



Companions with Creation

A faith-based programme for
children and families to look after
God's good earth

Elise Ranck / Anglican Movement

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String Art

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Introduction

Kia ora! Haere mai. Welcome.

Here before you is a term's worth of learning how to better care for God's beloved creation as individuals, members of a nuclear family, and contributors to a wider community.

Think of it as a toolbox in which I have provided many recommended tools. I don't know which ones you will need on any given week, it is up to you to pick and choose, and add your best recommendations as well.

Beyond meeting the fifth mark of mission (that is, "to strive to safeguard the integrity of creation, and sustain and renew the life of the earth"), beyond responding to the major issues of our time, I hope this programme evolves into one that is not about ticking boxes nor just meeting the threshold of what we ought to do. My hope and desire is that this programme can be the start, or perhaps the continuation, of radical conversation and understanding of what it means to activate our God-gifted ability to connect more intimately with each other, each part of creation, and God, our creator and redeemer.

This collection of tools is made for families to learn together, to learn from each other, and to share their learnings with their neighbours. Each component is meant to draw in people of all ages and stages to understand their role in God's family of creation and can be dialed up or stripped back depending on the engagement capacity of the individual or the group. A large part of the learning comes through asking questions that ignite our imaginations. Most weeks you will see a recurring question style beginning with "I wonder..."; inspired by Godly Play, an interactive, story-based approach to faith. I encourage you to pause, to allow the moments of wondering to sink in, so that everyone has the opportunity to respond in their own words.

Let this be a dynamic project, as we recognise we are co-creators with Christ, leaning into the insight of each other in our best attempts to bring the Kingdom of God, which we know is both now and not yet fully here. Grace to us all as we grow together.

Thank you to all who have contributed ideas, encouragement, tidbits of insight, resources, and prophetic vision along the way. Thank you specifically to Colette for her supervision, and Diana for her editing and design. Thank you Matt Lawrence for the illustrations throughout this project, and Joe McMenemy for your amazing colouring pages. Thank you to those who will pick up this resource and adapt it as their own. The Kingdom is evident and even more radiant with your contributions.

Elise

Elise Ranck

Creation Care Worship Enabler

Week 1

God creates all things with unique purposes & calls them good

Story

Genesis 1-2:3

Note: This first story is quite long, but it sets the scene well for the remainder of the term and is an essential story to retell. The suggestion is to put most of your energy and creativity into re-enacting the story, doing so will require a bit of prep work.

Set up a “stage” with a background of “the heavens” and “the earth” separated. Assign roles, someone to be the “waters”, a group of people to be “light” in its different forms (ie sun, stars, moon), someone to be “darkness”, etc. Give sufficient time for kids to interpret their “character” in their own ways, prompt them to think about how they might best express themselves as “sun” or “waters”. Perhaps it will be helpful for the kids if the leaders contextualise the characters where possible to Aotearoa NZ, ie Tūī and Titipounamu to represent “birds” or Tuatara to represent “creeping creatures”. This might be a way of introducing the overarching theme of connecting to the place in which we live. However, ensure it is well known that God created the WHOLE world, which is much bigger than Aotearoa NZ and contains many different kinds of creatures - this could be evidenced by the appearance of “livestock” or “beasts”.

Once all characters are dressed to the part, gather everyone to perform the story as a melodrama.

Message

This week’s focus is simple: God individuates creation, giving each thing a unique purpose, yet orchestrating all bits and pieces to work together as a whole harmonious heavens and earth. God calls different parts of creation good, giving all things value and a place of belonging. God created us humans, specially and separate from other parts of creation, signifying we have our own unique purposes and relationship with God.

Games

“Animal Kingdom” (similar to “Fruit Salad”)

- The purpose of this game, in relation to the message, is to emphasise the diversity in creation.
- Form a circle of chairs that is one chair fewer than a total number of players.
- Nominate a player to be ‘in’, that player stands in the centre of the circle.
- Going around the circle, allow each player to name themselves as a different type of animal. Encourage them to create a gesture that represents their animal as well.
- The player who is ‘in’, calls out something that relates to more than two of the animals (i.e. all animals that fly)
- If the ‘in’ player calls out “all animals with fur”, everyone who is an animal with fur must get up quickly and perform their gesture as they move to change places.
- Players who are not animals with fur remain seated.
- The person who is ‘in’ tries to sit in an empty spot whenever players swap positions.
- If they manage to sit in a chair, the player not sitting in a chair is then ‘in’.
- The person in the middle can also call ‘animal kingdom’ and everyone who is seated has to get up and perform their gesture as they move to change spots. The game can finish whenever you like.

Alternatively, try this version:

The group sits on chairs around in a circle with the odd one out standing in the middle trying to catch someone out to swap for a seat in the circle.

Explain the actions for the animals you will use in your game before the game starts. These will be performed by three people sitting together in the circle - the middle seated person and their two neighbours.

The person standing in the centre of the circle will point to a person and name one of the animals then, slowly, begin to count to five out loud.

The seated person being pointed to must perform the

action associated with the chosen animal, whilst their two neighbours, one on either side, perform the animal's complementary actions.

The whole animal charade must be performed to the satisfaction of the group within the centre person's count of five.

Failure of any one of the actions causes the person who miffed their required action to swap places with the centre person and catch out another seated person in the circle.

Here is an example of an action:

Elephant - middle person holds their nose with one hand and threads their other arm through the hole - this forms and waves the "TRUNK". The neighbour on the right places their right hand on their own head and flaps the elephants right elbow "EAR" while the left neighbour performs the left elbow "EAR" waving with their left hand on the head.

Allow the children to come up with actions that make sense to them. Encourage and celebrate creativity.

The more options the trickier it is to remember what you have to do when the centre person is pointing to you or one of your neighbours. Because ALL three of you have to be alert and know what action you are requested to perform.

Activity

Weave stars

This activity helps to reinforce that we are co-creators with God and we can purposefully use God's beautiful creation to create even more beauty. Learn how to appropriately harvest harakeke/flax bush here:

<https://my.christchurchcitylibraries.com/harakeke/>

Please remember that harakeke/flax is a taonga (treasure) in te ao Maori (the Maori world) and should only be harvested using proper Maori procedures. Only take what you need, as Harakeke is a finite and precious resource. If you feel uncertain or uncomfortable harvesting harakeke/flax for your purposes, consider cutting up paper or an empty, clean Tetra Pak (material used for Soy Milk cartons, for example).

Suggestion: Consider sharing the history and purpose of Maori weaving harakeke/flax into practical and decorative creations.

See <https://www.nzgeo.com/stories/flax-the-enduring-fibre/> for an extensive overview.

Items needed:

- Strips of paper or flax (anywhere between 1-4cm

wide, 20-30cm long each, make sure each are the same length and width) - 4 for each star

- Scissors
- Instructions, which can found on this website: <http://alibrown.co.nz/blog/flax-gift-wrapping>

Takeaway Activities for Families

- Practice harakeke/flax bush weaving with your family. String up the stars, make others into ornaments. Consider using the same weaving method with magazine strips. Or if you are feeling particularly resourceful, examine the contents of your recycling or rubbish bin and discover if any product can be cut up into similar sized strips, both saving it from landfill and repurposing it into something more beautiful.
- Wellington local, Anna Ward learnt to weave harakeke/flax into stars and quickly realised she could replicate the same pattern just as easily (if not more easily) with Tetra Pak products that were destined for the landfill. Using her family's emptied soy milk containers, Anna made a few hundred stars, strung them up in groups of 15, gave them away as Christmas gifts, and sold many more at a local low-waste Christmas market.
- Consider learning indigenous versions of the creation story, focus on the Māori creation story or other stories of our Pasifika neighbours. Talk about the similarities and differences. I wonder where God is present in these indigenous creation stories?

God creates beautiful things

Story

Genesis 1:1-31

Review and retell story from last week (Genesis 1:1-31)

Note: As you repeat and review last week's story, focus on some of the more abstract themes of establishing God's Kingdom on earth and creation as a gift from God.

Perhaps try retelling the story using ideas and methods of "Godly Play" to help you draw attention to these themes. Ask "I wonder" questions as you go and wait for the children to offer their reflections. Here are some suggestions of "I wonder" questions:

When it seems like there is a weight to the wondering, it's time to move into a time of responding where the children can respond in whatever way is most suitable for them.

Encourage children to continue their wondering and to engage in one or two of a few different options which might include colouring pages, string art (age dependent), play dough, a group walk outside, or a conversation.

Message

God creates many beautiful things out of nothing and calls each of it "good." God is pleased with what God has made; all of creation is precious to God. I wonder if you know you are precious to God?

God creates everything to serve a particular purpose and to be pleasing to God. Everything is created to reflect God's nature, which is love.

God establishes the Heavens and the Earth. God creates the Garden of Eden, an extraordinarily beautiful place, a vision of the Kingdom of God, where heaven and earth overlap, where everything and everyone is the nearest to the love of God. I wonder what it would be like to live in heaven on earth? I wonder if you have lived in such a place?

The garden is the place where Adam and Eve are given to make their home, to live well with other creatures, to cultivate life and co-create beauty with God. I wonder how you are co-creating beauty with God?

