



Learning to Love Our World

CURRICULUM GUIDE

Welcome

Thanks for embarking on this adventure with us! Engaging with young people, caring for creation, and learning about our global partners are all incredible tasks. In Creation Care Quest, the children in your group become Questers—explorers learning how to care for God’s world while discovering how people in different parts of the world do the same.

We have created a weeklong program. Each day includes a theme, opening music and prayer, a range of activities (active, reflective, indoor, outdoor), crafts, stories about our partners in the Lake Chad Basin, movie clip suggestions, and closing reflection and prayer. Please use what works best for your group. Because Vacation Bible School programs often run over several days and may be offered as half-day or full-day programs, you can decide what works best for your context. Whatever you decide, there are enough activities in this package to launch you into an incredible week of learning, fun, and caring for the world that God created for us!

If you do something different, we would love to hear about it! Email churches@clwr.org and let us know!

THINGS TO KEEP IN MIND

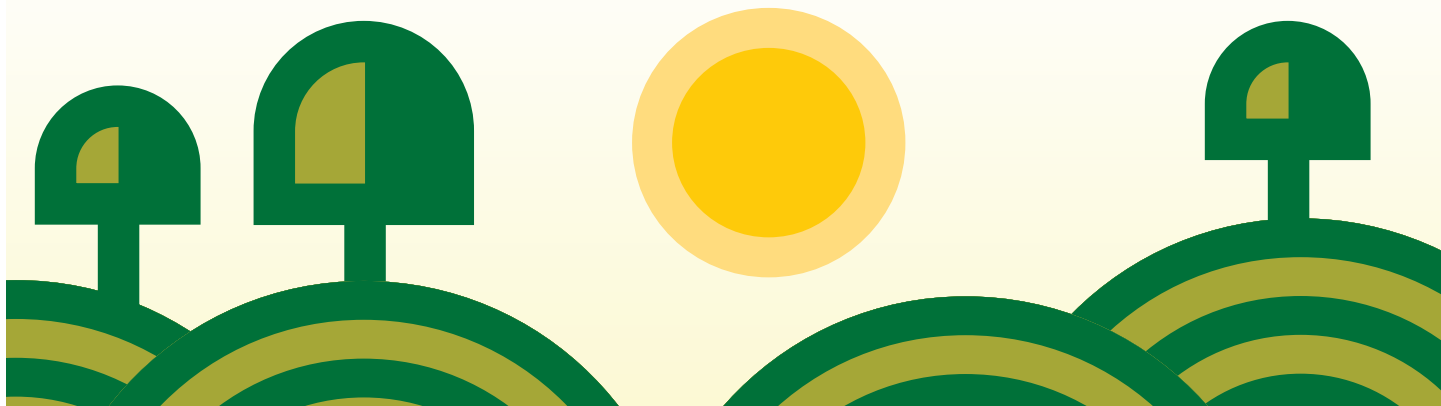
This curriculum recommends using CLWR’s Tiny Hearts posters and sticker sheets. These are available to order for free by emailing churches@clwr.org. Please allow 2-4 weeks for delivery.

Questers will work together to complete a quest each day. During each day’s closing time, Questers can receive a badge for the successful completion of the Quest. More details regarding the badges and a free download link can be found at clwr.org/vbs.

Congregations are responsible for ensuring all activities follow local laws, safety guidelines, and denominational policies. This includes getting any needed licenses (e.g. for movies, raffles), following child and youth protection protocols, respecting copyright, and confirming insurance coverage. When in doubt, check with your church leadership or local authorities.



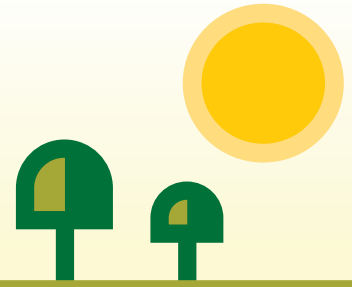
**ALL VBS RESOURCES
CAN BE FOUND AT
[CLWR.ORG/VBS](https://clwr.org/vbs)**



Creation Care Quest Overview

	Quest 1	Quest 2	Quest 3	Quest 4	Quest 5
Bible Story	Genesis 1:1-8	Genesis 1:9-13	Genesis 1:14-19	Genesis 1:20-23	Genesis 1:24-31, 2:1-4
Hidden Objects	Jar of Water & Sun Symbol	Soil & Package of seeds	Clock & Calendar	Toy Fish & Toy Bird	Toy Animals, Toy Person & Night light
Partner Story	Water for All of God's Creation	Ache	Restoring Hope, One Acre at a Time	Amina's Story	Planting Seeds of Peace
Activity - Active	Flashlight Hide & Seek	Seed, Seed, Sprout!	Nature Changing Relay	Fish, Seaweed and Bird	Animal Charades
Science	Water Warriors	Seed Travel	Around the World	How do Fish Breathe?	Mindfulness Jars
Activity - Outdoor	Water Relay	Garden Exploration	Seasonal Scavenger Hunt	Bird Bingo	Alphabet Animals
Crafts	Ocean in a Bottle	Seed Bombs	Four-Season Tree	Pinecone Bird Feeders	You are Beautiful
Movie	Moana	The Odd Life of Timothy Green	Night and Day	Ponyo	Zootopia

DAY 1



Preparation and Supplies Needed

- Songs selected and someone to lead music
- Large bin filled with dirt (or sand)
- Jar of water with lid (clear or see-through)
- Small sun (made or purchased)
- Small shovel
- Globe or map of the world
- Flashlight
- Sealable clear bag or two glass cups
- Earth Suncatchers: double-sided self-adhesive sheets or tracing paper; blue and red card stock; blue and green tissue paper
- Ocean in a Bottle: one-litre clear bottles with lids; rocks, shells, sea glass, glass marbles and sand (keep materials organic to help protect natural water systems); blue or green food colouring; clear oil (like mineral oil or fractionated coconut oil); funnel; glue gun
- Ability to show videos
- Moana movie (available on Disney+) or song “How Far I’ll Go”



Song Suggestions

- We’re Singing Woah!* (Creation Care Quest theme song)
- This Little Light of Mine
- Peace Like a River
- We’ve Got the Whole World in Our Hands
- We are Walking in the Light of God
- Canticle of the Sun
- The River is Here
- God of Wonders

*For sheet music and a recording of this song please visit clwr.org/vbs

For more fun ideas on songs, check out this website: weareteachers.com/earth-day-songs

Welcome to Creation Care Quest—Learning to Love Our World! This week, we'll explore the world we live in through stories, creativity, and play. We will reflect on the Creation story in the Bible, learn ways to care for the earth, and hear how people in different parts of the world care for creation. Along the way, we'll share in music, prayer, play, and reflection as we learn together.

Each day we are going to go on a Quest together to learn to love our world. At the end of each day, each of you "Questers" will earn a badge to show you have completed the day's adventure.

Let's get started!

We'll begin with song and prayer.



Opening Song and Prayer

Leaders: Choose a song from the Song Suggestions list, or one you already know and feel comfortable leading that the children will know or can learn easily. We have chosen one song ("We're Singing Woah!") as the theme song for Creation Care Quest—Learning to Love Our World and invite you to use it in your program.

OPENING PRAYER

God of love, as we gather together, enjoying the summer weather and creating memories, please help us to remember how blessed we are to live in Canada. Thank you for providing us with all we need each day, and for the love

of our family and friends. We pray for children around the world, especially those who live in fear, or in countries of war. We pray for a world where people live in peace, with hope, justice, dignity, and equality. We pray for creation, so that all can have access to clean water, to be able to have enough food to survive, and have all that they need to live happy lives. We pray specifically for the children who live in Chad and Cameroon. May their environment be stable so that they can live and play without fear. Please guide us in ways we can help to create a world filled with love and where all children will be safe and find comfort. In Your name we pray, Amen.



Quest of the Day

Leaders: Before the children arrive, bury the jar of water and the sun symbol in the container of dirt or sand. Don't tell the group the significance of these items; let them discover their meaning over the course of the day. You will return to the items at the end of the day to ask your Questers what they think they mean.

Ask for one volunteer to dig out an item from the container. When they have unearthed the item, hold it up for everyone to see. Ask the

group what it is. **A jar of water! I wonder what that could mean!**

Ask for another volunteer to dig out the second item. Hold that up for the group to see. **What is it? A sun! I wonder what that could mean!**

We must pay attention to the things we do and learn about today. I think we will understand these items better by the end of today.



Bible Reading

Leaders: *If you have Questers in the program able to read out loud to the whole group, ask one of them in advance to read the scripture for today. If there isn't anyone able to read for the group, ask another volunteer to read the following passage.*

The translation used in this curriculum has been taken from The Message. Feel free to use another Bible translation if you choose. If there are youth or young adults in your congregation with dramatic experience, they could act out the passage. Feel free to be creative with this.

