# With Respect in Creation

The climate is changing, youth are striking, and all creation calls to us to take action. This five-session series invites children to learn more about what is happening to God’s creation and how to take action as people of faith.

This faith formation series is designed for children ages 5‒11. It provides a variety of activities for each session so you can choose what you think will be best for your particular group of children.

Ralph Milton’s *Family Story Bible* and *Lectionary Story Bible, Year B*, are mentioned several times and are available from the [United Church Bookstore (UCRD)](https://ucrdstore.ca).

## Focus Texts: Job 12:7‒10 and Genesis 1:26‒28

Using the framework of the Job text, each session concentrates on one aspect of creation that has something to teach us: animals, birds, plants, fish, and humans. A New Creed and A Song of Faithprovide a theological grounding for the series.

**Job 12:7‒10**

“But ask the animals, and they will teach you; the birds of the air, and they will tell you; ask the plants of the earth, and they will teach you; and the fish of the sea will declare to you. Who among all these does not know that the hand of the Lord has done this? In [God’s] hand is the life of every living thing and the breath of every human being.”

*—New Revised Standard Version Bible*, copyright © 1989 National Council of the Churches of Christ in the United States of America. Used by permission. All rights reserved.

**Genesis 1:26‒28**

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,  
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.’”

*—*Taken from *THE MESSAGE*, copyright © 1993, 2002, 2018 by Eugene H. Peterson. Used by permission of NavPress. All rights reserved. Represented by Tyndale House Publishers, Inc.

## Theological Grounding: A New Creed and A Song of Faith

The series also gains theological grounding from The United Church of Canada’s [A New Creed](https://www.united-church.ca/community-faith/welcome-united-church-canada/new-creed) and [A Song of Faith](https://www.united-church.ca/community-faith/welcome-united-church-canada/song-faith).

**A New Creed** states,

We are not alone,  
 we live in God’s world.

We believe in God:  
 who has created and is creating….

We are called to be the Church…  
 to live with respect in Creation….

—The United Church of Canada, 1968; rev. 1980, 1995

**A Song of Faith** states,

God is creative and self-giving,  
 generously moving  
 in all the near and distant corners of the universe.  
Nothing exists that does not find its source in God.  
Our first response to God’s providence is gratitude.  
We sing thanksgiving.

Finding ourselves in a world of beauty and mystery,  
 of living things, diverse and interdependent,  
 of complex patterns of growth and evolution,  
 of subatomic particles and cosmic swirls,  
we sing of God the Creator,  
the Maker and Source of all that is.

Each part of creation reveals unique aspects of God the Creator,  
 who is both in creation and beyond it.  
All parts of creation, animate and inanimate, are related.  
All creation is good.  
We sing of the Creator,  
 who made humans to live and move  
 and have their being in God…

In grateful response to God’s abundant love,  
 we bear in mind our integral connection  
 to the earth and one another;  
we participate in God’s work of healing and mending creation.