Games

Test your memory with "What did God create?"

Purpose of this game, in relation to the message, is to emphasise the diversity in creation.

Everyone stands in a circle and takes turns around the circle saying their name and associated animal noise/gesture. A volunteer tests their memory by repeating each name and gesture/noise.

Alternatively, practice memorisation of each of the seven days of creation. Decide beforehand the main themes for each day. Whilst maintaining a steady clapping beat, go around the circle with one person at a time saying the theme for each day of creation. Begin with one person saying Day 1, the next person saying Day 2, and so on and so forth. Once you've had a bit of practice, change the rules a bit so that the first person says the theme for Day 1, the second person says the theme for Day 1 and Day 2 (in order), the third person says the themes for Day 1 and Day 2 and Day 3, and so on and so forth until the final person has correctly said the themes day 1-7 in order. If anyone says the wrong theme or the beat is lost, start the game again (otherwise, continue where you left off.).

Charades

Animal themed. Someone chooses a region of the world and each volunteer charades an animal from that region.

Activities

String Art

This activity is best for ages 8yrs+

Items needed:

- Scissors
- Variety of coloured string
- Needle to poke holes
- Sellotape
- Black craft paper

Instructions:

- Tape diagram on top of black paper.

- Poke through each dot on the diagram so it goes through black paper.
- Once each dot has been poked, carefully remove the diagram from black paper.
- Place the diagram aside, but keep within reach to refer to threading instructions once ready.
- Thread one string through the needle and tie a knot on the end.
- Begin following instructions on the side of the diagram.
- Tie string in a knot (make sure it's on the backside of the art) once the pattern is finished or the string runs out. If the string runs out, tie the knot, re-thread the needle, and continue as you were.

Colouring pages

Play Doh

Set up a space for children to use Play Doh however they see fit. Offer suggestions of how to interact with the Play Doh.

Group walk outside

Take a walk outside in the nearest patch of nature. Encourage children to explore the area and perhaps report back to the group what they find. What can we learn about God, the Creator through the things we discover outside?

Question box

Encourage kids to keep asking questions by setting up a question box. Work your way through the questions as you see fit.

Takeaway Activities for Families

- Focus on God's unique creation in Aotearoa New Zealand. What animal and plant species are only found in Aotearoa? Do some research and make lists. Then go for a wander with your family to your local bush or river or wetland reserve, etc. and see how many of God's unique Aotearoa creations you can spot. Which were your favourite? Why? What plants and animals would you want other kids living in countries other than Aotearoa NZ to see if they came for a visit? Why? How do you know God is present in the bush or along the river (etc.)?
- Brainstorm as a family, the ways you can (or encourage others who are more skilled to) maintain and illuminate the beauty of creation in your local context. Perhaps there's a park that few visit as there is nowhere to sit. Perhaps there's a stream that's often clogged with rubbish. Contact your local council and propose your ideas to maintain the dignity and beauty of these habitats and green spaces. Or take initiative yourselves - do some guerilla gardening (ie plant cosmos or sunflowers in an empty lot).

Week 3

Creation is a gift that we all get to use, enjoy, and share together

Story

Genesis 1:25-31; 2:4-9

Today's story looks at how God created the animals, people, and finally Adam and Eve.

Message

As you retell this section of the creation story, emphasize that all of creation is a gift that God has made purposefully for practicality and pleasure, and a gift that we partake in all together.

Some of these gifts are made evident in the Garden of Eden where God has placed Adam and Eve. The garden is teeming with good gifts - "trees that are pleasing to the eye and good for food", animals, etc."

I wonder what God as a gift-giver says about God's character?

When you receive a gift, I wonder what you do with it?

Like any good gift, we are expected to take care of it, to help it maintain its best condition. The same is expected of Adam and Eve where God has asked them to enjoy and to nurture all life within the garden. Today, God invites us to be like Adam and Eve and love and care for the gifts of life around us. In doing so, we are a gift to those around us.

I wonder what good gifts God is inviting you (and your family) to look after and to love?

I wonder if you know that you are a very good gift from God?

Games

Pass the Parcel

Purpose of this game, in relation to the message, is to emphasise sharing gifts and recognising that all gifts are from God.

In this game, all participants sit in a circle. The parcel contains a gift within many layers of wrapping and is passed around from person to person. If you wish, use music to keep time as the parcel is passed in the circle. In other words, the passing begins when

the song is switched on and ends when the song is switched off. As soon as the music stops, the person holding the parcel removes the first layer of wrapping. The passing and unwrapping rhythm continues until the final layer is reached unveiling the surprise gift.

Typically, when Pass the Parcel is played, the person who reaches the gift gets to keep it for themselves. Given that this week's message reflects God as the ultimate creator who has gifted all things to us to delight in and to share with one another, it would be fitting to place an inclusive gift within the wrapping (i.e. something that everyone can eat or engage with together), suggesting that it could be shared among the group. Consider inviting the person opening the final layer to pass along the gift to someone else. If they choose not to, prompt them to ponder and reflect on how the parcel could better represent a gift from God.

Following the game, regroup the kids for a circle time discussion asking them how they felt playing the game. Did they feel excluded from getting the "good gift"? How did they feel having to pass along the "good gift"? What would they have done if they received the "good gift"? How would they feel if they didn't pass along the "good gift"? How would they feel if they did?

For deeper discussion: Do the kids agree that all good gifts come from God? What are some "good gifts" God has placed in our lives? Do we deserve these good gifts? Why do some people miss out on the "good gifts"? How do we care for the good gifts so that everyone can enjoy them?

Activities

Scavenger Hunt

Purpose is to identify the gifts of creation all around us.

Instructions:

Create a clue sheet marking different points around the property of the place where you meet. Put the kids into smallish sized teams (i.e. two or three) and send them out with the clue sheet and a container in

which they can place the gifts they have found.

When time runs out or when one or two teams have completed the scavenger hunt, bring everyone back together. Ask for volunteers to speak to their favourite “gift” they found and then ask them to choose someone with whom they will share it.

Making a treat

Consider making a treat that can be gifted to your church’s morning tea time for that morning or to other members of the community. Before beginning the treat making process, introduce the origin and production processes (including people involved) of each of the ingredients to the kids. Talk about the value of each ingredient and the value of each living thing that contributed to creating that ingredient into how we see it now.

Colouring pages

An ongoing activity

Takeaway Activities for Families

- Suggest families keep their eyes out for gifts of creation at home, on the way to school, at school, at a sports game, at the beach, etc. and name these gifts as they see them.
- Food is one of the most delightful gifts from God. When you sit down for a meal as a family, thank God for the food before you and all the steps (and people) it took to get the food to your table. As you eat, practice mindfulness and notice the different flavours and textures of your food. Go around the table and share one thing you appreciate or are grateful for about the food you are eating. Take time to show love and support for one another while you appreciate the food that nourishes your bodies.
- Decide with your family how you can give a gift to someone this week. Perhaps this means gifting your time or energy to serving in your local soup kitchen. Perhaps this means baking a treat for your next door neighbour. Perhaps this means sewing a string of bunting and gifting it to someone who has just moved house. Perhaps this means holding a special gift exchange with the people living in your house. Whatever gift you attempt, do so with respect and conscious concern for the people and land that was used to provide each element of your gift.

Week 4

God creates humans to be priests (caretakers) of the earth, God's temple

Story

Genesis 2:4-8, 18-23

Today's story is about God making Adam and Eve

Message

Remember last week we talked about creation as a good gift from God. We also talked about how we can be gifts to creation, and to each other. Do you remember? That's right, we can be gifts in the ways we love and care for the earth.

Like Adam and Eve, we are chosen by God to be caretakers of creation. From the creation story in the book of Genesis we are given an image of creation that is likened to God's temple. In the Jewish tradition, the temple is a sacred place of prayer and worship, similar to that of a church in the Christian tradition. Though there are many people who look after the maintenance or the cleanliness of the church space, priests play a particular role in taking care of the church.

What do you know about priests?

Unlike other types of caretakers, priests have the privilege of praying for others and leading them closer to God. They wholly devote their lives to listening well to God, gifting God's truth and love to other people, and proclaiming God's goodness wherever they see it. They connect people to God, earth to heaven. Not only this, but they open up opportunities for humans to connect with each other. So even if we are not priests of a church, we can still be priests of creation. This metaphor may become clearer when we imagine the earth as God's church, or in the context of the Jewish bible, the earth is God's temple.

I wonder how we can be priests of creation?

Think about the Bible story of Noah (Genesis 6). What does God ask of Noah?

God asked a huge favour of Noah to protect the diversity of creation. God asks Noah to sacrifice his plans and his desires for his life, and to take a risk in trusting God's plan to restore goodness in the earth. Noah accepts the invitation to protect and care for God's creation. He obeys by gathering his family, two

of every kind of creature, and lots of food onto an ark on which everyone lives together for forty days and forty nights until the earth is restored to its true goodness. Noah is priest within the ark.

Where do we often find priests? Yes, in churches! In churches, priests help us to feel more closely connected to God and to help us see what heaven is like. So in a sense, priests help bring heaven to earth.

