain,
And they all went in-to the Ark for to get out of the rain.

The animals went in three by three, Hurrah! Hurrah!
The wasp, the ant and the bumble bee, Hurrah! Hurrah!
The animals went in three by three,
The wasp , the ant and the bumble bee,
And they all went in-to the Ark for to get out of the rain,
And they all went in-to the Ark for to get out of the rain.

The animals went in four by four, Hurrah! Hurrah!
The great hippopotamus stuck in the door, Hurrah! Hurrah!
The animals went in four by four,
The great hippopotamus stuck in the door,
And they all went in-to the Ark for to get out of the rain,
And they all went in-to the Ark for to get out of the rain.

23. 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.

Bunty Newport 1927

24. 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

25. This little light of mine
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 I'm gonna turn it off
When it gets to bedtime I'm gonna turn it off
Turn it off, turn it off

Leave my light a burning No! I'm gonna turn it off
Leave my light a burning No! I'm gonna turn if off
Leave my light a burning No! I'm gonna turn it off
Turn it off.

26. 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

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

28. What a mighty God we serve
What a mighty God we serve
Unamandla UYesu wam

29. 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
And you'll go out with joy

Stuart Dauermann and Steffi Geiser Rubins

30. 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.

31. 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 seas and leaves and trees

Who made snow and winds that blow?
Who made streams and rivers flow?
God made all of these

Who made Earth and Mars? Who put the scent into
the roses?
Who taught the honey bee to dance?
Who put the tree inside the acorn
It surely cant be chance!

Mick Truman 1996

AUDITS

1. ENERGY AUDIT

Lighting

1. Draw a rough map of the building to show the different rooms and location of lights and plugs
2. Look at the type of lights (energy saving, regular, fluorescent strip lights etc.)
3. Count the number of lights and if possible check the wattage of each light bulb (if you can't see then put standard - 60W, energy saving - 15W, fluorescent strip – 40W)
4. Calculate how long each light burns for each day
5. Enter your results on the spreadsheet

Place	Type of light. eg. energy saving, regular, tube light.	Number of lights	Wattage	Length of burning time per week	Number of watts
Eg: Hall, Kitchen	Energy saving	12	15W each	20 hours per week	

Energy – water heating and cooking

Kitchen:

1. To make tea/coffee, is there a kettle? What is used to supply hot water?
2. Check the wattage on this appliance. How often is it used?
3. How is water heated for washing?
4. Find out if there is a geyser, how big is it and how often does it run for?
5. Check the wattage on the fridge and enter on spreadsheet
6. Is there an electric or gas stove? Find the wattage or gas usage. How long is the stove switched on for?
7. Enter this onto spreadsheet below

Other electrical appliances

1. Is there an electric heater?
2. Find the wattage?
3. How long is it on for each day?
4. Repeat calculation for each heater and enter into the spreadsheet
5. For each additional appliance, find out how long it is on and enter on spreadsheet – computers, printers, fax machine, photocopier, vacuum cleaner, polisher, TV, etc.
6. If you can't see the Watts, here are some averages:
   Fan – 175 W, portable heater – 1500W, microwave oven – 1000W, desk top computer 150W, laptop – 50W, fridge – 700W, toaster 1300W, urn -1000W , kettle – 3000W, vacuum cleaner – 1200W

Place	Appliance	Number of appliances	Wattage	Length of use per week	Number of watts
Eg: Kitchen, Office	Eg: Toaster	2	2000W	4 hours per week	

2. LAND AUDIT

1. With paper and pencils, pace out the size of the land owned by the church.
2. Is there a garden? What is in the garden?
3. Is there a recycling bin?
4. Collect up litter and write down how many pieces you found.
5. What happens to the rubbish? Is there a recycling bin?
6. Does your church have pew leaflets/service sheets? what happens to them at the end of the service?

3. WATER AUDIT

Use a measuring jug or 2 litre bottle for measuring

Running water

1. Find the water meter …. Take a reading
2. Turn off all other water users
3. Fill pot/bucket by running water for 30 seconds
4. Take another water reading
5. Calculate how much water is running through the pipes, in litres/minute or litres per second
6. If hosepipes are used for gardening or washing cars or paving, find out for how many minutes and calculate the amount of water used per day.
7. Enter onto your spreadsheet

Toilet and basins for hand washing

1. Lift the cistern lid
2. Hold water tap off and flush the loo
3. Keeping the intake water closed off, use your measuring bottle to fill the cistern, measuring how much water is used.
4. Find out how many times a day the toilet is flushed, and calculate the amount of water that is used during the day. Repeat for any other toilets.
5. Wash your hands in the basin, and calculate the amount of water you use.

Kitchen water use

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

1. If cooking a meal, how many pots? Using your measuring bottle, calculate how much water is used to cook food.
2. Kettle/urn – how much water does the kettle/urn hold – use your measuring bottle to find out
3. How many times is the kettle boiled to make enough tea?
4. For washing up, what size sink or bowl is used (use your measuring bottle to calculate the volume)
5. How many bowls, sinks of water does it take to wash up the pots?
6. Are the pots, cups, plates etc. rinsed as well?
7. Where does the water go? Down the drain or onto the vegetable garden?
   For washing cloths and for washing the floor: how much water per week (no of buckets) and no of times the floor is washed per week.

Place	What	Amount of water	Usage per week
Eg: Hall, toilet	Cistern	5 litres	200 flushes

Contact Information

This is a resource under development so we would appreciate feedback and comments! Please send these to Rev Rachel Mash.

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NOTES

NOTES

Inside Back Cover

"Love the Earth as much as God does"

Archbishop Emeritus Desmond Tutu

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