—A Song of Faith: A Statement of Faith of The United Church of Canada, 2006

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| ***Live with Respect***  **5-week unit** | **Lesson 1: Ask the Animals** |
| **Bible Verses** | [Job 12:7‒10 (NRSV)](#_Focus_Texts:_Job)  [Genesis 1:26‒28 (*The Message*)](#_Focus_Texts:_Job) |
| **Theological Grounding** | The United Church of Canada’s [A New Creed and A Song of Faith](#_Theological_Grounding:_A_1) |
| **Emphasis or Theme** | Learn about some of the endangered or threatened land animals of Canada and how to offer respect and care for God’s gift of land animals. |
| **Preparation** | * Find/create a poster of the text from [Job 12:7‒10](#_Focus_Texts:_Job). * Invite children to bring an animal stuffie. Bring some extras in case some forget. * Choose the story you will tell and learn it, or make sure you have a copy.   Gather supplies for any of the activities you select for your group to use. |
| **Welcome and  First Activities** | Find/download/create a poster of [Job 12:7‒10](#_Focus_Texts:_Job) and hang it in your learning space.  Decorate your space with stuffed animals or pictures of animals. You may wish to invite children to bring a favourite stuffed animal with them (have some extras for those who didn’t know or forgot).  Develop an “Ask the animals what they eat” worksheet: In pairs or individually, children decide who eats what. On one side of a page list various animals, and on the other side, list various foods the animals eat (be sure to mix up the answers). With pre-readers, use pictures of various animals and the foods they eat.  Some examples might include: Anteater/ants; horses/grass, hay; squirrels/nuts, seeds; spiders/insects; fleas/blood; lions/antelopes; black bears/fruit, roots; polar bears/seals, fish; skunks/grubs, worms, raccoons/anything, including garbage, etc. |
| **Introduce the Story** | Option 1: If the children have brought their own stuffed animals, invite them to introduce their stuffie to the group. What kind of animal is it? Does it have a name? What do they like best about this animal?  Option 2: Ask the children if they could be any animal that walks on land, what they would be and why?  Option 3: Play the Animal Pairs game: Hand out cards or stickers with a picture or name of an animal. There should be at least two of each animal. Invite the children to wander around making the sound of the animal they received until they find at least one other person making that the same sound. Then they sit with their partners to hear the story.  Show the children the poster of the Job text. Let them know that for the next few weeks you’ll be looking at God’s creation, listening to God’s creation, and learning how to help care for God’s creation. For this first session, the focus is on what animals might have to teach us. |
| **Tell the Story** | Choose one or more of these options:   * Tell the Godly Play® story of Creationand engage in wondering. * Read *“*God Makes a World”from *The Family Story Bible* by Ralph Milton. * Read *The Origin of Day and Night*,an Inuit origin story featuring a fox and a hare who create day and night, retold by Paula Ikuutaq Rumbolt.   Read one of the children’s books listed in the Popular Culture Connections below.  Invite the children to name some important things animals offer the world. Older children may enjoy hearing (or telling) about the benefits to balance and biodiversity that the [reintroduction of the grey wolves](https://earthsky.org/earth/yellowstone-benefitting-from-return-of-wolves-oregon-scientists-say) is having on parks in the western USA. Biodiversity is simply a variety of life on earth.  Share the story you have chosen. |
| **Deepen into the Story** | Feel free to set up the options as centres and allow the children to choose their own activity. You might also have available a variety of art and craft materials and allow them to determine their own response.  Option 1: Learn about some of the [endangered animals in Canada](https://www.worldatlas.com/articles/endangered-animals-of-canada.html), and write postcards to Members of Parliament and/or the Minister of Environment and Climate Change for your province or the federal government. Ask government officials and parliamentarians to improve our environmental laws and stand up to industry lobbyists whose actions might destroy animal habitats.  Option 2: Check with your local Humane Society to see if they have suggestions or speakers for you.  Option 3: Create a [bug hotel](https://www.cbc.ca/parents/play/view/buuild-a-backyard-bug-hotel), reminding children that God gave the gift of every creature that walks or creeps on the land, including bugs!  Option 4: If you didn’t play the Animal Pairs game to introduce the story, play it now.  Option 5: Discover what’s happening around the world during the [Season of Creation](http://seasonofcreation.org/) and plan an event for your community. |
| **Consider Popular Culture Connections** | **Movies**  *The Adventures of Milo and Otis*  *Born Free*  *Homeward Bound*  *Pandas: The Journey Home*  *Once Upon a Forest*  **Books**  *If Polar Bears Disappeared* by Lily Williams  *Sea Bear: A Journey for Survival* by Lindsay Moore  *The Lorax* by Dr. Seuss  *What Do You See?* *A Lift-the-Flap Book about Endangered Animals* by Stephen Krensky  *Gone Wild: An Endangered Animal Alphabet* by David McLimans |
| **Review** | Review the [Job](#_Focus_Texts:_Job) text and invite the children to name one thing they learned about animals and the importance of animals to the Canadian natural environment. Encourage them to also name one action they could take to ensure better care of animals.  Learn the chorus of “All Things Bright and Beautiful,” *Voices United* 291. |
| **Conclusion** | Give thanks to God for all the creatures of the earth. Give thanks for all who care for animals. Request God’s help in listening to the animals and learning how to care for them. |