I wonder what other spaces, like the church, bring heaven to earth?

Another example of a church-like space might be the garden. In the garden we learn to cooperate with plants and worms and rain and sun and grow food that then might feed hungry creatures. This shows us another one of God's churches: the table. At the table we can share a meal with food we have grown and people who are also deeply loved by God.

I wonder what other reasons God asks us to be priests of creation?

One big reason is because of love. God created all of us humans in God's own image. God can look like different things to different people, but we can all agree that God's main image is one of LOVE. If we are made in God's image and asked to be priests of creation, then we are made to express our actions through love - by loving God, by loving each other, by loving all of God's creation, and by loving ourselves. Through love we choose to take care of this earth that God has given us - we choose to satisfy thirsty plants, fill the hungry bellies of animals, and clean our streets from loose rubbish.

I wonder if you can think of living things that God has created?

"There's dirt and leaves, trees and water. Have you ever thought that the earth is covered with God's love? Imagine all of the beautiful places in the world. Blue oceans with colorful fish. Big mountains covered with snow and trees. Now imagine the hand of God covering all of these things with his love. Where are you standing? Are you covered in God's love too? You bet you are!" - A Rocha USA

Game

Encouraging connections

Purpose of this game, in relation to the message, is to emphasise how we can unite heaven and earth, by sharing God's love and truth to one another, which also unites us to one another in the family of God.

Gather everyone sitting together in a circle. Instruct one person to take the start of a ball of string and to choose a person to say one encouraging thing to. Once the starting person has finished talking they roll the string to the person they complemented. This receiving person then holds onto the string (keeping it taut between person to person), chooses a person to encourage and then rolls the string to them. This goes on until everyone has been encouraged and is holding onto some bit of the string (make sure you have enough string!!). The aim of the game is for everyone to receive the string at some point and to see at the end of the game how we connect to each other.

Random Connections

Purpose of this game, in relation to the message, is to emphasise how God is creative in the way God connects all things to each other and that, that, creativity is purposeful.

In this game, create teams of 4-5. Provide a list of unrelated items that have been paired up. Ask all teams to write down any connections they can think of between the two seemingly unrelated objects. Once enough time has passed, ask teams to volunteer to share some of the connections they discovered.

Activity

Creating altars/sacred spaces

Create a diorama or a set-up. Encourage participants to include whatever items remind them of their role as priests, caring for creation.

Items needed:

- Scissors
- Coloured paper
- Colouring implements
- Glue
- Small objects found in nature

Drawing or collaging

Create the most extraordinary garden you can imagine using coloured pencils, felts, paint, magazine cut-outs, pieces of nature found outside, etc.

Alternatively, provide garden or nature-abundant colouring sheets. Visit the Wellington Anglican Diocese Young Person's Pinterest page for options.

Practice gardening!

Is there a bit of green space at your church on which you can establish a small garden? If not at your church, try somewhere else in the community. Perhaps there is a nearby community garden or pre-established gardening initiative you can encourage the children and their families to support as a church collective. Alternatively, join a bush regeneration working bee.

Takeaway for Families

- Priests are very good at praying for the people around them. Prayer provides an opportunity for us to express God's love and truth to each other. It also encourages us to imagine how we can orient our behaviour in a better expression of God's love towards everything around us. This week, with your family, spend some time praying for each other and for creation. As you pray, consider asking God to reveal images or words that God would like members of your family to hear. Perhaps write your prayers on pieces of paper and display in a prominent place in your house so each person can be reminded of the encouragement gifted to them. See the Pinterest page for more ideas.
- We can also be priests of creation by acknowledging our deep connection to all other created things. In the Genesis story, we learn that everything was created by the same one God and from the same place - the dust of the earth. Therefore, we conclude that we are all part of one family. God is the Creator of all and has created each thing to live in harmony and at peace with each other. Like our own families, we choose to love and look out for each other. How can you be a priest to your family this week? Share with your family how you are seeing God in creation.
- Offer each family to take home a seedling and care for it in their homes.

Week 5

We can be Good Samaritans to the Earth

Story

Luke 10:25-37. Today's story is about the Parable of the Good Samaritan.

Message

God desires for us to show love and compassion towards creation, especially the places that have been the most harmed and neglected. I wonder what places on the Earth have been harmed and neglected? I wonder why these places have been so damaged?

Through the story of the Good Samaritan, God teaches us a direct way we can actively respond to harmful behaviour. As we heard in the story, being a Good Samaritan means doing something for someone else without expecting that person to do anything for you in return. It means showing generous kindness, going out of your own way to show love and concern for someone who is hurting. God has created each of us to genuinely love each other as our own brothers and sisters. When one of our brothers or sisters is hurting, we ask if they need help and do our best to help and comfort them.

We can also be Good Samaritans to the earth, as if it were our brother or our sister. I wonder what it looks like to be a Good Samaritan to the Earth? Remember a couple of weeks ago, we talked about creation as a gift from God. I wonder what God thinks when God sees God's gift being destroyed?

When we offer ourselves as Good Samaritans to the earth, we are not only caring for the earth and its creatures, but we are also caring for the people that rely on the wellness of the earth. We all rely on clean water to drink and clean air to breathe. We must take care to protect our waterways from pollutants like toxic chemicals from farms concentrating in streams, choking tuna (eels), and contaminating fresh drinking water (Caritas, 2018 Taranaki example pg 39). When a river is contaminated, the people who drink and eat from it will get sick. For 160 years, Whanganui iwi asked the government to be Good Samaritan to the Whanganui river and in 2017 the government finally granted the river the same legal rights as humans.

On top of that, we have been given the honour and

the responsibility to do this task every day. The truth is that we are all dependent on the wellness of the earth and therefore need to be listening and looking to see how we can be Good Samaritans to those near to us and, as best we can, to those in other parts of the world.

I wonder in what ways we can practice paying attention to cries for help from those near and far from us?

Games

Good Samaritan Race (without any emphasis on it being a winning type of game)

Form teams of four. Choose one person from each team to be the hurt man who was robbed and beaten on his way to Jericho. Have the hurt people lie on the floor at the end of the room opposite their teams. Give each team a supply of 10 to 15 adhesive bandages (or something else that can be reused... say strips of fabric) and a cup of water.

On "go," teams race with their supplies to their hurt team members. The goal is to put 10 bandages (bits of fabric) on the hurt neighbour, give him or her a drink of water, and carry the person back to the starting point.

Once every team has accomplished this, gather everyone together for circle time and reflect on the connections made between the bible story and the game. Consider asking, "How did you feel when you were helping the hurt person? If you were the hurt person, how did you feel while you were being helped? How would you feel if you were hurt like the man in the parable and no one stopped to help you? What do you think Jesus meant when he said, 'Love your neighbour as yourself'? What can you do to help others in need?"

Good Apples

Tell the children that some time will be spent finding out about how people are the same and how they are different. Put apples on a table in front of the group. Have each child choose an apple. Tell them to get to know their apple really well. Feel the wrinkles

and ridges, smell the skin, look at the patterns and colours. Suggest they notice their apple's special characteristics. Have them make up a story about their apple and tell it to a friend. Allow the kids to share their stories with the rest of the group. Direct the kids to return their apples to the table in front of the class.

Mix the apples up and ask the students to come back and find their apple. Ask how they knew which apple was theirs (they will indicate things like colour, size, shape, special features). Ask what this has to do with people. Make a list of how people are different. Discuss why this is important. Make a list of how people are the same. Discuss why this is important. The lists may be done in cooperative groups and then shared with the large group.

Tying it All Together

Summarize the importance of individual differences and similarities in people. Suggest that one way in which all people are similar is that they all have a star inside them (something special that makes them shine, that they especially like about themselves), just like each apple has a star inside it. Cut each apple in half (through the center, aligned with the stem). Let each child see the star inside their apple. While the children eat the apple, allow them to share something about their star, their strengths, their individuality.

Activities

Simple words or actions of kindness

Create something that can be shared at church morning tea (or another church gathering). Perhaps this looks like making something to display on the altar for next service. Take some time as a group to pray about people in the church who may be hurting or needing more love. Discuss how you can support them. Perhaps this looks like writing a note that reminds them of God's love for them.

Sharing the harvest

If you've started growing vegetables in the garden, consider harvesting some to give away to parishioners or neighbours. Bless them with the gifts of the earth - the gifts of Creator and Provider God!

Takeaway for Families

- Adopt a section of the street or a street corner near your home which you can resolve to monitor and maintain for all to enjoy. Pray for the people and creatures who most utilise that space. Ask God to help keep you alert to the needs of that environment and those who live in it or pass through it. Determine a practical way to support or engage with that environment and those people and creatures.
- Focus your prayer this week on those in your church, neighbourhood, or school communities. Ask God to reveal those who may be hurting and pray for God's nearness to them. Think about practical and simple ways you can extend God's love to them.
- Resolve to practices of distancing from your devices. In order to notice, we typically need to put away our devices, the things that most often disconnect us from each other. Although, we know there are also real benefits to our devices, we just need to be more selective about when, where, and how we use them. There are so many gifts in the present moment - we have to be attentive to notice them. If we are not attentive, we might miss an opportunity to be a Good Samaritan. Discuss as a family what it might be like to go without your devices for a day. Set family goals to eliminate device usage during the week. Reflect your experiences and observations back to each other. I wonder what you noticed. I wonder how your behaviour changed. I wonder what you heard from God.