A reading from the Book of Genesis, Chapter 1, verses 1 to 8

First this: God created the Heavens and Earth—all you see, all you don't see. Earth was a soup of nothingness, a bottomless emptiness, an inky blackness. God's Spirit brooded like a bird above the watery abyss.

God spoke: "Light!"

And light appeared.

God saw that light was good

and separated light from dark.

God named the light Day,

he named the dark Night.

It was evening, it was morning—

Day One.

God spoke: "Sky! In the middle of the waters; separate water from water!"

God made sky.

He separated the water under sky
from the water above sky.

And there it was:

he named sky the Heavens;

It was evening, it was morning—

Day Two.

WONDERING QUESTIONS FOR REFLECTION

Ask the group the following questions to spark discussion after reading this Bible passage.

- ***I wonder what it was like before God created light?***
- ***I wonder what another name is for the "light" that is mentioned in this passage?***
- ***I wonder what your favourite part of the day is—the light part or the dark part? Why?***
- ***I wonder what it was like before the water was separate from the sky?***
- ***I wonder what is your favourite thing to do in the water?***
- ***I wonder what is your favourite thing to do in the sky?***



Partner Story: Water for All God's Creatures

Leaders: *On a globe or map of the world, show your Questers where you are located in Canada, and where the Lake Chad region is located in Chad and Cameroon.*

Has anyone ever been on an airplane to travel to a different country? If they have, locate that country on the globe/map.

Has anyone travelled to Chad or Cameroon?

This is a part of the world where water is becoming scarce. The sun is too hot, and it is drying up the lakes and rivers. Because God has created this earth for all of us, we care about the people, plants, and animals in this

area. We want them all to survive and thrive like we do here in Canada.

Have you ever seen a hippo? They are very big animals. They live in water and love to swim, even though they don't look like fish. Hippos need water to keep their skin cool and safe from the hot sun.

During the day, they float in rivers and lakes, and at night, they walk along the shore to eat grass. Hippos live in places like Africa, where there are wide rivers, and warm weather. But something is changing.

Some of the rivers and lakes are shrinking. There's less rain. The water is harder to find. When water disappears, it's not just the hippos who are in trouble. People need water too—to drink, to cook, to grow food, and to stay clean.

In some places, children walk a long way every day just to find water. And sometimes, they don't find much.

But there is hope. People who love God's world are planting trees to keep the water in the ground. They're fixing broken wells, and helping the land stay strong. They're making sure animals like hippos, and people too, can have the water they need.

God made the rivers. God made the hippos. God made us. And God asks us to take care of the water—and each other.

WONDERING QUESTIONS FOR REFLECTION

- ***I wonder what it feels like to be a hippo floating in cool water.***
- ***I wonder what it feels like when the water gets too hot or dries up.***
- ***I wonder how the trees help the water stay.***
- ***I wonder how we can help take care of water, even here at home.***
- ***I wonder what God wants us to do with the water we have.***

You are small, but your love is big. Even little hands can help care for God's world. Even little voices can pray for the rain, the rivers, and the hippos.

PRAYER FOR THE WATER

Dear God, thank you for water—to drink, to wash, to play. Thank you for hippos who swim and splash all day. Help us take care of rivers and trees. Help us share water with all those who need. Amen.



Activities

ACTIVE: FLASHLIGHT HIDE AND SEEK

Step 1. Find a dark room on site, and select a person to be “it”.

Step 2. “It” stays at the home base, closes their eyes, and counts to 50 (if in a large space, you may wish to use a higher number count) while everyone else scatters through the space.

Step 3. When the time is up, “It” turns on the flashlight, and when they shine the light on someone, that person has been “tagged”. They return to home base.

Step 4. “It” keeps tagging people with the light until everyone is back at home base.

Step 5. Repeat the game as time permits.

SCIENCE: WATER WARRIORS

If you have access to a computer and projector, show the following video on the water cycle:

[youtube.com/watch?v=TD3XSIE4ymo](https://www.youtube.com/watch?v=TD3XSIE4ymo). *If you are not able to show the video, you can explain the process.*

Create your own water cycle in a bag: With your Questers, fill a sealable bag halfway with water. Find a place in the building that is warm—like a window in direct sunlight. Tape the bag of water to the window, and return in a few hours to see the condensation that has formed. Remind your Questers about the four stages of the water cycle.

Sun vs. Shade: Fill two glasses of water. Mark the levels on each glass with tape. On the tape, write “Sun” on one and “Shade” on the other. Find a place in the building where there is bright sun, and place the “Sun” glass there. Find a cool and dark place for the “Shade” glass. Come back at the end of the day, and see what your Questers observe about the water. Come back to this activity every day in the week to see how things change with the water.

Water conservation: Take a tour around the building to find all the water sources. Investigate if there are leaky taps, running toilets, etc. You can even walk around the area to see if anyone is watering their lawn. Can you ask the pastor or maintenance staff how often they water the lawn? Ask your Questers what ways they can conserve water. Encourage them to investigate at home if there are ways they can save water at home.

OUTDOOR: WATER WALK

If your church is located near a natural water source, take your group to visit that source. When you are there, read through the Bible verse from earlier in the day to remind them that God created the water that is all around us.

OUTDOOR: WATER RELAY

The goal is to conserve as much water as possible in this game. Remind your Questers how precious water is. Organize Questers into groups outside (ideally on grass, so that any spilled water is not wasted). At one end, have a bucket with water in it. On the other end, have an empty bucket with a goal line marked on it. Have your Questers transport the water from one bucket to the other. Give them different tools to use to transport it (a cup, a sponge, measuring spoons—be creative). The goal is to get the most amount of water from one bucket to the other. You can have your Questers go individually or have them create a line, and pass the water down a line. Or try it both ways!

OUTDOOR: YOGA

If you have a volunteer who teaches or practices yoga, they can lead this session with the Questers. Alternatively, you can watch this video ([youtube.com/watch?v=qIGRZS-YMWO](https://www.youtube.com/watch?v=qIGRZS-YMWO)) to learn the yoga sun salutation sequence to do with participants. If the weather isn't suitable for outdoor activities, this can be done inside.



Craft Time

EARTH SUNCATCHERS

Create Earth Suncatchers with the group as found on this website: bakerross.co.uk/craft-ideas/kids/earth-suncatcher

Step 1. Create templates of a large circle with the double-sided self-adhesive sheets or tracing paper, a ring to edge the circle, and a heart to go in the middle of the suncatcher.

Step 2. Cut the tissue paper into squares, and glue them onto the circular double-sided sheet or tracing paper. Make sure to leave a border around the edge of your circle.

Step 3. Cut out a red heart, and stick it to the centre of the circle.

Step 4. Cut out a blue circle outline, and stick it to the suncatcher.

Step 5. To finish, peel off the self-adhesive sheet backing, and stick the suncatcher to the window. If using tracing paper, tape the suncatcher to the window using clear tape.

Step 6. Watch your amazing creation come to life!

OCEAN IN A BOTTLE

For visual on how to create this craft visit whatdowedoallday.com/ocean-in-a-bottle.

Step 1. Fill the bottle half-full with water.

Step 2. Place rocks, shells, sea glass, etc. into the water bottle.

Step 3. Put a small drop of food colouring in the bottle. Add more until your desired colour is reached.

Step 4. Pour the oil into the bottle, leaving space at the top for air.

Step 5. Seal the lid tightly. Adding hot glue to the lid before sealing will ensure the bottle stays closed!

Step 6. These bottles can serve as calming tools for anxious or distracted children. They can also be reminders of our duty to protect the water in our world.

DISCUSSION QUESTIONS

- *What is your favourite thing to do in the water?*
- *Have you visited a lake or a river? What creatures live in the water?*
- *Pollution is a danger to water. What happens to the water when it gets polluted?*



Movie Clip: *Moana*

Use music and movement to explore water in a way that's active, fun, and memorable. This activity helps children connect emotionally with water through the story of *Moana*.

Watch or play the song "How Far I'll Go", which begins around the **16-minute mark** of the movie. Create simple hand or body motions for the lyrics and invite your Questers to follow along.

Alternatively, host a *Moana*-themed dance party and singalong, featuring the group's favourite songs from the film.

Watching the full movie is also an option!

DISCUSSION QUESTIONS

- *What does Moana love about the water?*

- *Do you like going to the water—like a lake, beach, or river?*
- *What are some ways the ocean helps Moana and her people?*
- *Moana listens to her heart when she makes a big decision. What does your heart tell you about caring for nature?*

Remember we talked about Lake Chad in Chad and Cameroon in Africa? Over the years, the lake has been polluted, and is shrinking in size. The wildlife is unable to survive anymore. The people who live in that area are struggling to survive. What do we learn from Moana about how we treat the natural waterways around us? What would you do if your favourite water was polluted?