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| ***Live with Respect***  **5-week unit** | **Lesson 2: The Birds of the Air Will Tell You** |
| **Bible Verses** | [Job 12:7‒10 (NRSV)](#_Focus_Texts:_Job)  [Genesis 1:26‒28 (*The Message*)](#_Focus_Texts:_Job) |
| **Theological Grounding** | The United Church of Canada’s [A New Creed and A Song of Faith](#_Theological_Grounding:_A_1) |
| **Emphasis or Theme** | Learn about some of the endangered or threatened birds of Canada and how to offer respect and care for God’s gift of flying creatures. |
| **Preparation** | * Find/create a poster of the text from [Job 12:7‒10](#_Focus_Texts:_Job). * Choose the story you will tell and learn it, or make sure you have a copy.   Gather supplies for any of the activities you select for your group to use. |
| **Welcome and  First Activities** | Find/download/create a poster of [Job 12:7‒10](#_Focus_Texts:_Job) and hang it in your learning space.  Option 1: Find and display information and photos of various kinds of birds’ nests, or bring an actual nest you have found.  [www.thoughtco.com/types-of-bird-nests-4001370](https://www.thoughtco.com/types-of-bird-nests-4001370)  <http://people.eku.edu/ritchisong/ritchiso/birdnests.html>  [www.thespruce.com/types-of-bird-nests-386664](https://www.thespruce.com/types-of-bird-nests-386664)  <https://goldengateaudubon.org/conservation/make-the-city-safe-for-wildlife/tree-care-and-bird-safety/types-of-bird-nests/>  As they enter the room, allow the children to look at the various styles of nests different birds make.  Option 2: Go outside and collect (or have available already) some natural materials a bird might use to create a nest. Have the children weave the materials together to make some birds’ nests. Then they place their nests in trees or other areas around the church and see if birds use them or make their own nests from the materials. See an [online resource](http://www.seenature.org.uk/chatterbox/week-7-building-a-nest/) for this activity (scroll down to “Nature England How to Build a Birds Nest” PDF). |
| **Introduce the Story** | Invite the children to sit quietly and listen to some [bird songs](https://www.bird-sounds.net/).  Show the children the poster of the [Job](#_Focus_Texts:_Job) text. Let them know that for the next few weeks you’ll be looking at God’s creation, listening to God’s creation, and learning how to help care for God’s creation. For this session, the focus is on what birds might have to teach us. |
| **Tell the Story** | Choose one or more of these options:   * Tell the Godly Play® story of Creation and engage in wondering. * Read “God Makes a World” from *The Family Story Bible* by Ralph Milton * Read “God Will Take Care of You” from the *Lectionary Story Bible, Year B* by Ralph Milton * Listen to, [watch](https://www.youtube.com/watch?v=kJ1khnqqhVM), or [read](https://www.eldrbarry.net/rabb/rvn/first.htm) an origin story from Haida Gwaii about how the Raven found the first people.   Read one of the children’s books listed in the Popular Culture Connections below.  Ask the children what the world/they might miss if there were no more birds. Besides the enjoyment of watching and listening to birds, birds are important in keeping down certain insect populations, and they also are helpful in the spread of certain fruits and plants that humans eat. Explore the [differences](https://www.ducksters.com/animals/endangered_animals.php) among *vulnerable, endangered,* and *extinct* species.  The main cause of bird endangerment and extinction is human activity. Humans destroy bird habitat through encroachment (we want to live on land that was once wild), logging, pollution, using pesticides and herbicides, etc.  Share the story you have chosen. |