Week 6

Disobeying God and the consequences of causing harm

Story

Genesis 3:1-19.

Today's story is about the consequences of Adam and Eve eating the apple in the Garden of Eden.

Note: Consider sharing the story through reading *The Garden, the Curtain, and the Cross* written by Carl Laferton. Alternatively, read and act out *The Jesus Storybook Bible* version of this scripture.

Message

In this Bible story, Adam and Eve encounter a serpent who tempts them to go against what God has created them to do. The serpent tells them that they will be like God if they eat the fruit. So they listen to the serpent and consequently disobey God. When God discovers what has happened, he tells Adam and Eve they must leave the garden because they have allowed sin to enter into the Garden. They must face the consequences of their sin, which includes them continuing to do the hard work of caring for the earth.

God told Adam and Eve not to eat the fruit. It was sinful for Adam and Eve to disobey God's command. I wonder what sin is?

Sin separates us from God and from experiencing the greatness of God's love. God doesn't want us to sin, just as he didn't desire for Eve and Adam to sin. Because of sin, all of creation is being harmed. Thankfully, God knows this and doesn't want sin to rule life on earth. This is why God sent Jesus to come to earth and make right all relationships facing serious suffering caused by sin.

Like many prophets throughout the Old Testament, God sent Jesus to prophesy, that is to proclaim God's promises to redeem goodness, eternal life, and genuine love to a society that was deeply suffering. In a way, Jesus came to earth to bridge us humans back to God. Jesus opened eyes and hearts to remember the glory of the Kingdom of God, sometimes literally healing people with blindness.

As we emulate Jesus' radical love for the lost, the least we help to further expose the God's Kingdom on earth as it is in heaven. We have a unique

opportunity to enact and extend divine love to the ground from which we all eat, to the air around us which we all breathe, to the people with which we interact.

Instead of choosing behaviour driven by sin, with God's help, we can learn to show grace, love, and kindness to everyone and everything we touch and see. This is a very difficult task, one that we will fail and inevitably cause harm to others, but it is one we must strive to do as best we can. God is always our strength in times of weakness.

Today we can see some of the consequences of our sin when we disobey God's command for us to care for the earth. I wonder what kinds of consequences you see?

I wonder what people and places are hurt by excessive pollution? I wonder how excessive pollution makes those people feel?

We can understand more of the effects of sin by reading other stories in the Bible. In the New Testament book of Romans (8:22-27) we hear that the whole world is groaning - creation is groaning and we are groaning because of the hurt and pain, the suffering caused by sin. For now, we wait for the Earth to be recreated like it once was in the beginning, in the Garden of Eden. And not only do we wait, but we wait with hope.

I wonder what hope looks like to you? Hope is trusting in what we cannot see but what we know to be true. We wait in hope for Jesus to return to Earth and for everything to be made right. While we groan and wait in hope, the Holy Spirit will come to comfort us, remind us that we are not alone, and encourage us to enact our belief that God's love is still bigger than all of our suffering.

Let's pray for the Holy Spirit to comfort us when we groan because of the harm being done to us and God's beautiful creation.

Games

Stay on the Path

Create a path throughout the room. Instruct the kids to walk along a path where they are tempted to leave the path due to various enticing treats or toys. If they stay on the path, it will lead them to the ultimate prize (you decide what that is - perhaps it's a brazier at the end with roasting marshmallows). Keep the prize covered until everyone has reached the end of the path. This teaches the kids to trust that the prize will be good.

Gather the kids for a circle time following the game. Encourage the kids to share their experiences. I wonder what was most difficult. I wonder what tempted them most. I wonder what kept them going on the path. I wonder how God spoke to them.

Cake mistake

Reflection from a children's programme leader at St. Thomas' Anglican Church in Newtown, Wellington: The kids did a skit. Zach had baked a beautiful chocolate cake & gifted it to Stan and Matt with a warning to only cut it with a proper knife & cake slice. I convinced them to use some mixer tools (awkward and inappropriate) which they did. The cake was ruined and when Zach came back - he was upset. Super effective in showing the message.

Activities

Letters to our leaders

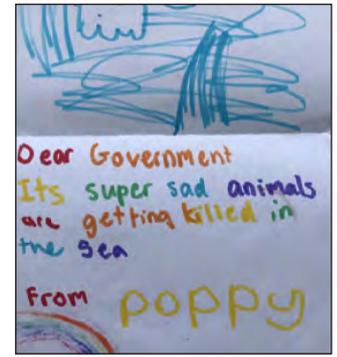
The consequences of our sin and disregard for the environment hurts our brothers and sisters all over the world. Provide some photos to show how our brothers and sisters around the world are negatively impacted by our collective harm on the earth. A few localised examples might be (a) endangered endemic species, i.e. the Maui Dolphins or (b) destruction of our wetlands and native forest for the benefit of logging, and pasture and urban development or (c) an iwi losing access to their sacred land.

Suggest a time to write messages to some of the leaders of our country (ie Prime Minister Jacinda and Hon. James Shaw) and ask them to put rules in place that make it easier for us to better care for our earth and the people and animals that live on it. As a collective, think about what you want the government to do to properly address these issues. State the issue (or issues) in the letter, then ask the government to take a specific action.

Then conclude the session with a prayer for our leaders and for places, people, and creatures that have been deeply damaged.

Here are some examples of letters sent by the children's programme at St. Thomas' church in

Wellington:



Takeaway for Families

- Suggest families find a photo of a beautiful place they visited together to hang in a prominent place in their house. Allow the photo to be a reminder of the beauty of the place and how we want to be sure it remains a beautiful place for all else who visit it in the future. Pray for the flourishing of all life in that place.
- It is convenient and tempting for us to buy products we want or need without consciously thinking about the impacts of those products once we are finished using them. In many ways our planet is choking. This is happening through the combination of our lack of concern for the wellbeing of our local and global neighbours and the lack of alternative, ethical low-waste consumption and disposal systems. Landfills are quickly filling and overflowing and not without destructive, toxic impacts on the wider environment.
- One way you can gauge your contribution to this system is to perform a waste audit on your family's rubbish production after one week. This can be a messy task, so make sure you are prepared with gloves and a space that can be easily cleaned up. Take note of the contents of your bin. Are there products that can be diverted from the landfill? Find out from your local council what numbers can be recycled and/or if there are any composting initiatives to which you can contribute. Are there waste products that can be avoided or replaced with a low-waste alternative? Don't feel guilty if there are products you simply cannot replace with a low-waste alternative. Practice grace and patience as you wait for an alternative and bless the disposal journey of the product. Perhaps consider requesting your shops to restock with low-waste products. Determine 3 steps that are manageable (and fun) for your family to take going forward.
- Join a campaign - Check out Anglican Advocacy's facebook page or Eco Church NZ's Zero Waste Programme.

Week 7

We work together to care for creation

Story

Genesis 2:15-24. Today's story is about how God wants us to care for creation.

Note: Consider sharing a story of familiar people (ordinary people) who listened to God and worked together to create a change. See direct links to stories from community members and parishioners of Miramar Peninsula and parishioners at All Saints' Palmerston North in the reference page.

Message

Throughout this term we've been talking about how one of our responsibilities as humans is to work together to help God care for creation. This is important to remember, especially when we bump up against people with whom we find difficult to get along. God created us to work together and to learn to get along with people, even those who are different from us. God speaks differently to each of us so we need to listen to each other in order to hear and see the full picture of what God has to say. I wonder what it's like for you to work with other people? I wonder what it's like for other people to work with you?

How do we care for creation? We work together! And we work at a pace that suits everyone's strengths and passions. We practice having grace for each other.

I wonder where we start? God illuminates the small acts and the ordinary people -- all of our environmental efforts are important. As long as we are taking care of creation in a way that is easy and acceptable for all of us, then God honours and blesses our work. God is pleased when we take good care of what God has created, when we take care of God's gifts. Our efforts bring praise and glory to God. I wonder what actions you have taken that bring glory to God?

It's also important to remember that we cannot do everything and certainly, we cannot do anything alone. We need God to partner with us - to give us strength, courage, inspiration, and encouragement. We also need God to remind us to take rests and to take good care of ourselves - our minds and bodies. We do as much good as we can, but not

at the expense of anyone else or our own limited capabilities. As we care for creation, we also care for each other. And we always remember that God loves us no matter what.

Games

Continental Divide

Divide everyone into even teams. Instruct each team to form a straight line that is shoulder to shoulder within their team. Tell the participants that their shoes are fused to the person's shoe to their right and left. In this formation, instruct each team to move from point 'A' to point 'B'. If anyone disconnects shoes, the team comes back to point 'A' and starts again. The first team to point 'B' wins!

Look and Listen Scavenger Hunt

Find 3 representations of human-induced harm to the earth and 3 representations of God's beauty in creation. You might hear bird song or smell petrol fumes from a car. I wonder what you make of the plants growing through cracks in the concrete. I wonder what rubbish you found. I wonder what you saw in the garden.