Closing Reflection and Prayer

Leaders: *Gather the group together for the closing of the day. Sing a song together. Ask for a volunteer to read Psalm 104, verse 30, for the group.*

“When you send forth your spirit, they are created, and you renew the face of the ground.”

WATER WARRIOR CHALLENGE

Return to the bag or glasses of water from earlier in the day. ***Is there any difference in the water from earlier? What is the temperature of the water? Can you see any evidence of evaporation?*** Come back to the water daily to see changes as the week progresses.

Have a volunteer read the scripture reading from the opening session.

Return to the objects that were unearthed from the bin earlier in the day.

Hold up the sun, and ask the group why we dug it up out of the bin earlier. ***What does the sun have to do with what we learned today?***

Hold up the jar of water. ***What does this jar have to do with what we learned today?***

Thanks for engaging in our Quest today! It was great to spend the day with you learning about the importance of water in our lives. Looking forward to seeing you again tomorrow where we will discover what Quest awaits us!

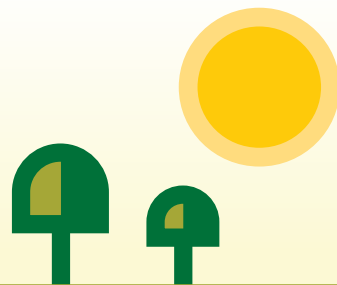
Note to Leaders – *if you are using the Quest Badges, this is an appropriate time to give each VBS Quester their badge.*

CLOSING PRAYER

God of all creation, we give thanks for your gift of sun and water. We love playing in the warmth of the sun, and enjoying refreshing water to drink. We remember the children of Chad and Cameroon who have challenges because the sun is too hot and the water of the lake is disappearing. We promise to do what we can to conserve, and keep water clean so that all in the world can enjoy it. We give thanks for the earth and all of your creation. Amen.

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced, horizontal green lines running across the entire width of the page. The lines are thin and consistent in color, providing a guide for letter height and placement. There are no margins, text, or other markings on the paper.

DAY 2



Preparation and Supplies Needed

- Songs selected and someone to lead music
- Large bin filled with dirt (or sand)
- Ziploc bag or clear container with potting soil or dirt
- Small packet of seeds
- Small shovel to dig the items out of the dirt
- Seed Relay: Sunflower seeds (unsalted) or bird seed for relay game in bowls (enough for each team); tablespoons (one for each team); 250ml cups (one for each team)
- Seed examples: dandelion, maple, acorns, fruit, etc.
- Seed Growth: beans that have been soaked overnight; paper towel; Ziploc bags
- Seed Bombs: paper (used paper headed for recycling is ideal); bowl; food processor or blender (an old one is best, as this craft can be messy); wildflower seeds (choose non-invasive varieties that are well established in your area)
- Bird Feeders: popsicle sticks; glue; bird seed; string
- Ability to show videos (for the Science section of the day and the movie clip activity)
- The Odd Life of Timothy Green movie (available on Disney+)



Song Suggestions

- We're Singing Woah!* (Creation Care Quest theme song)
- This Little Light of Mine
- Peace Like a River
- We've Got the Whole World in Our Hands
- We are Walking in the Light of God
- Canticale of the Sun
- The River is Here
- God of Wonders

*For sheet music and a recording of this song please visit clwr.org/vbs

For more fun ideas on songs, check out this website: weareteachers.com/earth-day-songs

Welcome back to Day Two of Creation Care Quest—Learning to Love Our World! We have more fun and learning in store for today. Are

we ready for today's Quest? Let's get started with some songs and our opening prayer.



Opening Song and Prayer

Leaders: Choose a song from the Song Suggestions list, or one you already know and feel comfortable leading that Questers will know or can learn easily. Repeating songs from day to day is highly encouraged! You will probably find over the course of the week some favourites will emerge with your group. You might even get requests at some point!

Don't forget, "We're Singing Woah!" has been chosen as the theme song for Creation Care Quest—Learning to Love Our World. We highly encourage everyone to use that song in your program. Hopefully it will become a favourite with your group!

OPENING PRAYER

God of love, as we gather together, enjoying the summer weather and creating memories,

please help us to remember how blessed we are to live in Canada. Thank you for providing us with all we need each day, and for the love of our family and friends. We pray for children around the world, especially those who live in fear, or in countries of war. We pray for a world where people live in peace, with hope, justice, dignity, and equality. We pray for creation, so that all can have access to clean water, to be able to have enough food to survive, and have all that they need to live happy lives. We pray specifically for the children who live in Chad and Cameroon. May their environment be stable so that they can live and play without fear. Please guide us in ways we can help to create a world filled with love, and where all children will be safe and find comfort. In Your name we pray, Amen.



Quest of the Day

Leaders: Before your Questers arrive, bury a Ziploc bag or container of soil and package of seeds in the container of dirt or sand. Don't tell the group the significance of these items; let them discover their meaning over the course of the day. You will return to the items at the end of the day to ask your Questers what they think they mean.

Before digging into the container for the new items, remind the group of the objects from yesterday. Hold up the sun. Ask the group if they remember what they learned yesterday about the sun. Then hold up the jar of water, and ask them to remember what they learned yesterday about water.

Ask for one volunteer to dig out an item from the container. When the young person has unearthed the item, hold it up for everyone to see. Ask the group what it is? **A bag of dirt! I wonder what that could mean!**

Ask for another volunteer to dig out the second item. Hold that up for the group to see. **What is it? A package of seeds! I wonder what that could mean!**

We must pay attention to the things we do and learn about today. I think we will understand these items better by the end of today.



Bible Reading

Leaders: *If you have Questers in the program able to read out loud to the whole group, ask one of them in advance to read the scripture for today. If there isn't anyone able to read for the group, ask another volunteer to read the following passage.*

The translation used in this curriculum has been taken from The Message. Feel free to use another Bible translation if you choose. If there are youth or young adults in your congregation with dramatic experience, they could act out the passage. Feel free to be creative with this!

A reading from the Book of Genesis, Chapter 1, verses 9 to 13

God spoke: "Separate!

Water-beneath-Heaven, gather into one place;

Land, appear!"

And there it was.

God named the land Earth.

He named the pooled water Ocean.

God saw that it was good.

God spoke: "Earth, green up! Grow all varieties of seed-bearing plants,

Every sort of fruit-bearing tree."

And there it was.

Earth produced green seed-bearing plants, all varieties,

And fruit-bearing trees of all sorts.

God saw that it was good.

It was evening, it was morning—

Day Three.

WONDERING QUESTIONS FOR REFLECTION

Ask the group the following questions to spark discussion after reading this Bible passage.

- ***I wonder what it was like before God separated the land and the water?***
- ***I wonder what is your favourite thing to do in the water?***
- ***I wonder what is your favourite thing to do on land?***
- ***I wonder if anyone in this room has grown food to eat?***
- ***I wonder how a seed becomes a plant or a tree?***



Partner Story: Ache

Leaders: *On a globe or map of the world, show Questers where you are located in Canada, and where the Lake Chad region is located in Chad and Cameroon.*

In the rural town of Logone Birni, Cameroon, Ache is both a farmer and a leader. She's helping her community grow—not just crops, but opportunity.

Ache's farming group—made up mostly of women, along with a few men—is like an extended family to her. "They are like my sisters and brothers," she says. Together, they cultivate tomatoes and vegetables, using compost and organic pesticide—simple, natural methods that improve crop health and protect the land. They also grow rice and other basic food, and raise small animals,

blending traditional knowledge with newer techniques introduced through CLWR's Friends of Creation program.

Their vegetables, especially the tomatoes Ache sells in the market in Kousseri, are prized for their freshness and flavour. The group sells their produce collectively and shares the money they make, so that every family has something to take home.

The money Ache makes from farming now supports her family of five and her children's education. She can save money and build a more stable future.

But Ache's motivation goes beyond her own household. Leading her group, helping others educate their children, and setting an example for the next generation—this is what drives her.

"When I see the other women in my group sending their children to school too, I feel proud," she says. "We are lifting each other up. That is the harvest I care most about."

Ache's story is a powerful reminder that growing food can also grow hope—when it's rooted in shared purpose, community leadership, and care for the earth.