| **Deepen the Story** | Feel free to set up the options as centres and allow the children to choose their own activity. You might also have available a variety of art and craft materials and allow them to determine their own response.  Option 1: Show the children photos or books about [endangered birds in Canada](https://www.cbc.ca/news/canada/bird-species-declining-in-canada-report-says-1.1149294) such as   * Extinct: Great Auk, Labrador Duck, Passenger Pigeon * Endangered: Whooping Crane, Eskimo Curlew, Northern Bobwhite, Harlequin Duck (Eastern population), Anatum Peregrine Falcon, Acadian Flycatcher, Spotted Owl, Mountain Plover, Piping Plover, King Rail, Loggerhead Shrike (Eastern population), Henslow’s Sparrow, Sage Thrasher, Kirtland’s Warbler * Vulnerable: Eastern Bluebird, Peales Peregrine Falcon, Tundra Peregrine Falcon, Cooper’s Hawk, Ancient Murrelet, Great Gray Owl, Trumpeter Swan   Another online resource for this information can be found on [Wikipedia](https://en.wikipedia.org/wiki/List_of_Wildlife_Species_at_Risk_(Canada)).  Option 2: Create pinecone bird feeders and allow children to take them home or place them in trees around the church. There are many [instructions](https://preschoolinspirations.com/pine-cone-bird-feeders/) that use peanut butter. If you have peanut allergies, a bird feeder can be created using [suet or lard](https://sciencing.com/make-feeder-using-peanut-butter-6077667.html).  Option 3: Write postcards to Members of Parliament and/or the Minister of Environment and Climate Change for your province or the federal government. Ask government officials and parliamentarians to improve our environmental laws and stand up to industry lobbyists whose actions might destroy bird habitats.  Option 4: Go outside and look for birds—especially if you have read “God Will Take Care of You” from the *Lectionary Story Bible, Year B*. Thinking about the story and watching the birds, wonder together about what this means about God’s love and care for both birds and people.  Option 5: Discover what’s happening around the world during the [Season of Creation](http://seasonofcreation.org/) and plan an event for your community.  Option 6: The Green Churches Movement has several ideas for activities about [endangered birds](https://secureservercdn.net/104.238.71.140/z93.439.myftpupload.com/wp-content/uploads/2018/08/GC_ACT_EDU_OUR_ENDANGERED_BIRDS-1.pdf) that you may also want to review and use. |
| **Consider Popular Culture Connections** | **Movies**  *Fly Away Home*  *Happy Feet*  *Free Birds*  *Rio*  *Piper* (short)  *Yellowbird*  *March of the Penguins*  **Books**  *Endangered and Extinct Birds* by Jennifer Boothroyd  *The Tragic Tale of the Great Auk* by Jan Thornhill  *Look, See the Bird!* by Bill Wilson  *Welcome, Brown Bird* by Mary Lyn Ray  *The Kids Canadian Bird Book* by Pamela Hickman  *Nests: Fifty Nests and the Birds that Built Them* by Sharon Beals  *National Geographic Kids Bird Guide of North America* by Jonathan Alderfer  *Birds, Nests and Eggs* by Mel Boring  *Sukaq and the Raven* by Roy Goose and Kerry McCluskey |
| **Review** | Review the [Job](#_Focus_Texts:_Job) text.  Invite the children to name one thing they learned about birds and the importance of birds to the Canadian natural environment. Ask what they like best about birds.  Sing the chorus and verse 1 of “All Things Bright and Beautiful*,*” *Voices United* 291. |
| **Conclusion** | Give thanks to God for birds and all the flying creatures of the earth. Give thanks for all who care for birds. Request God’s help in listening to the birds and learning how to care for them. |

