

## LESSON 4: God Makes Everything



### AIM

To help the children realise that God made all the things in the world out of love, and that all creation should be respected (2.1.1)

### OUTCOME

Learners understand that God is the creator of everything, and that God wants us to look after creation.

### LEARNING ACTIVITIES

- 1 Invite the children to sit in a ring. **Action poem** for hands – *Open, shut them.* ⇨
- 2 **Display** a large piece of black paper, or a flannel board with a black background. Ask the children what they see. What do we need in order to see? We need light. Tell them that the once there was no world, only darkness. God said, “Let there be light,” and God made the sun to shine in the day and the moon and stars to shine at night. When is it dark? When is it light? What lights up the sky during the day? What do we see in the sky at night? Who made the sun, the moon and the stars? (God made day and night.)
- 3 **Songs:** *Twinkle, Twinkle, Little Star* or *This Little Light of Mine* or *Sing for Life – Thank You God for All* (p.19).
- 4 **Creation Prayer:** Teach the children the response, “God is good. God is great. Thank you God for our wonderful world.” Have cut outs of the sun, moon, stars, trees, flowers, clouds, animals, and people. These are placed on the paper or flannel board before each response.

TEACHER: God made the sun to give us light and to warm us.

CHILDREN: God is good. God is great. Thank you God for our wonderful world.

TEACHER: God made the stars and the moon to shine at night.

CHILDREN: God is good ...

TEACHER: God made all sorts of plants to grow: trees and grass, flowers and fruits and vegetables.

CHILDREN: God is good...

TEACHER: God sends rain clouds to water the plants and to help them grow.

CHILDREN: God is good...

TEACHER: God made animals, both big and small.

CHILDREN: God is good...

TEACHER: God made people, both you and me.

CHILDREN: God is good...

TEACHER: God looked at everything and God saw that it was good.

CHILDREN: God is good...

### WHAT YOU NEED

- \* Action poem (1) ⇨
- \* A black background on which pictures will be mounted (2)
- \* 🎵 *Twinkle, Twinkle, Little Star* or *This Little Light of Mine* or *Sing for Life – Thank You God for All* (p.19) (3)
- \* Cut out pictures of the sun, planets, stars, plants, animals, clouds, and people (4)
- \* Paints, paper, wax crayons (6)

## ADDITIONAL ACTIVITIES

- 5 **Explore:** Going on a nature walk.
- 6 **Drawing or painting, or making a collage** of the sky as it appears during the day and at night.
- 7 **Psalm 147. 4:**  
Have you ever wondered how many stars there are?  
God made the many stars in the sky.  
God knows exactly how many there are  
God calls each star by name - because God made them.  
Response: *Our God is good.*
- 8 Do the children know **the names of any of the stars**? Depending on the time of year, you could help them to recognise the planet Venus, called the Morning Star, Mars, the red planet, the Southern Cross, and the constellations of Orion and Scorpio.

### MATERIALS

#### OPEN, SHUT THEM

Open, shut them,  
Open shut them,  
Give a little clap.  
Open, shut them,  
Lay them in your lap.

Creep them, creep them,  
Slowly creep them  
Right up to your chin!  
Open wide your little mouth,  
But do not let them in!

## LESSON 5: God Gives Us Plants



### AIM

To increase the children's awareness of plants as gifts from God, and to help them respond with a sense of awe, wonder and appreciation (2.3.1)

### OUTCOME

Learners understand that God is the creator of everything, and that God wants us to look after creation.

### LEARNING ACTIVITIES

- 1 Put a variety of fresh flowers in vases on the **interest table**. Put up pictures and have books on display. Let the children walk past and view the displays.
- 2 **Study a flower:** Invite the children to choose a flower that they particularly like and to take it. Encourage them to look at their particular flower and to take note of the petals, leaves, stalk, and to check whether it has a perfume.
- 3 **Making a bouquet:** Next, let the children sit in a ring round an empty vase. Address each child by name as they come up one at a time with the chosen flower. Say something about the colour, beauty and uniqueness of each flower. The child then places the flower in the vase.
- 4 **Focus:** let the children admire the flower arrangement and talk to them about the flowers. Let the children identify the colours and the parts of the flower. God gives us flowers to make our world even more enjoyable and wonderful.
- 5 **Caring:** explain that flowers are very delicate and we can easily destroy them if we do not treat them with care. A flower will die if it does not have water to drink.
- 6 **God's love:** Just as God loves and watches over each flower as it grows, so God loves and watches over us each day. [see Matthew 6:28-29]
- 7 **Prayer:** Dear God, you have made many kinds of flowers.  
Thank you, loving God, for their beauty.  
Each flower is a sign of your love.  
Thank you, loving God, for their perfume.  
Let the children pray in their own words.
- 8 **God's love gives us food:** God has created many plants that provide food for us to eat. Can you think of a fruit that grows on a tree? Can you think of any vegetables that may grow in a garden?
- 9 **Action rhyme:** *The Apple Tree*  
Way up in the apple tree,  
(Point up.)  
Two little apples smiled at me.

### WHAT YOU NEED

- \* A variety of fresh flowers (if unavailable, spend more time on the appreciation of fruit and vegetables), pictures of flowers, simple picture books about (1)
- \* Vase or jars (3)
- \* Pictures of fruits and vegetables (8)
- \* Action rhyme (9)
- \* Bean seeds, cotton wool, empty margarine tubs (11)
- \* Paper, poster paint, scissors, glue (12)
- \* Action rhyme (13) ⇒

(Close the thumb and forefinger of each hand into a circle.)  
I shook the tree as hard as I could.  
(Pretend to shake the tree.)  
Down fell the apples,  
(Let arms fall.)  
And m-m-m, were they good!  
(Rub tummy.)