This story has been adapted for children. The original story can be found on CLWR's website. clwr.org/news-events/cameroon-ashis-story

WONDERING QUESTIONS FOR REFLECTION

- ***I wonder what would happen to Ache's family if she couldn't grow food?***
- ***I wonder if anyone here likes tomatoes?***
- ***I wonder if anyone here has ever planted a seed? I wonder what those seeds grew into?***

- ***I wonder what your favourite food is to eat? I wonder who grew that food so we could eat it?***
- ***I wonder what we could do here in Canada to help support Ache and farmers like her in countries like Chad and Cameroon?***

Leaders: Give all Questers a Tiny Hearts poster and some stickers. Ask the group to find the stickers of plants and trees (things that are planted and grow), and have them add these to the poster. Make sure the group does not use the fish, goat, chicks, or bee stickers. We will get to those on another day. Get Questers to put their names on the poster, and put them away until we need them again.

FUNDRAISING OPPORTUNITY

If you would like to include a fundraising component in your VBS, consider using the Tiny Hearts poster to encourage Questers to raise money or collect donations during the week. CLWR also offers the ability to set up a custom fundraising page (similar to a GoFundMe). You can set up your own at www.clwr.org/fundraise or by emailing churches@clwr.org.

PRAYER FOR ACHE AND FARMERS AROUND THE WORLD

Dear God, thank you for Ache and the difference she is making in her community. Thank you for all farmers that grow food so that people around the world can eat good and healthy food. We ask that you protect the land, the seeds, and the water so that all who need food can be fed. Amen.



Activities

ACTIVE: SEED, SEED, SPROUT!

This is an adaptation of “Duck, Duck, Goose”. Have your Questers sit in a circle. One person is the Farmer. They walk around the back of the circle saying, “Seed, seed, seed...”. When they say “Sprout!” that individual needs to get up, and run in one direction in the circle while the farmer runs in the other direction. The person that makes it back to the spot first sits down, and the other becomes the Farmer.

ACTIVE: SEED RELAY

Divide the group into groups with equal number of participants—ideally, with about five Questers in each group. Play outside in an area that will attract birds. Have a large bowl of seeds (bird seed or sunflower seeds), a small cup, and a tablespoon for each team. Have the team line up by the bowl of seeds. Each player has a turn to fill up the tablespoon from the bowl of seeds, run to the other side, and place the seeds from the spoon into the small cup. The team continues to do this until their cup overflows with seeds.

SCIENCE: SEED TRAVEL

Watch the video to learn how seeds travel to spread and grow in different places:

[youtube.com/watch?v=WqgVks9NViQ](https://www.youtube.com/watch?v=WqgVks9NViQ). Bring examples of different seeds (dandelion, maple, burrs, fruit, etc.), and discuss with your group the different ways that seeds spread.

SCIENCE: SEED GROWTH

Watch this video to learn how seeds germinate and grow: [youtube.com/watch?v=-rJdVQNY6TY](https://www.youtube.com/watch?v=-rJdVQNY6TY). After the video, each Quester can create their own seed germination kit with a Ziploc bag, paper towel, and seeds.

OUTDOOR: GARDEN EXPLORATION

Visit a community garden or a garden of a congregation member to learn about the different fruits and vegetables that grow in the area. Have the gardener tell the Questers about the variety of plants they grow. Questers can even try to guess what the fruit or vegetable is by looking at the plant. If the gardener is agreeable, you can create a snack for the group out of locally grown food from the garden.

OUTDOOR: COMMUNITY GARDEN

Consider starting your own community garden at the church. Even just a few planters or small area is a great way to start.



Craft Time

The challenge in our craft time today is to help our ecosystem thrive while making the world around us more beautiful!

SEED BOMBS

This is a great activity to re-use paper that is on its way to recycling! This is a fun and engaging activity for children—just know that it is messy! You can be creative with what you

do with the seed bombs: send them home with your Questers, make some as gifts for the congregation, and/or (with permission) plant them in a place that could use wildflowers. When you get the seeds for this, choose seeds from plants that are long established in your area and non-invasive.

Step 1. Cut up paper into small squares, and place them in a large bowl of water. Let the

paper absorb the water for about 20 minutes (can be done in advance to save time).

Step 2. Squeeze the excess water from the paper, and place the paper into a food processor or blender. Process the paper making into pulp. Return the paper to the bowl.

Step 3. Mix in the seeds to the paper pulp.

Step 4. Now for the fun—and messy—part! With your hands, make the pulp-seed mixture into a ball. Put the ball (“seed bomb”) onto a parchment paper lined cookie sheet.

Step 5. Let the seed bomb dry overnight.

Wildflowers are great pollinators! While you are leading this craft with your Questers, you can talk about the challenge of helping the bees. By growing pollinator-friendly plants, bees thrive. Bees are so important in our food production system. If you have someone that keeps bees in your congregation, have them come and talk to your Questers to share the importance of bees. If you don't have someone to come

and share, you can research about it. Having a honey-based snack after this activity is highly suggested!

BIRD FEEDERS

This is a fun and easy craft to do to help feed the birds in your area.

Step 1. Glue three popsicle sticks into the shape of a triangle. Let the glue dry.

Step 2. Smear glue over the triangle shape on both sides.

Step 3. While the glue is still wet, dip the triangle shape into bird seed. Make sure all the glue is covered.

Step 4. Place the bird feeders on a piece of parchment paper until the glue is dry.

Step 5. Tie a long string to one end of the triangle. Your Questers can take them home to hang in a place where the birds can come and eat the bird seed!



Movie Clip: *The Odd Life of Timothy Green*

This movie follows the story of a couple, and their experience with a ten-year-old boy named Timothy. Timothy isn't a typical boy as he has leaves growing on his legs. Timothy comes to this couple as a bit of a miracle. Just like how seeds grow, they are miracles, able to become a plant or a tree.

Watch the movie from 6:11 to 19:00.

DISCUSSION QUESTIONS

- ***Do you have any dreams that you wish would come true? What are they?***
- ***Cindy and Jim dream of having a child of their own. What do they do? What happens because of their actions?***

- ***What is special about Timothy?***
- ***What is Cindy, Jim, and Timothy's last name? Why is that significant?***

If you watch the whole movie with your Questers, please note that there are some sensitive topics in this movie. Cindy and Jim cannot biologically have children. This may not be an issue for the children in your program. But it could be a sensitive topic. Alternatively, it could also start a conversation about the fact that many families look different. Many families have adopted or foster children. Some families may choose to try in vitro treatments or use a surrogate. With children you never know what way a conversation will go; just know there might be some interesting things that come up!



Closing Reflection and Prayer

Leaders: *Gather the group together for the closing of the day. Sing a song together. Ask for a volunteer to read Psalm 104, verses 10-11, for the group.*

“You make springs gush forth in the valleys, they flow between the hills, giving drink to every wild animal.”

Have a volunteer read the scripture reading from the opening session.

Return to the objects that were unearthed from the bin in the morning session.

Hold up the bag of dirt, and ask the group why we dug up this out of the bin this morning.

What does the dirt have to do with what we learned today?

Hold up the container of seeds. ***What do seeds have to do with what we learned today?***

Thanks for engaging in our Quest today! It was great to spend the day with you learning about

the importance of seeds and growing things. Looking forward to seeing you again tomorrow where we will discover what Quest awaits us!

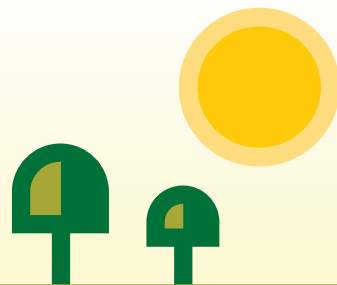
Note to Leaders – *if you are using the Quest Badges, this is an appropriate time to give each VBS Quester their badge.*

CLOSING PRAYER

God of all creation, we give thanks for your gift of sun and water. We love playing in the warmth of the sun, enjoying refreshing water to drink, and eating delicious food grown from the earth that you have entrusted us with. We remember the children of Chad and Cameroon who have challenges because the sun is too hot, the water of the lake is disappearing, and it is difficult to grow food to eat. We promise to do what we can to conserve water, not waste food, and help the environment so that new food can grow. We give thanks for the earth, for seeds, and for all of your creation. Amen.

[illegible]

DAY 3



Preparation and Supplies Needed

- Songs selected and someone to lead music
- Large bin filled with dirt (or sand)
- Small clock
- Calendar
- Small shovel to dig the items out of the dirt
- Display or projection device to show Elijah (or printed photo from CLWR article: https://www.clwr.org/wp-content/uploads/2025_winter_partnership_web.pdf)
- Large sheets of paper
- Markers of various colours
- Around the World: card stock cut into plate-sized circles; world stencil outline (if using); hole punch; string
- Suncatchers: Epsom salt; glass jar; clear plastic lids; tray; string
- Decks of cards
- Finger-Painted Four-Season Tree: paint canvases or card stock; water-based paints
- Ability to show videos
- Night and Day movie (available on Disney+)
- Access to other movies (if needed for a full-day program)



Song Suggestions

- We're Singing Woah!* (Creation Care Quest theme song)
- This Little Light of Mine
- Peace Like a River
- We've Got the Whole World in Our Hands
- We are Walking in the Light of God
- Cantic of the Sun
- The River is Here
- God of Wonders

*For sheet music and a recording of this song please visit [clwr.org/vbs](https://www.clwr.org/vbs)

For more fun ideas on songs, check out this website: weareteachers.com/earth-day-songs

Welcome back to Day Three of Creation Care Quest—Learning to Love Our World! Are you excited to continue on this adventure? Today has some fun things in store for us to learn

about and to experience! Let's get going on today's quest!