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| ***Live with Respect***  **5-week unit** | **Lesson 3: The Plants of the Earth Will Teach You** |
| **Bible Verses** | [Job 12:7‒10 (NRSV)](#_Focus_Texts:_Job)  [Genesis 1:26‒28 (*The Message*)](#_Focus_Texts:_Job) |
| **Theological Grounding** | The United Church of Canada’s [A New Creed and A Song of Faith](#_Theological_Grounding:_A_1) |
| **Emphasis or Theme** | Learn about some of the endangered or threatened plants and trees of Canada and how to offer respect and care for God’s gift of green and growing things |
| **Preparation** | * Find/create a poster of the text from [Job 12:7‒10](#_Focus_Texts:_Job). * Choose the story you will tell and learn it, or make sure you have a copy.   Gather supplies for any of the activities you select for your group to use. |
| **Welcome and  First Activities** | Option 1: Start a [grass handprint](http://nwdistrict.ifas.ufl.edu/4hn/2013/06/21/grow-a-grass-handprint/) or [sponge grass house](https://www.fabartdiy.com/how-to-diy-fun-sponge-grass-house/).  Option 2: If you live near a forest, ravine, or park, head outdoors to try to find as many different types of trees as possible. Photograph the children with different trees and create a photo album, display for your room, or bulletin board, or use the photos to tell about what the children are doing for the church website, newsletter, or social media (be sure to get parental permission). |
| **Introduce the Story** | Show the children the poster of the [Job](#_Focus_Texts:_Job) text. Let them know that for the next few weeks you’ll be looking at God’s creation, listening to God’s creation, and learning how to help care for God’s creation. For this session, the focus is on what plants and trees might have to teach us.  Invite the children to name some of the [important things](https://www.treepeople.org/tree-benefits) trees and plants provide to people and all of creation. For example, trees help people stay healthy by removing carbon dioxide and pollution from the air. Shade from trees can cut air conditioning costs. Trees and other plants provide food and stop soil erosion. They provide homes for birds and other creatures. Trees can provide a place to play or shelter from rain. Flowering plants and trees provide beauty to the world.  Remind the children that trees help us have clean air to breathe. Invite them to try some breath prayers. They could choose a word or phrase and say one part as they inhale and the other as they exhale. For example, “Thank you trees…for shade,” “Thank you God…for trees,” or, “Let the plants…teach me.” Teach them Psalm 56:3 and invite them to use it as a breath prayer. As they inhale, the children think or say, “When I am afraid”; on the exhale they think or say, “I will trust God.” |
| **Tell the Story** | Choose one or more of these options:   * Read “God’s Beautiful Garden” from *The Family Story Bible* by Ralph Milton. * Tell the Godly Play® story of *Creation* and engage in wondering. * Read *“*God Makes a World”from *The Family Story Bible* by Ralph Milton. * [Watch](https://www.youtube.com/watch?v=0bOgYTscNOM) or [read](https://www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz2f22e.html) the story of Sky Woman, a Haudensaunee/ Iroquois creation story.   Read one of the children’s books listed in the Popular Culture Connections below. |
| **Deepen the Story** | Feel free to set up the options as centres and allow the children to choose their own activity. You might also have available a variety of art and craft materials and allow them to determine their own response.  Option 1: Make a [“garden”](https://www.education.com/activity/article/flower-garden-snack/) of fresh veggies and cheese to share. Celery makes a perfect stem, while cheese slices can be cut into flower heads using cookie cutters or butter knives. This snack might begin a discussion about healthy eating—for participants and for the planet.  Option 2: Learn about some [endangered or at-risk plants](https://www.thecanadianencyclopedia.ca/en/article/endangered-plants) in your area.  Option 3: Write postcards to Members of Parliament and/or the Minister of Environment and Climate Change for your province or the federal government. Ask government officials and parliamentarians to improve our environmental laws and prevent agricultural and industrial activities that might be harmful or destroy trees and other plants.  Option 4: Discover what’s happening around the world during the [Season of Creation](http://seasonofcreation.org/) and plan an event for your community.  Option 5: If there is room, [plant a garden](https://www.nwf.org/Garden-for-Wildlife/Create/At-Home/Kids-Garden-for-Wildlife) on church property that is beneficial to other wildlife. |
| **Consider Popular Culture Connections** | **Books**  *The Earth and I* by Frank Asch  *Grandfather Goes on Strike* by K.S. Nagarajan  *Out of the Way! Out of the Way!* by Uma Krishnaswami  *Picture a Tree* by Barbara Reid  *Thea’s Tree* by Judith Clay  *The Promise* by Nicola Davies  *Keepers of the Earth: Native American Stories and Environmental Activities for Children* by Michael J. Caduto and Joseph Bruchac  *Turtle Island: The Story of North America's First People* by Eldon Yellowhorn  *Best Friends* by Nina Sabnani  *The Forgiveness Garden* by Lauren Thompson  *The Wishing Tree* by Roseanne Thong  *The Fog* by Kyo MacLear  **Movies**  *FernGully: The Last Rainforest*  *WALL-E*  *Bambi*  *Over the Hedge* |
| **Review** | Review the [Job](#_Focus_Texts:_Job) text.  Invite the children to name one thing they learned about trees and plants, and their importance to the Canadian natural environment. Ask them what they like best about trees, plants, and flowers.  Sing the chorus and verses 1 and 3 of “All Things Bright and Beautiful,” *Voices United* 291. |
| **Conclusion** | Give thanks to God for all plants and trees of the earth. Give thanks for all who care for plants and trees. Request God’s help in noticing trees and plants, and all that they offer to us and teach us. |