Begin the scavenger hunt with a prompt. Perhaps something like "Let's see how well we're taking care of God's world. We're going to go on a look-and-listen walk. I want you to be totally silent-no talking at all. Listen for all the sounds you can hear, and look around for any rubbish or pollution. Pick up any rubbish to put in the bin. Don't talk until we're back here again."

After a two-minute walk outside, bring the participants back inside and discuss the sights and sounds. Ask about the natural and the human-made sounds. Consider discussing the natural beauty and human-made pollution.

I wonder how God feels when he sees how people are harming God's beautiful world. I wonder if people know that some of their behaviour is destructive. I wonder what people are doing to make changes. I wonder how many people are aware of the beauty all around them.

Activities

Drawing (adapted resource)

Give each participant a sheet of paper and a drawing implement. Read aloud Psalm 104:24. Instruct participants to divide their paper in half. Encourage them to draw on one half a picture of their favourite thing from nature. On the other half, encourage them to draw or write one thing they'll do with their families this week to help take care of God's wonderful world.

Alternatively, on one half of the paper, encourage participants to reflect on the two minute walk and draw what they saw was harmful and on the other half draw what they saw was beautiful. Emphasise that the beauty they saw is a reflection of God's love.

Afterward, ask some of them to show what they drew or wrote. Encourage the participants to tell their families about their learnings.

Video

How are we caring for creation in our children's programme and how can we share this story to inspire other children's programmes? Film a short video showing what you are doing (or what you have done) and interview some of the kids' thoughts and learnings from the project.

Takeaway for Families

- Focus your prayer this week on how you can work better together as a family. Ask God to reveal what's challenging. Ask God to give you courage to be honest with each other, to speak with love and truth.
- Brainstorm and discuss as a family what activities could be done better together. Perhaps it's holding a working bee every fortnight in the backyard. Perhaps it's cooking a meal together and inviting friends over to eat it with you. I wonder what's easier about working together? I wonder what's more challenging? I wonder what God is speaking to you about?

Week 8

Sabbath grows us into our best selves

Story

Play the BibleProject's "Sabbath" video (5 mins, 27 seconds).

Note: You will likely need to pause and explain a few big words and complicated concepts, or you may choose to show a portion of the video, depending on the age of your group.

Message

As we have heard in the Genesis creation story, God made the seventh day as a day of Holy rest. In our modern times this looks like setting aside time for us to thank God for the gifts God has given us, to rest in God's provisions, and to remember our identity in Jesus. This is a day of slowing down and listening to God.

I wonder what it means to have identity in Jesus?

I wonder how this relates to practicing the Sabbath?

Do you remember Jesus' purpose on Earth? It was to restore the scattered bits of creation - the dysfunctional relationships between humans, between humans and the earth, and between humans and God - back to God's original intentions. Jesus came to put an end to eternal suffering from sin and to restore the love of God back into the world. So through Jesus' ministry, his death on the cross, and his resurrection we remember our identity.

I wonder what your identity in Jesus tells you about who you are?

On the Sabbath, when we rest our bodies, minds, and spirits, we give glory to God. This kind of rest allows us to listen and hear the truth God is speaking to us. We can rest in many different ways. Whether we rest with our families or by ourselves, we can trust that God will speak to us.

I wonder how you rest your body, your mind, and your spirit?

I wonder what it means for creation to rest. I wonder if God rests?

Games

Minute to Win it:

In this game, participants go head to head against each other for various, not too difficult tasks. They will be instructed on how to complete their task and then will be given one minute.

Consider gently aggravating the ability for each participant to focus on the task (i.e. throwing soft toys at their feet) so as to show them how God is often demanding our attention but we are too busy or too focused on something else to stop and pay attention to what God might be saying.

Activities

Prophetic prayer

Sabbath is a great time to practice praying, both talking and listening to God. God desires to give us good gifts and often does so through prayer. Split kids up into appropriate age groups and divide even further into smaller groups. Set up a comfortable space to sit together and pray. Perhaps play some quiet music in the background to help hold a reflective mood. First encourage everyone to listen to God. Ask all participants to silently ask God to show them a picture. After a few minutes, ask the participants to share the picture they received from God. Consider asking them what they think God is saying to them through that picture. Emphasise that the picture is a gift from God, a revelation of God's love.

Not everyone is able to rest well

Not everyone is able to rest well. Some people have busy jobs or physical impairments which prevent them from being able to rest properly. God did not intend for their lives to be so exhausting. I wonder what are small things we can do to ensure all of God's children get sufficient rest. I wonder what are some big things we can do to emphasise the human right to good rest. This might look like writing to Prime Minister Jacinda to request all workers get paid a living wage so they don't have to over-work.

Before you end this week's session

Inform the group that in a couple of weeks you will be putting the learnings from the term into action and that collectively you will be deciding what you can do alongside the rest of your church in the coming terms*. Next week can be the initial planning week (refer to "Activities for Response" in week 9). Consider offering some general ideas before you end the session--i.e. tree planting along a local stream; collecting rubbish along the roadside to create sculptures or costumes for an exhibition or performance--that can be further fleshed out next week. You can find further ideas in the "Activities for Response" in weeks 9 and 10.

Takeaway Activities for Families

- With your family, decide on weekly activities you can make time to do together. Make sure everyone in the family has an opportunity to share their opinion. One way of making this time together even more sacred is to put away your devices and choose to be as present as possible to each other.
- Take time to share what you are thankful for. Integrate this practice into your Sabbath time each week. Start a collection of nuggets of gratitude. Encourage each person to write something they are grateful for on a rock. Keep the rocks in a prominent place to serve as reminders of God's continued presence and provision throughout the week.
- Think of those in your community or wider church family who get little to no rest because of their jobs, family life, where they live, age, abilities, etc. Come up with ways to help them experience better rest, i.e. cook them a meal or offer to help clean their house. Ask this person for approval first. Whatever act of service you do, try to do it as a family.

** Be sure to consult your priest and other leaders first.*

Week 9

The earth is a place everyone can call home

Story

Choose a handful of **Psalms** to share. Here are some examples: Psalm 8; 15; 24:1; 104:5-32; 44:23-26; 90:1-6. Note: Consider using props or tactile objects to pass around as the Psalms are read.

Message

The Psalms, like many books in the Bible, present a worthwhile reflection of our intrinsic connection to God's earth, the place we all call home. They often reflect the creation story, how humans were created from the earthly elements of dust and water and were called to care for the other creatures, including one another. The Psalms describe our human experiences of life on earth both from places of genuine, happy praise and deep sadness and longing for what the earth contains and lacks and for all that it will one day be. We can read the Psalms to get a fuller picture of this earthly home that we share. Many of the Psalms reveal God's power to transform the earth, to intercede when there is despair and destruction. This shows us that God desires for all creatures, all living things, all created things to flourish on earth.

All throughout the Bible we are reminded that God has created all things, visible and invisible, for us and for God to flourish in God's love. What a gift and an honour for us each to dwell on this earth!

Because God has invited us to have life on Earth, I think it's safe to say that we exist as God's guests.

I wonder when you are a guest in someone's home how you treat that person's belongings?

I wonder how we should treat God's possessions?

While this Earth is where we have the freedom to establish our home, we also know that it is God's home and we should choose to live in ways that respect God's expectations and desires for all life.

Just as Adam and Eve were given the Garden of Eden to be a home they shared with other creatures, so we should also continue to make our particular place on earth a home for everyone.

I wonder how you welcome a guest into your home?

I wonder how you know you belong in your home?

Games

Litter, Litter, Everywhere (adaptation)

Before the session, draw four squares with chalk. Label each square 1, 2, 3, or 4.

Preempt the game by saying something along the lines of "Let's do an activity that will help us understand how God must feel when we mistreat the earth."

Direct the participants to stand around the outside of their squares as you distribute scraps of paper or any other objects - ie balls or blocks and label them as "rubbish" for the game - on the floor evenly among the four squares. At each square, ensure the participants are divided into small groups around the squares.

Instruct the participants that their group owns the square they're standing around. The goal of their group is to keep the area in their square the cleanest. Tell the participants that they can only get rid of their "rubbish" by putting it in other squares. At the end of one minute, the group with the cleanest square wins. Give the participants a 15-second warning before you say, "Stop." Instruct the groups to clean up their squares and sit down.

Follow up the game with a discussion. Consider asking the kids what kind of feelings they had while trying to keep your square clean and why.

Activities

Learn the history of your home place

The point of this activity is to grow interest in caring for the fullness - the history, legacy, stories, people of the past and present, etc. - of the places in which we live. Perhaps some of the older kids can do research on the history of your town or suburb. Prompt their research with a few questions, such as: What happened many years ago in this place? Were there indigenous people before others settled? Who were they (what iwi or hapu)? What did they practice in this place? How did they care for this place they called home?

Once the researchers have gathered a bit of relevant information, gather everyone back together. Ask volunteers to share the answers they found. Consider continuing the discussion with a couple more

questions, ie. How do you think we can honour their legacy? How can we be faithful to God in helping to restore God's good creation here?