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## ADDITIONAL ACTIVITIES

- 10 **God gives us trees:** Let the children come up with ideas about the value and usefulness of trees. Trees are decorative; provide shelter for birds and other animals; provide shade; have strong branches which we can climb or hang a swing from; many kinds of fruits grow on trees; many kinds of nuts grow on trees; the wood from trees has many purposes; wood pulp is turned into paper.
- 11 **Growing plants:** Place bean seeds in cotton wool in empty margarine tubs. The cotton wool needs to be kept moist. When the shoots appear, explain that the bean plants will need light to grow. Talk about seeds, roots, stems, tendrils, and leaves.
- 12 **Art:** Painting flowers using thick poster paint. The children may paint individual pictures or they may paint flowers which are cut out and pasted onto one large sheet of paper to make a bouquet of flowers. Glue the flowers so that the petals are left free. This gives a more interesting effect.
- 13 **Action Rhyme:** *My Garden* ⇨

### MATERIALS

#### MY GARDEN

This is the way I plant my garden:  
Digging, digging in the ground.  
The sun shines warm and bright above it.  
Gently the rain comes falling down.  
This is the way the small seeds open.  
Slowly the shoots begin to grow.  
These are my pretty garden flowers,  
Standing tall in a row.

(Author unknown)

## LESSON 6: God Makes All Living Things

### AIM

To increase the children's awareness of fish, birds, animals and people as gifts of God (2.3.1, 6.1)

### OUTCOME

Learners understand that God is the creator of everything, and that God wants us to look after creation.

### LEARNING ACTIVITIES

- 1 **Birds:** The children are seated in a ring. Ask the children if they can tell you whether an animal is a bird. Do you know of any birds that cannot fly? (ostrich, penguin) Which animals have wings but are not birds? (Butterflies, bees, bats) Which animals can 'sing' but are not birds? (crickets, frogs)
 

A bird is an animal that has feathers, wings, two legs, a beak and two legs and comes from an egg. Do you know of any other animal that hatches out of an egg? (Reptiles)
- 2 **Nests:** Show the children the bird's nest and talk about how the nest has been constructed and the purpose of the nest. It is part of God's plan that the parent birds care for their young.
- 3 **Game:** Play the 'Fly away' game using the nursery rhyme, *Two Little Dicky Birds*.
 

Two little dicky birds (Extend index fingers) sitting on a wall.  
 One named Peter, (Show finger named Peter)  
 And the other named Paul. (Show Paul)  
 Fly away, Peter, (Hide finger named Peter.)  
 Fly away, Paul. (Hide Paul)  
 Come back, Peter! (Show Peter)  
 Come back, Paul! (Show Paul)
- 4 **From the Bible:** God said, "Let there be many birds to fly in the sky and let there be fish both large and small to swim in the waters. Next God said that there should be all sorts of animals to live in the world. And so they came to be. And God looked at the wonderful variety of animals, both big and small and God said, "This is good. It is so good!" [see Genesis 1:20-22]
- 5 **Prayer:** *Thank you, God*

Thank you, God for birds that sing.  
 Thank you, God for everything!  
 For creatures that swim, fly, hop and crawl:  
 For all the animals, both big and small. Amen.



### WHAT YOU NEED

- \* Pictures of birds, feathers (1)
- \* A nest (Look out for weavers' nests as they are the easiest to find.) (2)
- \* Nursery rhyme (3)
- \* Pictures of farm animals, picture books of farm animals, plastic models of farm animals (These are often relatively inexpensive and they are a very useful teaching aid.) (6)
- \* 🎵 *If You're Happy and You Know It* (7)
- \* Paper, paints and pastels, scissors, glue (8)
- \* Finger play (9)

6 **Farm animals:** Talk about animals that are found on farms and their usefulness to people. Hens give us eggs. Cows and goats give us milk. We use the milk to make cheese. Sheep give us wool. Ostriches give us feathers and so on. We depend on these animals. Use the pictures and picture books that you have to aid the discussion of farm animals.

7 **Sing:** 'If you're thankful and you know it...' to the tune of *If You're Happy and You Know It*.

8 **Mural:** THE FARM

Prepare a background on two or three large pieces of paper. Divide the whole paper into thirds in order to show the foreground, the middle ground (gentle hills) and the sky. Have a pond for the fish. Divide the children into groups and suggest the animals they should draw and paint: cows, sheep, pigs, horses, birds and fish that will live on the farm. Don't forget butterflies, bees and ladybirds. The pictures will be cut out and pasted onto the background. Make the children aware that they have worked together to produce this beautiful picture of God's creation.

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## ADDITIONAL ACTIVITIES

9 **Finger play:** My Turtle (Author Unknown)

This is my turtle.

(Make fist, extend thumb.)

He lives in a shell.

(Hide thumb in fist.)

He likes his home very well.

(Rock fist slightly.)

He pokes his head out when he wants to eat;

(Extend thumb.)

And he pulls it back when he wants to sleep.

(Hide thumb in fist.)

10 Talk about **pets** being special kinds of friends that God has given us. Let the children describe their pets and how they care for them.