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| ***Live with Respect***  **5-week unit** | **Lesson 4: The Fish Will Declare to You** |
| **Bible Verses** | [Job 12:7‒10 (NRSV)](#_Focus_Texts:_Job)  [Genesis 1:26‒28 (*The Message*)](#_Focus_Texts:_Job) |
| **Theological Grounding** | The United Church of Canada’s [A New Creed and A Song of Faith](#_Theological_Grounding:_A_1) |
| **Emphasis or Theme** | Learn about some of the endangered or threatened water creatures of Canada and how to offer respect and care for God’s gift of water creatures. |
| **Preparation** | * Find/create a poster of the text from [Job 12:7‒10](#_Focus_Texts:_Job). * Choose the story you will tell and learn it, or make sure you have a copy.   Gather supplies for any of the activities you select for your group to use. |
| **Welcome and  First Activities** | Option 1: Display images of some of Canada’s endangered fish and sea creatures:   * [Bocaccio Rockfish](http://thestarfish.ca/journal/rockfish-endangered) * [Roundnose Grenadier](https://oceanexplorer.noaa.gov/explorations/03mountains/logs/jul18/media/cory12.html) * [Shortnose Cisco](http://www.ontariofishes.ca/bigpic.php?FID=92&OMNR=091) * [Sea Otter](https://en.wikipedia.org/wiki/Sea_otter) * [Blue Whale](https://en.wikipedia.org/wiki/Blue_whale) * [Atlantic Halibut](http://bigfishesoftheworld.blogspot.com/2011/11/atlantic-halibut-540-pounds-245kg.html)   Remind the children of the [differences](https://www.ducksters.com/animals/endangered_animals.php) among *vulnerable, endangered,* and *extinct* species.  Option 2: Set up a water play area/table, and allow the children to enjoy some water play. Large plastic storage containers placed on a waterproof tablecloth or vinyl shower curtain are simple to set up and fun to use. You may want to create some [milk jug whales](http://growingupgardner4.blogspot.com/2011/08/kidding-around-link-party-whale-milk.html) or just have available lots of sponges, cups, rocks, shells, spoons, and ladles. If you create milk jug whales, use the opportunity to talk about how plastics in water are harmful to many water creatures, and how to reduce plastic use and waste. Paint aprons may come in handy!  Talk with the children about all the creatures that live in water. See how many specific creatures they can name. |
| **Introduce the Story** | As the children gather for a story, invite them to listen to [whale song recordings](https://www.youtube.com/watch?v=WabT1L-nN-E).  Let them know that along with providing a home for many different creatures, oceans provide half of the oxygen people breathe. Oceans regulate climate and provide many recreational opportunities. Invite them to take one breath and thank the trees. Take another breath and thank the oceans. Every [second breath](https://everysecondbreathproject.org/) we take relies on oxygen created by oceans.  Show the children the poster of the [Job](#_Focus_Texts:_Job) text. Remind them that for the past few weeks you have been looking at God’s creation, listening to God’s creation, and learning how to help care for God’s creation. The focus of this session is on water creatures. |
| **Tell the Story** | Choose one or more of these options:   * Tell the Godly Play® story of Jonah, and engage in wondering. * Read, “The Funny Story of Jonah” or “A Child Helps Jesus” from *The Family Story Bible* by Ralph Milton. Remind the children that all the creatures of the sea are gifts of God’s creation, and we are called to care for them. * Tell the Godly Play® story of Creationand engage in wondering. * Read *“*God Makes a World”from *The Family Story Bible* by Ralph Milton * [Watch](https://www.youtube.com/watch?v=uOwgDef2IZE) or [read](http://www.polarlife.ca/Traditional/myth/sedna.htm) the Inuit story of Sedna, the sea goddess whose fingers turn into fish, seals, walruses, and whales, and who still provides for hunters and fishers today (for mature readers/listeners only!).   Read one of the children’s books listed in the Popular Culture Connections below. |