Discuss how our care for a place translates to establishing safety, comfort, and hospitality. I wonder if there are any people or creatures here that might not feel like this place is their home too. I wonder what we can do to help them feel more at home.

If there are not many ideas from the kids, highlight a problem common to your geographical location. Perhaps your town is near the coast and thus a common problem is rubbish entering drains that lead to the sea. Or perhaps your town is located further inland and a common problem is eels dying from toxins in the stream.

Take some time to read Colossians 1:16 which says "For in God all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through God and for God." Everything on earth makes up the earth, our home, which God created not only for us, but also for God's own self.

We can show our love to God by caring for God's earth.

Remind the group that next week you will be preparing a plan for a practical and fun way to care for God's earth as a church family.

I wonder if we can come up with some ways to take care of the earth within our own community?

If ideas are few, consider some of these below:

- Take time to plan a community clean up day at a local nature patch (ie beach, stream, reserve, etc.). Consider organising the clean up as a whole church activity for the final week of this series.
- Adopt a stream, river, lake, or walking path and help clean it up.
- Plant native bush. Perhaps there's a local group already pioneering this in your area.
- Plan an alternative transportation day. Encourage walking, cycling, or using public transport.
- Determine ways that you could use less water. Suggest taking shorter showers and/or turning water off while brushing your teeth.
- Clean up a local park, an empty lot, or neighbouring streets. Bring additional gears in case anyone unexpected wants to join in.

In finishing your time together, encourage each person to think with their family as to one way they might be able to care for God's earth this week. As a group, decide one way your children's programme will care for one particular place or part of creation going forward.

Write your own Psalms

Start this exercise by asking each participant to answer as many of these questions as they can or would like to. To assist each participant in choosing a direction of their Psalm, suggest the options of writing a Psalm of lament or praise or a combination.

- How would you like to bless Creator God?
- What do you thank God for?
- What parts of creation make you happy?
- What parts of creation make you sad?
- How do you want God to help the sad parts?
- Where do you see God in creation? How do you connect to God in creation?
- How do you know God is there?
- Who is your neighbour in creation? Are they a stranger?
- How can you love them?
- How can you thank creation for serving your family? Or your family for serving creation?

After answering the questions, help each child order their Psalm in a way with which they agree.

If enough time remains, ask a few children to read their Psalms. Encourage each child to take home the Psalm they wrote along with the question sheet to share with their family.

Takeaway Activities for Families

- As a family, continue to research the history of the place in which you live. Consider learning more about the Treaty of Waitangi and what it means for us all to be able to live well in Aotearoa New Zealand. Perhaps this looks like researching via the internet or library. Or perhaps it means visiting your local marae, getting to know those who reside there, and hearing the stories. I wonder what you notice about the wairua of the place in which you live. I wonder how God is speaking to you?
- Set aside some time to write Psalms as a family. Begin your session with a prayer, inviting the Holy Spirit to show you visions of God's Kingdom on earth as it is in heaven. Consider saying The Lord's Prayer together. Use the question template to prompt your writing.
- Write and decorate messages of love and hospitality to hang in any street facing windows. Show your neighbours that they are welcome here.
- Consider hosting a community meal with your church. Invite those with whom you wouldn't normally interact.

Week 10

Recap the main themes, respond with creativity & hope

Story (+ message)

This is the final week of the programme and the main opportunity to put the learnings from the term into action. Your group will hopefully have decided on an action for you to lead the rest of the church on.

Provide costumes to represent the different themes of the previous weeks. Provide butcher paper, felts, and scissors to create additional props. Consider providing clean bits of rubbish or recycling that could also be used or re-purposed into crafts. Email parents one week ahead to ask families to contribute materials for props.

Ask the kids to reflect on the discoveries of this term. If there's enough kids, put them in groups and ask each group to act out a different theme using their own words, interpretation, and learnings from the term. Determine the themes as a whole group first. If there are enough older kids, ask them to come up with an action point, or idea of something they would like to continue working on, related to their theme, into the rest of the year.

Here are some themes to get you started: we are created and called good; we are priests; beauty is all around us; we are Good Samaritans to the earth; we all belong here on earth.

As we reflect on the term that's been, one of the greatest offerings we can bring is a posture of creativity and of hope. This encapsulates God's love for all of creation and our love for God our Creator.

Games

Invite the older kids to lead a game of their choice - perhaps a favourite from earlier in the term.

Activities

Now that you've completed a term's worth of exploring God's creation, it's time to put your learnings into action. Choose one of the options you have been brainstorming from weeks 8 and 9 or choose an idea from below for your group to implement:

- Come up with a creation care plan for your wider church family. Consider looking at joining Eco Church NZ.
- Make some posters for your church walls (i.e. God's perspective on resourcefulness and creativity in waste reduction and some practical tips).
- Film a short video explaining to your church as to why it's important to your group to care for creation. Perhaps this could be an opportunity to showcase some of the things you have created or projects you have started.
- Write letters and/or draw pictures to send to the PM asking them to take urgent action on a relevant environmental issue. Refer back to week 6. Consider making a notice in the main service and ask the wider church congregation to join you in letter writing/picture drawing.
- Think about re-inventing a version of the sustainable fashion show (previously done by St. Paul's Cathedral in Wellington).
- Plan future beach or stream or native reserve clean-up missions, perhaps straight after church. Alternatively, suggest having church at the clean-up location (refer to once a month beach clean-ups and liturgy of Lyall Bay Community Church).

Takeaway Activities for Families

Take some time this week to recount the ways you have grown and been challenged as a family this term. Share your gratitude with one another. Then pray that God would continue to challenge your thinking and behaviour around caring for creation.

I wonder what learnings and developed practices from this term that your family would offer back to your community or church?

I wonder what rhythms you will carry into the future as a family?

References

Week 1

- Animal Kingdom game: <https://youthgroupgames.com.au/games/240/animals/>
- Harakeke/Flax weaving harvest: <https://my.christchurchcitylibraries.com/harakeke/>
- Harakeke/Flax weaving extensive overview: <https://www.nzgeo.com/stories/flax-the-enduring-fibre/>
- Harakeke/Flax instructions for weaving stars: <http://alibrown.co.nz/blog/flax-gift-wrapping>

Week 2

- Godly Play YouTube video telling the Creation story in Genesis 1 <https://www.youtube.com/watch?v=QBUF51c1T04>
- Access to string art diagrams attached
- Access to colouring pages from Joe McMenamin attached

Week 3

- Access to colouring pages from Joe McMenamin attached

Week 4

- Final paragraph of message adapted from pg 9 of A Rocha USA's "God's Creation: Child's Bible Study, Ages 4-6"
- Access to Wellington Anglican Diocese Young Person's pinterest page: <https://www.pinterest.nz/youngpersonsoffice/worshipful-colouring/>
- Access to Prayer Wall Pinterest page: shorturl.at/ktvzT

Week 5

- Caritas Aotearoa State of the Environment Report 2018, mention of polluted waterways, pg 39 <http://shorturl.at/hpyBY>
- Good Samaritan Race: <https://childrensministry.com/game-the-good-samaritan-game/>
- Good Apples: <https://www.kidactivities.net/activities-that-connect-kids/>

Week 6

- Stay on the path game: https://sermons4kids.com/resisting_temptation_group_activities.htm
- Anglican Advocacy facebook page: <https://www.facebook.com/anglicanadvocacywn>
- Eco Church Zero Waste Programme: <https://www.ecochurch.org.nz/zero-waste-programme>

Week 7

- Miramar Peninsula parish and community activism: <https://www.youtube.com/watch?v=CBRJU8sDRio&feature=youtu.be>
- All Saints' Palmerston North parish activism: <https://www.youtube.com/watch?v=XxQHZ6VOial&feature=share>
- Drawing activity: <http://childrensministry.com/articles/5-fun-activities-about-taking-care-of-gods-world/>
- Continental divide game: <https://kidactivities.net/activities-that-connect-kids/>