Let's start by singing and praying together.



Opening Song and Prayer

Leaders: Choose a song from the Song Suggestions list, or one you already know and feel comfortable leading that your Questers will know or can learn easily. Don't forget the song ("We're Singing Woah!") that has been chosen for the theme song this week. You're encouraged to use that song in your program.

OPENING PRAYER

God of love, as we gather together, enjoying the summer weather and creating memories, please help us to remember how blessed we are to live in Canada. Thank you for providing us with all we need each day, and for the love of our family and friends. We pray for children

around the world, especially those who live in fear, or in countries of war. We pray for a world where people live in peace, with hope, justice, dignity, and equality. We pray for creation, so that all can have access to clean water, to be able to have enough food to survive, and have all that they need to live happy lives. We pray specifically for the children who live in Chad and Cameroon. May their environment be stable so that they can live and play without fear. Please guide us in ways we can help to create a world filled with love, and where all children will be safe and find comfort. In Your name we pray, Amen.



Quest of the Day

Leaders: Before your Questers arrive, bury the clock and calendar in the container of dirt or sand. Don't tell the group the significance of these items; let them discover their meaning over the course of the day. You will return to the items at the end of the day to ask your Questers what they think they mean.

Before digging into the container for the new items, remind the group of the objects from Day One and Day Two. Hold up the sun. Ask the group if they remember what they learned the first day about the sun. Then hold up the jar of water, and ask them to remember what they learned the first day about water. Then hold up the container of soil. Ask the group what they remember from yesterday about the soil. Lastly,

hold up the package of seeds. Ask the group what they learned about seeds.

Ask for one volunteer to dig out an item from the container. When the young person has unearthed the item, hold it up for everyone to see. Ask the group what it is. **A clock! I wonder what that could mean!**

Ask for another volunteer to dig out the second item. Hold that up for the group to see. **What is it? A calendar! I wonder what that could mean!**

We must pay attention to the things we do and learn about today. I think we will understand these items better by the end of today.



Bible Reading

Leaders: *If you have Questers in the program able to read out loud to the whole group, ask one of them in advance to read the scripture for today. If there isn't anyone able to read for the group, ask another volunteer to read the following passage.*

The translation used in this curriculum has been taken from The Message. Feel free to use another Bible translation if you choose. If there are youth or young adults in your congregation with dramatic experience, they could act out the passage. Feel free to be creative with this.

A reading from the Book of Genesis, Chapter 1, verses 14-19

God spoke: "Lights! Come out!

Shine in Heaven's sky!

Separate Day from Night.

Mark seasons and days and years,

Lights in Heaven's sky to give light to Earth."

And there it was.

God made two big lights, the larger

to take charge of Day,

The smaller to be in charge of Night;

and he made the stars.

God placed them in the heavenly sky

to light up Earth

And oversee Day and Night,

to separate light and dark.

God saw that it was good.

It was evening, it was morning—

Day Four.

WONDERING QUESTIONS FOR REFLECTION

Ask the group the following questions to spark discussion after reading this Bible passage.

- ***I wonder what it was like before God separated the daytime from the nighttime?***
- ***I wonder what your favourite season is... (winter, spring, summer or fall)?***
- ***I wonder how many days are left in the summer before you all go back to school?***
- ***I wonder if anyone in the room has a birthday this month, if so, how many days left until your birthday?***
- ***I wonder who likes the sun?***
- ***I wonder who likes the moon?***



Partner Story: Restoring Hope, One Acre at a Time

Leaders: *When you read the story to your Questers, consider displaying or projecting Elijah's photo, or print it out to pass around. It would be good for your Questers to see another young person who is working for change through Friends of Creation in Chad and Cameroon.*

Also, pull out your globe or map and remind your Questers where you are located in Canada,

and where the Lake Chad region is located in Chad and Cameroon.

Elijah, an 11-year-old member of Peace Lutheran Church in Chatham, Ont. is proving that anyone, no matter their age, can make a difference.

Lake Chad was once one of the largest lakes in the world, but it has shrunk by 90% over

the past 60 years. This crisis has affected millions of people who rely on it for water, food, and livelihoods. Through CLWR's Friends of Creation Challenge, Elijah is supporting a project that uses nature-based solutions—giving nature a chance by tipping the balance of the ecosystem back toward sustainability—to heal the land and strengthen communities. These efforts include replanting trees, restoring water sources, supporting women and girls, and teaching sustainable farming. Rooted in kindness, it's a project about climate change, food security, water, education, gender roles, migration, and life itself.

Elijah took this problem to heart. His goal? To raise \$1,000 to help restore land and life around Lake Chad. And thanks to his dedication, he surpassed it, helping to restore 20 acres of land.

Around the lake's basin, thousands of farmers are now fighting back to stop an entire ecosystem from unravelling—thanks to the help of kind-hearted donors and supporters like Elijah.

Thank you for caring for one of God's most precious creations.

This story was printed in the Winter edition of CLWR's Partnership magazine. You can find the issue on CLWR's website: clwr.org/wp-content/uploads/2025_winter_partnership_web.pdf

DISCUSSION QUESTIONS

- ***What do you think about Elijah and his goal to be a Friend of Creation?***
- ***Would you want to do something to support the work in the Lake Chad Basin? If so, what could that be?***
- ***Creation Care Questers: What would your group commit to doing to support the work of Friends of Creation?***

PRAYER FOR ELIJAH AND ALL WHO SUPPORT THE FRIENDS OF CREATION CAMPAIGN

Dear God, we give thanks for Elijah, and for his determination to help people in Chad and Cameroon be able to grow food. May we find the determination that Elijah has to make a difference in this world, so that all can have healthy food to eat, and live vibrant lives. We know that every little thing helps! Amen.



Activities

ACTIVE: WHAT TIME IS IT, MR. WOLF?

This is a classic game played by one person being the “wolf” who stands with their back to the other Creation Care Questers. Questers yell out “What time is it, Mr. Wolf?” The wolf responds with a number, and Questers take that number of steps forward. Repeat the question until the Wolf decides it is “dinner time”. The wolf turns around and tags one of the Questers. Then the tagged Quester becomes the Wolf. This is a great game for young children as they learn to count. It can be done inside or outside.

ACTIVE: NATURE CHANGING RELAY

Divide your group into teams of four per team. Each member of the team will have a turn to draw a picture of a person and the clothing they would wear for their assigned season. The first person draws for winter, second person for spring, third for summer, and fourth for fall. The team lines up and the “drawer” has to run to the table with the drawing materials. The make their drawing as quickly as possible. When they are done, they run back to the end of the line, and the next person runs to the table. To add

an extra challenge to this game, you can time each team to see how long they take. If you don't have enough participants for equal teams of four members, have volunteers step in to participate.

SCIENCE: AROUND THE WORLD

The Owl Teacher website has a great activity that you can adapt to have Creation Care Questers learn about the seasons in Chad and Cameroon. theowlteacher.com/conquer-season-changes-5-engaging-activities/

- Have each Quester draw the world on a large round plate-sized circle cut out of paper or card stock. You can stencil the outline of the world or if your Questers are up for the challenge they can draw the outline of the continents themselves. Locate the countries of Chad and Cameroon on their globe.
- Research the temperature in Chad and Cameroon at various seasons in the year. What season is it right now? You will need to explain that unlike Canada, Central Africa doesn't have winter, spring, summer, and fall—they have the "rainy season", and the "dry season". What temperature is it in that area today? Let the group pick another date in the year, and research what the temperature is like on that date. What is the average temperature in your area on that date? Have each Quester write down the research findings on the back of their world drawing.
- Punch a hole in the top of the circle, and attach a string to the world. Each Quester can take their globe home, and share their learning with their families and friends.

SCIENCE: SUNCATCHERS

The Babble Dabble Do website walks you through the steps to create suncatchers with your group. babbledabledo.com/science-kids-crystal-suncatcher-craft/

Step 1. Put one cup of Epsom Salt in a glass jar.

Step 2. Warm up one cup of water.

Step 3. Pour the warm water into the salt and stir for 1 to 2 minutes until the salt is dissolved.