| **Deepen the Story** | Feel free to set up the options as centres and allow the children to choose their own activity. You might also have available a variety of art and craft materials and allow them to determine their own response.  Option 1: Create some water creature fruit snacks using [orange slices](https://canadianfamily.ca/food/a-cute-and-easy-summer-snack-fruit-fish/), [watermelon](https://www.supportemotionalanimal.com/if-you-arrange-fruit-for-children-the-plate-is-eaten-empty-inliebemami-kinder-teenager/), [apples](https://craftyrecipes.com/apple-crab-snacks-kids/?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_smartloop&utm_content=smartloop&utm_term=18243056), [kiwis](https://www.pinsit.club/animals/mas-recetas-en-lomejordelaweb-es-ver-esta-foto-do-instagram-de-colorfulmumm-christina/), [bananas](https://howtomakeabananashark.tumblr.com/post/29386635885/you-too-can-make-a-banana-shark), or [strawberries](https://www.bentolunch.net/2015/07/make-strawberry-fish.html), or go simple and have a snack of Goldfish crackers and tuna salad (ensuring no children have allergies). As you create, talk with the children about water creatures and all they provide us: good food to eat, beauty to look at, and even [amazing sounds](https://www.youtube.com/watch?v=WabT1L-nN-E) to listen to.  Option 2: Learn about [overfishing in Canada](http://www.wwf.ca/conservation/oceans/northerncod/) and what can be done to sustain water creatures important to [Canada’s biodiversity](http://www.canadiangeographic.com/watersheds/map/?path=english/themes/impact-on-biodiversity).  Option 3: Learn about the problems with too much marine traffic and how it endangers [killer whales](http://www.wwf.ca/conservation/oceans/killerwhales/), which are culturally important to the [Salish people](https://orcaspirit.com/2016/06/our-legends-killer-whales-the-history-of-the-coast-salish-people/) of British Columbia. If there are Salish people in your area, invite them to come and talk with the children about some of their traditions.  Option 4: Contact a [waterkeeper](https://waterkeeper.org/waterkeepers/) in your area to see if they will make a presentation and speak about what can be done locally.  Option 5: Write postcards to Members of Parliament and/or the Minister of Environment and Climate Change for your province or the federal government. Ask government officials and parliamentarians to improve our environmental laws and prevent overfishing or recreational activities that might be harmful to Canada’s lakes, rivers, seas, and the creatures that live in them.  Option 6: The [World Oceans Day website](https://www.worldoceansday.org/youth) has many activity ideas, including visuals and stories. |
| **Consider Popular Culture Connections** | **Movies and videos**  *Free Willy*  National Geographic short video, [*Why the Ocean Matters*](https://video.nationalgeographic.com/video/00000144-0a26-d3cb-a96c-7b2f454b0000)  *Dolphin Tale*  *Finding Nemo*  *Finding Dory*  *IMAX: Deep Sea*  **Books**  *What if There Were No Sea Otters?* by Suzanne Buckingham Slade  Good Night, Little Sea Otter http://www.assoc-amazon.com/e/ir?t=&l=as2&o=1&a=1595722548&camp=217145&creative=399349by Janet Halfmann  *Kah-Lan the Adventurous Sea Otter* by Karen Autio  *Is a Blue Whale the Biggest Thing There Is?* by Robert E. Wells  *Rainbow Fish and the Big Blue Whale* by Marcus Pfister  *Big Blue Whale: Read and Wonder* by Nicola Davies and Nick Maland  *National Geographic Readers: Sea Otters* by Laura Marsh  *Poky, the Turtle Patrol* by Diana Kanan  *I’ll Follow the Moon* by Stephanie Lisa Tara  *Over and Under the Pond* by Kate Messner |
| **Review** | Review the [Job](#_Focus_Texts:_Job) text.  Invite the children to name one thing they learned about water and water creatures, and their importance to the Canadian natural environment. Ask them what water creature/fish they like best.  Sing the chorus and verses 1 and 3 of “All Things Bright and Beautiful,” *Voices United* 291. |
| **Conclusion** | Give thanks to God for all water creatures. Give thanks for waterkeepers and all who care for creatures that live in water, as well as those who care for lakes, rivers, and oceans. Request God’s help in caring for Canada’s water resources and water creatures, and all they offer to us. |