Week 8

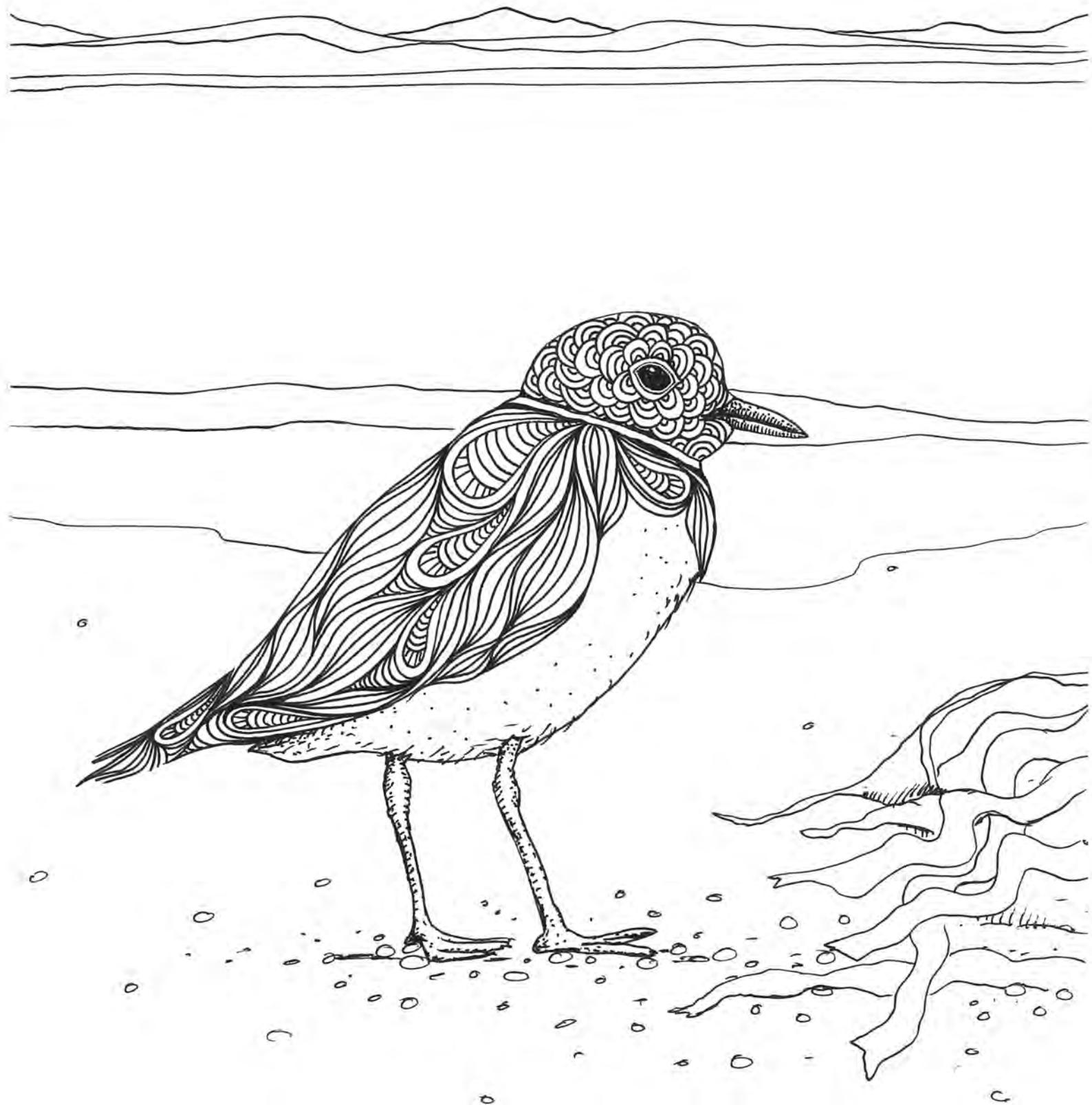
- Bible Project's video on the Sabbath: <https://bibleproject.com/explore/what-is-the-sabbath/>
- Minute to Win-It task ideas: <https://happymomhacks.com/minute-to-win-it-party-games-for-kids/>

Week 9

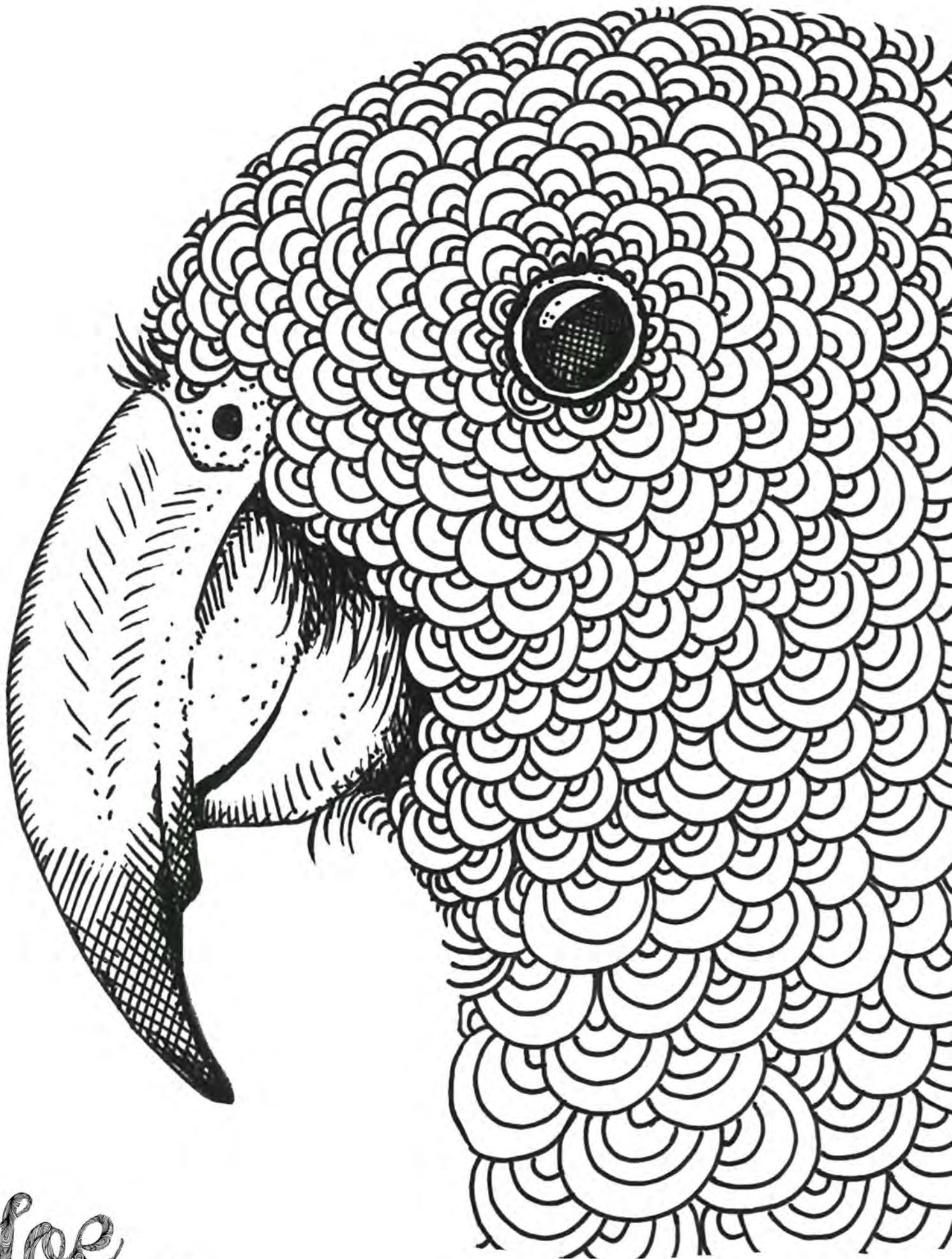
- Litter, Litter, Everywhere on page 4 of the attached "Care of Creation lessons and activities" document
- Learning the history of your home place activity, refer to the book Teaching Kids to Care for God's Creation. A single, physical copy is available at the Anglican Centre in Wellington.

Week 10

- Eco Church NZ: <https://www.ecochurch.org.nz/>
- Kids' Sustainable Fashion Show: <https://www.facebook.com/events/1067114096769611/>
- Lyall Bay Community Church facebook page: <https://www.facebook.com/lyallbaycommunitychurch>