Step 4. Place the clear plastic lids on a tray in a sunny location where they won't be disturbed.

Step 5. Pour some of the liquid into the plastic lid. Do not overfill these.

Step 6. Wait patiently over the next few hours (or days) until the suncatcher crystallizes in the sun.

Step 7. When the liquid has evaporated, you will see crystals. Your suncatcher is ready!

The suncatchers are very fragile—it's best if adults do this next step, and caution should be used when moving suncatchers, going forward. Very carefully poke a hole in the top of the suncatcher, and attach a string to hang it near a window.

SCIENCE: CLOCK SOLITAIRE

This activity is more for older Questers that want to do a personal challenge. It is also good for kids that are learning to tell time. You will need a deck of cards for each player or have them take turns. You can watch this video to learn how to play the game. [youtube.com/watch?v=MzIF2MymYEI](https://www.youtube.com/watch?v=MzIF2MymYEI)

OUTDOOR: SEASONAL SCAVENGER HUNT

Take a walk around your neighbourhood, and notice the things that you can see that only exist in the summer. If it is appropriate, collect some things that you can find in your natural surroundings that symbolize summer. When you get back from your scavenger hunt, as a group you can make a collage of the items to celebrate the summer season that we are in!



Craft Time

FINGER-PAINTED FOUR-SEASON TREE

Are you ready for some messy fun? For a visual on this craft take a look here: www.pinterest.com/pin/art-for-work--2955555999143152/

Create an art gallery of painted trees as unique as each of your Questers! As they create art, they can also reflect on the seasons of creation that God has given us here in Canada.

Step 1. Give each Quester a piece of card stock or a small paint canvas.

Step 2. Using water-based paints, have each Quester paint their hand with brown paint, and place it in the centre of their paper or canvas. This will be the trunk of their tree.

Step 3. Make four quadrants for the leaf sections of the tree. Each quadrant will be each of the seasons.

Step 4. Winter. In one quadrant using their fingers and white paint to make snow on the branches of the tree.

Step 5. Spring. In the next quadrant use pinks and reds to paint flowers blooming on the tree.

Step 6. Summer. In the next quadrant use green to paint leaves on the branches.

Step 7. Fall. In the last quadrant use red, orange, brown, and yellow to paint leaves on the branches.

Have each Quester write their name on their artwork, and put them up around the room to display.

Note: For a less messy option, you can do this activity by painting with brushes or by gluing collected natural items (sticks, flowers, grass, leaves, etc.) to the canvas.



Movie Clip: *Night and Day*

Pixar created this short movie in 2010 to celebrate the relationship between night and day. The full movie is only five minutes long and can be streamed through Disney+.

If you are doing a full-day program and want to show a full-length movie, you might consider other films. Some suggestions include: *A Wrinkle in Time* (2018, Disney+, not suitable for a young group as it is a coming-of-age film); *Meet the Robinsons* (2007, Disney+); *The Lego Movie 2: The Second Part* (2019, Amazon Prime, Apple TV+, YouTube Movies); and *Cinderella III: A Twist in Time* (2007, Disney+).

DISCUSSION QUESTIONS

- ***Do you prefer the daytime or the nighttime?***
- ***What is your favourite thing to do in the daytime?***
- ***What is your favourite thing to do in the nighttime?***
- ***What do you see as the relationship between daytime and nighttime? Can you see there are good things to experience in both?***



Closing Reflection and Prayer

Leaders: *Gather the group together for the closing of the day. Sing a song together. Ask for a volunteer to read Psalm 104, verses 22 and 23, for the group.*

“When the sun rises... people go out to the work to their labour until the evening.”

Return to the objects that were unearthed from the bin in the morning session.

Hold up the clock and ask the group why we dug up this out of the bin this morning?

What does the clock have to do with what we learned today?

Hold up the calendar. ***What does a calendar have to do with what we learned today?***

Thanks for engaging in our Quest today! It was great to spend the day with you learning about the difference between night and day. Looking forward to seeing you again tomorrow where we will discover what Quest awaits us!

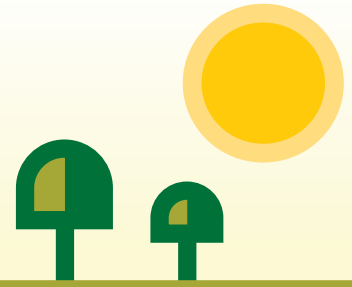
Note to Leaders – if you are using the Quest Badges, this is an appropriate time to give each VBS Quester their badge.

CLOSING PRAYER

God of all creation, we give thanks for your gift of daytime and nighttime, the sun and the moon, and the changing of the seasons. We love playing in the warmth of the sun, seeing the stars and moon at night, enjoying the different seasons and the variety of weather they bring. We remember the children of Chad and Cameroon who have challenges because the sun is too hot that make their food growing season too short. We promise to do what we can to protect the environment, so that food can grow. We give thanks for the daylight, for the nighttime, and for all of your creation. Amen.

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced, horizontal green lines that run across the entire width of the page. The lines are thin and consistent in color, providing a guide for letter height and placement. There are no margins, text, or other markings on the paper.

DAY 4



Preparation and Supplies Needed

- Songs selected and someone to lead music
- Large bin filled with dirt (or sand)
- Small toy fish
- Small toy bird
- Small shovel to dig the items out of the dirt
- Tiny Hearts pages from Day Two; duckling stickers; fish stickers
- Fishing for Good Works: paper; marker or pen; safety pins; string or ribbon; round magnets; hot glue gun and glue sticks; basket (optional); bubble wrap (optional)
- Ability to show videos (for How Do Fish Breathe? video and the movie clip activity)
- How Do Fish Breathe?: plastic cup; rubber band; coffee filter; water and coffee grounds mixed together
- Pinecone Bird Feeders: pinecones; wire or string; peanut/sun butter or vegetable shortening (for allergy-friendly options); bird seed
- Cardboard Tube Owls: toilet paper rolls; paper; buttons; pipe cleaners; googly eyes; orange triangles (for the beaks)
- Crafty Snack Idea: blue jello; gummy fish
- Ponyo movie (available on Netflix—ensure you have the English option)



Song Suggestions

- We're Singing Woah!* (Creation Care Quest theme song)
- This Little Light of Mine
- Peace Like a River
- We've Got the Whole World in Our Hands
- We are Walking in the Light of God
- Canticale of the Sun
- The River is Here
- God of Wonders

*For sheet music and a recording of this song please visit clwr.org/vbs

For more fun ideas on songs, check out this website: weareteachers.com/earth-day-songs

Welcome back to Day Four of Creation Care Quest—Learning to Love Our World! We are excited for everything we are going to do

today. Let's get started on today's Quest with some songs and our opening prayer.



Opening Song and Prayer

Leaders: Choose a song from the Song Suggestions list, or one you already know and feel comfortable leading that Questers will know or can learn easily. Repeating songs from day to day is encouraged. Are favourites emerging? It might be time to take requests from your Creation Care Questers! Don't forget there is a theme song for the week ("We're Singing Woah!"). You're encouraged to use that song in your program. Hopefully it will become a fan favourite!

OPENING PRAYER

God of love, as we gather together, enjoying the summer weather and creating memories, please help us to remember how blessed we are

to live in Canada. Thank you for providing us with all we need each day, and for the love of our family and friends. We pray for children around the world, especially those who live in fear, or in countries of war. We pray for a world where people live in peace, with hope, justice, dignity, and equality. We pray for creation, so that all can have access to clean water, to be able to have enough food to survive, and have all that they need to live happy lives. We pray specifically for the children who live in Chad and Cameroon. May their environment be stable so that they can live and play without fear. Please guide us in ways we can help to create a world filled with love and where all children will be safe and find comfort. In Your name we pray, Amen.



Quest of the Day

Leaders: Before your Questers arrive, bury the toy fish and toy bird in the container of dirt or sand. Don't tell the group the significance of these items; let them discover their meaning over the course of the day. You will return to the items at the end of the day to ask your Questers what they think they mean.

Before digging into the container for the new items, remind the group of the objects from earlier in the week. Hold up the sun. Ask the group if they remember what they learned on Day One about the sun. Then hold up the jar of water, and ask them to remember what they learned on Day One about water. Hold up the soil and seeds, and ask them what they learned about on Day Two. Hold up the clock and

calendar, and ask what they learned about on Day Three.

Ask for one volunteer to dig out an item from the container. When the young person has unearthed the item, hold it up for everyone to see. Ask the group what it is. **A bird! I wonder what that could mean!**

Ask for another volunteer to dig out the second item. Hold that up for the group to see. **What is it? A fish! I wonder what that could mean!**

We must pay attention to the things we do and learn about today. I think we will understand these items better by the end of today.