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| ***Live with Respect***  **5-week unit** | **Lesson 5: God’s Breath in Every Human Being** |
| **Bible Verses** | [Job 12:7‒10 (NRSV)](#_Focus_Texts:_Job)  [Genesis 1:26‒28 (*The Message*)](#_Focus_Texts:_Job) |
| **Theological Grounding** | The United Church of Canada’s [A New Creed and A Song of Faith](#_Theological_Grounding:_A_1) |
| **Emphasis or Theme** | Learn about people in Canada and around the world who teach us how to offer respect and care for God’s gift of creation as God’s co-creators. |
| **Preparation** | * Find/create a poster of the text from [Job 12:7‒10](#_Focus_Texts:_Job). * Choose the story you will tell and learn it, or make sure you have a copy.   Gather supplies for any of the activities you select for your group to use. |
| **Welcome and  First Activities** | Display photos and short bios of some of [Canada’s top environment protectors](https://www.cbc.ca/life/wellness/13-canadian-environmentalists-and-innovators-changing-earth-for-the-better-1.4625341), and [students](http://thestarfish.ca/journal?category=Top%2025%20Environmentalists%20Under%2025) who are striking for climate justice in [Canada](https://www.nationalobserver.com/u/alienor-rougeot) and around the [world](https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate#t-660306).  Have thank you cards available for the children to write messages or draw pictures to send to some of these environment protectors. |
| **Introduce the Story** | Show the children the poster of the [Job](#_Focus_Texts:_Job) text. Remind them that for the past few weeks you have been looking at God’s creation, listening to God’s creation, and learning how to help care for God’s creation. The focus of this final session is on what we as God’s co-creators can do to take action and protect this gift.  Invite the children to name what they already know about climate change and [climate strikes](https://350.org/support-schoolstrike/), and what they are already doing to make a difference. |
| **Tell the Story** | Choose one or more of these options:   * Tell the Godly Play® story of Creationor Second Creation: The Falling Apartand engage in wondering. * Read *“*God’s Beautiful Garden”from *The Family Story Bible* by Ralph Milton. * Tell the story of creation or read the biblical story of creation from Genesis 1:1—2:3, then split the children into seven groups and ask the children to act out their day, starting with the first day. If your group doesn’t have seven children, assign more than one day to each group, or simply work with them to develop simple actions for each of the seven “days.” * [Watch](https://www.youtube.com/watch?v=gRgWTs9FKIs) or [read](https://www.pc.gc.ca/en/pn-np/on/pukaskwa/culture/autochtone-indigenous/recit-story) the Ojibwa/Anishinaabe creation story of Gitchi-Manitou, who breathed life into all creatures.   Read one of the children’s books listed in the Popular Culture Connections below. |
| **Deepen the Story** | Feel free to set up the options as centres and allow the children to choose their own activity. You might also have available a variety of art and craft materials and allow them to determine their own response.  Option 1: Learn about [climate strikes](https://fridaysforfuture.ca/) and the Quebec students who have started a [class action lawsuit](https://www.cbc.ca/news/canada/montreal/young-quebecers-class-action-climate-change-environment-1.5164929) over climate change. Ask the children if they know of young people who have or will be participating in a climate strike. What could they do to support these strikes?  Option 2: If you know of students in your area who have participated in a [climate strike](https://fridaysforfuture.ca/), consider inviting them to come talk with the group about their strike experiences. Older children might plan how they could participate in a climate strike.  Option 3: Watch a brief video about the [Blue Dot Movement](http://bluedot.ca/) from the David Suzuki Foundation.  Option 4: Write postcards to Members of Parliament and/or the Minister of Environment and Climate Change for your province or the federal government. Ask government officials and parliamentarians to improve our environmental laws because people across the country deserve the right to breathe fresh air, drink clean water, and eat healthy food. This right needs to be legally recognized at all levels of government.  Option 5: Create [climate justice posters](https://www.theguardian.com/environment/2018/nov/30/schools-climate-strike-the-best-protest-banners-and-posters) to display in your church. |
| **Consider Popular Culture Connections** | **Books**  *The Water Walker* by Joanne Robertson (a [teacher’s guide](https://static1.squarespace.com/static/5783b41337c581c34c808812/t/5bd1dce99140b788ed6774a3/1540480234156/The+Water+Walker_Teaching+Guide.pdf) is also available)  *Nibi Is Water* by Joanne Robertson  *The Water Princess* by Susan Verde and Georgie Badiel  *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda Paul  *Not for me, please! I choose to act green* by Maria Godsey  *Swiss Family Robinson* by Johann David Wyss  *Touch the Earth* by Julian Lennon  *I Am Jane Goodall (Ordinary People Change the World)* by Brad Meltzer  **Movies and videos**  TED Talk: The Disarming Case to Act Right Now on Climate Change by Swedish activist Greta Thunberg  *Earth Keepers*  *Down to Earth*  *Swiss Family Robinson* |
| **Review** | Review the [Job](#_Focus_Texts:_Job) text.  Invite the children to name one thing they learned about people who are caring for Canada’s natural environment. Ask what one thing they might do to better protect God’s creation.  Sing the chorus and verses 1 and 3 of “All Things Bright and Beautiful,” *Voices United* 291. |
| **Conclusion** | Invite the children to name something that gives them hope when it comes to the climate. Give thanks to God for all the people in Canada and around the world who are raising awareness and taking action about climate change. Request God’s help in caring for Canada’s environment. |