Joe
McMenamin



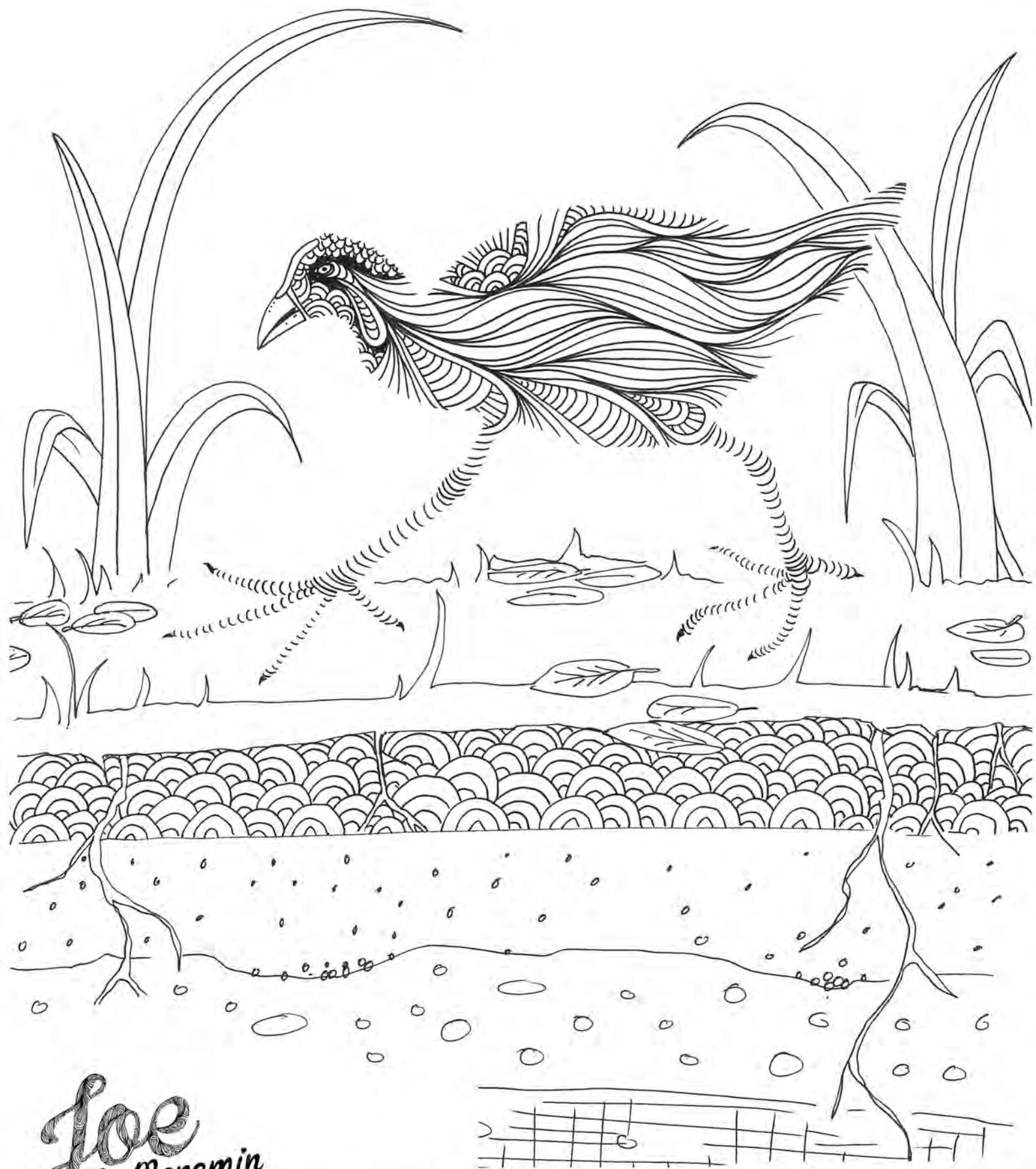
Joe
McMenamin



Joe
McMenamin



Joe
McMenamin



Joe
McMenamin

needle
-
threader
-
TAPE



TAPE

Handwritten numbers and letters arranged in a circular pattern. The numbers range from 1 to 192, with some letters (A, B, C, D, E, F, G, H, I, J, K, L) interspersed. The arrangement is roughly as follows:

192, 191, 190, 189, 188, 187, 186, 185, 184, 183, 182, 181, 180, 179, 178, 177, 176, 175, 174, 173, 172, 171, 170, 169, 168, 167, 166, 165, 164, 163, 162, 161, 160, 159, 158, 157, 156, 155, 154, 153, 152, 151, 150, 149, 148, 147, 146, 145, 144, 143, 142, 141, 140, 139, 138, 137, 136, 135, 134, 133, 132, 131, 130, 129, 128, 127, 126, 125, 124, 123, 122, 121, 120, 119, 118, 117, 116, 115, 114, 113, 112, 111, 110, 109, 108, 107, 106, 105, 104, 103, 102, 101, 100, 99, 98, 97, 96, 95, 94, 93, 92, 91, 90, 89, 88, 87, 86, 85, 84, 83, 82, 81, 80, 79, 78, 77, 76, 75, 74, 73, 72, 71, 70, 69, 68, 67, 66, 65, 64, 63, 62, 61, 60, 59, 58, 57, 56, 55, 54, 53, 52, 51, 50, 49, 48, 47, 46, 45, 44, 43, 42, 41, 40, 39, 38, 37, 36, 35, 34, 33, 32, 31, 30, 29, 28, 27, 26, 25, 24, 23, 22, 21, 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.

TAPE

TAPE

***** SNOWFLAKE *****

DOWN	UP																
3	180	182	149	145	116	118	85	81	53	49	180	182	149	145	116	118	
5	178	182	147	145	114	118	83	81	51	49	178	182	147	145	114	118	
4	179	174	148	142	115	110	84	78	52	46	179	174	148	142	115	110	
6	181	174	146	142	117	110	86	78	50	46	181	174	146	142	117	110	
9	177	174	150	142	113	110	82	78	54	46	177	174	150	142	113	110	
10	175	166	143	134	111	102	79	70	47	38	175	166	143	134	111	102	
17	171	176	130	135	104	105	66	71	34	39	171	176	130	135	104	105	
12	162	167	130	135	98	103	66	71	34	39	162	167	130	135	98	103	
19	168	163	136	131	104	99	72	67	40	35	168	163	136	131	104	99	
14	164	169	132	137	100	105	68	73	36	41	164	169	132	137	100	105	
21	170	165	138	133	106	101	74	69	42	37	170	165	138	133	106	101	
16	166	171	134	139	102	107	70	75	38	43	166	171	134	139	102	107	
7	172	17	140	17	108	17	76	17	44	17	172	17	140	17	108	17	
18	167	173	135	141	103	109	71	77	39	45	167	173	135	141	103	109	
8	174	168	142	136	110	104	78	72	46	40	174	168	142	136	110	104	
9	169	175	137	143	105	111	73	79	41	47	169	175	137	143	105	111	
20	176	170	144	138	112	106	80	74	48	42	176	170	144	138	112	106	
11	176	170	144	138	112	106	80	74	48	42	176	170	144	138	112	106	
22	171	162	139	130	107	98	75	66	43	34	171	162	139	130	107	98	
13	163	172	131	140	109	108	67	76	35	44	163	172	131	140	109	108	
8	173	164	141	132	109	100	68	77	35	44	173	164	141	132	109	100	
14	165	174	133	142	101	110	69	78	37	46	165	174	133	142	101	110	
15	165	174	133	142	101	110	69	78	37	46	165	174	133	142	101	110	
193	167	161	135	129	103	72	71	65	39	33	193	167	161	135	129	103	
168	162	136	162	104	130	92	98	66	19	24	168	162	136	162	104	130	
13	169	163	137	131	105	99	73	67	41	35	13	169	163	137	131	105	
170	14	138	164	106	132	74	100	42	68	21	170	14	138	164	106	132	
15	171	165	139	133	107	101	75	69	43	37	15	171	165	139	133	107	
183	16	151	166	119	134	87	102	55	55	23	183	16	151	166	119	134	
17	184	17	152	17	120	17	88	57	57	24	17	184	17	152	17	120	
185	167	153	135	121	103	89	71	57	39	25	185	167	153	135	121	103	
168	186	156	154	104	122	72	90	40	58	19	168	186	156	154	104	122	
187	169	155	137	123	105	91	73	49	41	27	187	169	155	137	123	105	
170	188	138	156	106	124	74	92	42	42	28	170	188	138	156	106	124	
189	171	157	139	125	107	93	75	51	43	29	189	171	157	139	125	107	
183	190	151	158	119	126	87	94	61	43	29	183	190	151	158	119	126	
191	184	159	152	127	120	95	88	53	54	31	191	184	159	152	127	120	
185	192	153	160	121	128	89	96	55	58	32	185	192	153	160	121	128	
193	186	161	154	144	122	97	90	65	58	33	193	186	161	154	144	122	
187	12	155	162	123	130	99	98	67	60	34	187	12	155	162	123	130	
13	188	163	156	131	124	99	92	61	68	29	13	188	163	156	131	124	
189	14	157	164	125	132	101	94	69	62	30	189	14	157	164	125	132	
15	190	165	158	133	126	101	94	69	62	30	15	190	165	158	133	126	
191	16	159	166	127	134	95	102	63	70	31	191	16	159	166	127	134	
17	192	17	160	127	134	95	102	63	70	31	17	192	17	160	127	134	
STOP!	Tape,																
cut,																	



***** BUTTERFLY *****

DOWN	UP	DOWN	UP	DOWN	UP	DOWN	UP
66	78	52	31	84	5		
79	67	32	53	63	110		
18	29	54	33	55	111		
12	19	34	55	52	62		
20	13	56	35	61	112		
14	21	56	35	61	112		
14	21	56	35	61	112		
22	15	58	37	4	112		
16	23	58	37	4	112		
24	17	38	59	111	112		
18	25	60	39	111	112		
26	19	40	26	1	2		
20	27	27	41	113	80		
28	21	42	28	81	35		
22	30	30	43	34	82		
22	30	44	51	83	33		
29	23	32	45	32	84		
24	12	46	33	110	31		
13	25	34	47	30	111		
26	14	48	35	112	29		
15	27	36	49	12	113		
28	16	50	37	35	11		
STOP!	81	38	51	10	34		
Cut,	95	52	39	33	9		
tape,	83	40	53	8	32		
61	68	54	41	54	41		
69	62	42	55	6	30		
63	70	44	57	63	12		
71	64	44	57	58	45		
65	72	46	59	61	10		
73	66	46	59	9	80		
67	74	60	47				
75	68	48	26				
69	76	27	49				
77	70	50	28				
77	70	50	28				
71	78	107	94	STOP!			
79	72	95	108	Cut,			
73	61	109	96	tape,			
62	74	97	77	Body			
75	63	78	98	8	81		
64	76	99	79	8	81		
71	65	30	81	6	83		