Bible Reading

Leaders: *If you have Questers in the program able to read out loud to the whole group, ask one of them in advance to read the scripture for today. If there isn't anyone able to read for the group, ask another volunteer to read the following passage.*

The translation used in this curriculum has been taken from The Message. Feel free to use another Bible translation if you choose. If there are youth or young adults in your congregation with dramatic experience, they could act out the passage. Feel free to be creative with this.

A reading from the Book of Genesis, Chapter 1, verses 20-23

God spoke: "Swarm, Ocean, with fish and all sea life!

Birds, fly through the sky over Earth!"

God created the huge whales,

all the swarm of life in the waters,

And every kind and species of flying birds.

God saw that it was good.

God blessed them: "Prosper! Reproduce! Fill Ocean!

Birds, reproduce on Earth!"

It was evening, it was morning—
Day Five.

WONDERING QUESTIONS FOR REFLECTION

Ask the group the following questions to spark discussion after reading this Bible passage.

- ***I wonder what everyone's favourite bird is?***
- ***I wonder what everyone's favourite fish is?***
- ***I wonder if anyone has a pet fish or a pet bird?***
- ***I wonder how the birds communicate with each other?***
- ***I wonder how the fish communicate with each other?***
- ***I wonder what the world would be like if God didn't create the birds and the fish?***
- ***I wonder what the world would be like for the fish and the birds if we didn't take care of the earth, the air and the waters?***



Partner Story: Amina's Story

Leaders: *On a globe or map of the world, show your Questers where you are located in Canada, and where the Lake Chad region is located in Chad and Cameroon.*

Amina is a single mother with six children. Her life has been challenging. Many years ago, her husband left the family, and Amina has been the only one to care for her children. In 2022, things got even harder when a flood destroyed her home, forcing her to start again with less than she had before.

But Amina is not one to give up.

Today, she is part of an organization that is supported by CLWR's Friends of Creation program. Her group meets once a week, where its 30 members contribute money to their savings fund, a community emergency fund, and even a small penalty fund collected when someone is late or misses a rule. These funds support one another through life's challenges—whether it's illness, a death in the family, or an urgent home repair. These funds are like putting

money in a bank, and the members withdraw that money in times when they need it.

The savings are stored in a lockbox with three separate locks, each key held by a different person, and the box itself is kept by the group's president for safety. After each weekly meeting, members can apply for small loans of money to grow their businesses or cover buying things they need for their family.

Amina used her loan to set up a small food stall in front of her home, where she sells a variety of goods to her neighbours—including dried fish, a local favourite. Her daughters help run the stall, turning it into a family business. With the income from her sales, Amina is slowly repairing her flood-damaged home, and her children are able to go to school.

In a country like Chad, women often face significant barriers to land ownership and access to financial support. Savings groups like Amina's provide more than financial tools—they offer solidarity and mutual support, helping women weather climate shocks, rebuild their livelihoods, and regain control of their futures.

Amina's journey shows the power of a small investment, made possible by her community, her resilience, and a program that puts women's leadership at the centre of economic recovery.

This story has been adapted for children. The original story can be found on CLWR's website. clwr.org/news-events/chad-aminas-story

REFLECTION ON AMINA'S STORY

- ***I wonder if Amina's six children all get along?***
- ***I wonder what would have happened to Amina's family if she didn't have the support of the community group?***
- ***I wonder if anyone has ever sold anything outside your home? I wonder what you did with the money you made?***
- ***I wonder if anyone here has gone fishing? I wonder, did you catch any fish?***

- ***I wonder if anyone here has ever eaten dried fish?***
- ***I wonder if anyone here has a bank account? I wonder what you are saving money for?***
- ***I wonder how we could support women like Amina when we live so far away?***

TINY HEARTS CHALLENGE

Does your group want to take on another challenge? Find your Tiny Hearts pages and stickers, and encourage Questers to put the fish and the birds (ducklings) on their pages. Tell them about the Tiny Hearts fundraising for Chad and Cameroon on CLWR's website (donate.clwr.org/products/tiny-hearts) or if you are doing a fundraising challenge this week, you can remind them of that. Thank you for being part of changing lives around the world!



Ducklings

In the Lake Chad region, many families are working to strengthen their farms, and rebuild their livelihoods.

A duckling can be a small but meaningful step toward stability and self-reliance.

Choose this gift for the Tiny Hearts in your life, and you'll help give a family a duckling so they can grow their own food and income. Suggested donation: \$8



Fish

In regions where flooding has totally covered farmland, farmers are rapidly adapting, and fishing on what used to be their farmland. Provide a fishing kit so a family who has lost their farm can start a source of income and food.

Choose this gift for the Tiny Hearts in your life, and you'll help give a family fish so they can grow their own food and income. Suggested donation: \$4

If your group is taking on the challenge of working together to raise money, encourage everyone to work together to buy ducklings and

fish for families in the Lake Chad area. Ask them to bring in some money tomorrow, and see how much you can come up with. Maybe you can raise enough to purchase a flock of ducks or a school of fish!

PRAYER FOR AMINA AND WOMEN AROUND THE WORLD

Dear God, thank you for Amina and the difference she is making in her family and her

community. Thank you for all single mothers that provide for their family when hard things happen. We give great thanks for people who come together to support each other. We ask that you protect all people working to make their communities stronger. We pray for the water, the fish, and for the air and the birds. We pray for a world where all can be fed. Amen.



Activities

ACTIVE: FISH, SEAWEED AND BIRD

Pick one person to be the bird, and another to be a swimming fish. Have the rest of the group divide into bundles of three, and scatter themselves around the room. Have the groups of three link arms. The two people on the ends are fish, the person in the middle is seaweed. Have each of the group members make actions that represent their character. The bird can fly around, but ultimately wants to catch the fish. The fish can escape the bird by attaching itself to one of the fish/seaweed clusters. If the fish joins a cluster, the fish on the opposite side then becomes the swimming fish. Also, when the swimming fish joins a cluster, the roles change—seaweed is now on the end, so is now a fish, and the fish that shifts to the middle, is now seaweed. Once your Questers get the concept, you can add an extra challenge to the game by adding another bird and fish.

ACTIVE: FISHING FOR GOOD WORKS

Step 1. Cut the paper into fish shaped strips.

Step 2. On each fish write something that each Quester can do for the rest of the week. Examples: Pray for the people of Chad and

Cameroon; be mindful of not wasting food; be mindful of not wasting water; try something new; share what you have learned at Creation Care Quest with someone, etc.

Step 3. Attach a safety pin to each fish.

Step 4. Use the hot glue gun to glue a magnet to the end of the string or ribbon. Allow to dry.

Step 5. Place the bubble wrap (to symbolize water) in the basket or bowl, then place the “good works” fish in the basket.

Step 6. Have each Quester “fish” for a good work. Have them read the challenge to the group. Ask them if they can commit to their “good work”.

Leaders: *Write down each person’s good work so that you can check in with them later to see how they did with it.*

SCIENCE: HOW DO FISH BREATHE?

This activity has been adapted from this website: trueaimeducation.com/creation-story-for-kids-day-5-birds-fish/.

Step 1. Mix the coffee in the water.

Step 2. Fasten the coffee filter over the cup with the elastic band.

Step 3. Ask the kids to notice what happens when you pour the coffee water through the filter into the empty cup.

Let them know that fish have gills, and that the filter in this experiment acts like gills. Living creatures need oxygen in order to live. Fish do not breathe air like humans, as they live in water, which is made up of hydrogen and oxygen. When fish swallow water, it is sent to their gills, which work like the coffee filter in the demonstration, by filtering out oxygen and allowing the fish to “breathe.”

Show this video to show this process in greater detail: youtube.com/watch?v=XEIRlw5rCUk.

OUTDOOR: BIRD WATCHING OR BIRD BINGO

For this activity it would be very helpful to have a volunteer who knows about birds in your area to share their knowledge with the Questers. After they have talked to the group, it would be ideal to take the group on a walk or hike in the area, and have them look for local birds.

If you want to get more elaborate on your birding skills, you could adapt the following Bird Bingo to do with your group! birds.cornell.edu/k12/bird-bingo/



Craft Time

PINECONE BIRD FEEDERS

This activity is fun and simple, but it can be messy. It is a great way to support our feathered friends with some food!

Step 1. Gather pinecones for all of your Questers. Attach a wire or string to each pinecone for hanging.

Step 2. With a knife or a spoon, cover the pinecone with a generous layer of peanut/sun butter or vegetable shortening. Be sure to get it in all the crevices of the cone.

Step 3. Roll the pinecone in a bowl of birdseed ensuring all the sticky layer is covered.

Step 4. Send the bird feeder home at the end of the day with the instructions to hang it about five feet off the ground in a place where it can be seen, so Questers can see the birds coming to feed.

ORIGAMI BIRDS AND FISH

This activity might be challenging for younger Questers. If you have an older group, they might

love learning the relaxing art of origami. There are many video tutorials on YouTube that will give you step by step instructions on folding paper into many shapes. For today look up fish and bird options.

CARDBOARD TUBE OWLS

This activity has been adapted from this website: kiwico.com/diy/art-creativity/recycled-creations/cardboard-tube-owls

Step 1. Fold the top of the toilet paper tube towards the middle to make the owl's pointy ears.

Step 2. Cut various scraps of coloured paper, pipe cleaners, and cut orange triangles to make the owl's beak.

Step 3. Have each Quester decorate their owl by gluing paper and pipe cleaners to their toilet roll. Attach wings, googly eyes, and an orange beak to finish off this project.

CRAFTY SNACK IDEA

Ideally this would be done early in the day to allow the jello to set.

Step 1. Make blue jello. Pour some jello into individual cups (ensure they are labelled with each person's name).

Step 2. Give your Questers some gummy fish, and allow them to put their fish into the "water".

Step 3. Refrigerate and let the jello set.

Step 4. Enjoy at snack time!



Movie Clip: *Ponyo*

This movie tells the story of the relationship between Ponyo, a goldfish-like creature that escapes the ocean and is saved by a young boy. It shows the need to keep balance in all of creation.

Watch the movie from 6:00 to 22:27.

DISCUSSION QUESTIONS

- ***Why do you think there was so much garbage in the ocean?***

- ***Sosuke says he "has a job" to his school friends. What do you think his "job" is?***
- ***What promise does Sosuke give to Ponyo? Would you be able to make that promise to protect all of God's creation?***

Leaders: *If you are doing a full-day program, you might want to consider watching the whole movie. It offers good lessons on how creation needs balance for all to live healthy lives.*



Closing Reflection and Prayer

Leaders: *Gather the group together for a closing of the day. Sing a song together. Ask for a volunteer to read Psalm 104, verse 14.*

"You cause the grass to grow for the cattle and plants for the people to cultivate, to bring forth food from the earth."

Have a volunteer read the scripture reading from the opening session.

Return to the objects that were unearthed from the bin in the morning session.

Hold up the toy bird, and ask the group why we dug up this out of the bin this morning. ***What does the bird have to do with what we learned today?***

Hold up the toy fish. ***What does this fish have to do with what we learned today?***

Thanks for engaging in our Quest today! It was great to spend the day with you learning about the importance of birds and fish in our world. Looking forward to seeing you again tomorrow where we will discover what next Quest awaits us!

Note to Leaders – if you are using the Quest Badges, this is an appropriate time to give each VBS Quester their badge.

CLOSING PRAYER

God of all creation, we give thanks for your gift of fish and birds. We thank you for all creatures in the waters and in the air. We promise to

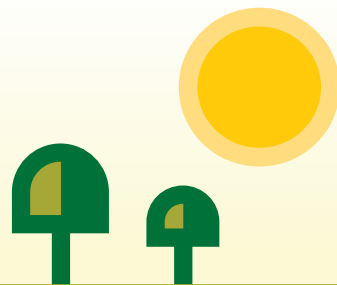
protect them and all of your creation. We remember the children of Chad and Cameroon who have challenges because the climate is changing, the water of the lake is disappearing, and it is difficult to grow food to eat. We

promise to do what we can to conserve water, not waste food, and help the environment so that new food can grow. We give thanks for the earth, for air, for water, and for all of your creation. Amen.

Notes

This image shows a blank sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

DAY 5



Preparation and Supplies Needed

- Songs selected and someone to lead music
- Large bin filled with dirt (or sand)
- Toy animals
- Toy person
- Night light
- Small shovel to dig the items out of the dirt
- Animal Charades: list of animal names written on slips of paper; bowl or hat
- Mindfulness Jars: small jar (no label) with sealable lid; clear glue; glitter; food colouring; hot water; whisk or stick
- Paper Plate Cow: white paper plate; black paper; pink paper; googly eyes; scissors; glue
- You Are Beautiful: paper; markers; “You Are Beautiful” stickers (if using); metallic markers
- Ability to show videos
- Zootopia movie (available on Disney+)



Song Suggestions

- We're Singing Woah!* (Creation Care Quest theme song)
- This Little Light of Mine
- Peace Like a River
- We've Got the Whole World in Our Hands
- We are Walking in the Light of God
- Canticale of the Sun
- The River is Here
- God of Wonders

*For sheet music and a recording of this song please visit clwr.org/vbs

For more fun ideas on songs, check out this website: weareteachers.com/earth-day-songs

Welcome back to Day Five of Creation Care Quest—Learning to Love Our World! Can you believe it is our last day? We have learned and experienced so much together this week!

You have been such amazing Questers! We have a great day in store for you today. Let's get started with some songs and our opening prayer.



Opening Song and Prayer

Leaders: Choose a song from the Song Suggestions list, or one you already know and feel comfortable leading that your Questers will know or can learn easily. Repeating songs from day to day is encouraged! You will probably find over the course of the week some favourites will emerge with your group. Today is a great day to take requests, and sing lots of songs (if your group is a singing bunch).

Don't forget the theme song for the week, "We're Singing Woah!" Hopefully it has become a favourite with your Questers!

OPENING PRAYER

God of love, as we gather together, enjoying the summer weather, and creating memories, please help us to remember how blessed we

are to live in Canada. Thank you for providing us with all we need each day, and for the love of our family and friends. We pray for children around the world, especially those who live in fear, or in countries of war. We pray for a world where people live in peace, with hope, justice, dignity, and equality. We pray for creation, so that all can have access to clean water, to be able to have enough food to survive, and have all that they need to live happy lives. We pray specifically for the children who live in Chad and Cameroon. May their environment be stable so that they can live and play without fear. Please guide us in ways we can help to create a world filled with love, and where all children will be safe and find comfort. In Your name we pray, Amen.



Quest of the Day

Leaders: Before your Questers arrive, bury the toy animals, toy person and the night light in the container of dirt or sand. Don't tell the group the significance of these items; let them discover their meaning over the course of the day. You will return to the items at the end of the day to ask your Questers what they think they mean.

Before digging into the container for the new items, remind the group of the objects from the week. Hold up the sun. Ask the group if they remember what they learned on Day One about the sun. Then hold up the jar of water, and ask

them to remember what they learned on Day One about water.

Hold up the container of soil and packet of seeds. Ask the group what they remember about learning on Day Two with soil and seeds.

Hold up the clock and calendar. Ask the group what they remember about learning on Day Three with the clock and calendar.

Hold up the toy bird and toy fish. Ask the group what they remember about learning on Day Four with the bird and the fish.

Ask for one volunteer to dig out an item from the container. When the young person has unearthed the item, hold it up for everyone to see. Ask the group what it is? **An animal! I wonder what that could mean!**

Ask for another volunteer to dig out the second item. Hold that up for the group to see. **What is it? It's a person! I wonder what that could mean!**

Ask for another volunteer to dig out the last item. Hold that up for the group to see. **What is it? A night light! I wonder what that could mean!**

We must pay attention to the things we do and learn about today. I think we will understand these items better by the end of today.



Bible Reading

Leaders: *If you have Questers in the program able to read out loud to the whole group, ask one of them in advance to read the scripture for today. If there isn't anyone able to read for the group, ask another volunteer to read the following passage.*

The translation used in this curriculum has been taken from The Message. Feel free to use another Bible translation if you choose. If there are youth or young adults in your congregation with dramatic experience, they could act out the passage. Feel free to be creative with this!

A reading from the Book of Genesis, Chapter 1, verses 24-31, and Chapter 2, verses 1-4

God spoke: "Earth, generate life! Every sort and kind:

cattle and reptiles and wild animals—all kinds."

And there it was:

wild animals of every kind,
Cattle of all kinds, every sort of reptile and bug.

God saw that it was good.

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."

Then God said, "I've given you

every sort of seed-bearing plant on Earth
And every kind of fruit-bearing tree,
given them to you for food.

To all animals and all birds,

everything that moves and breathes,
I give whatever grows out of the ground for food."

And there it was.

God looked over everything he had made;
it was so good, so very good!

It was evening, it was morning—
Day Six.

Heaven and Earth were finished,
down to the last detail.

By the seventh day
God had finished his work.
On the seventh day
he rested from all his work.
God blessed the seventh day.
He made it a Holy Day
Because on that day he rested from his work,
all the creating God had done.
This is the story of how it all started,
of Heaven and Earth when they were created.

- *I wonder what was the first animal that God created?*
- *I wonder how loud it was when all the animals were created?*
- *I wonder what it was like before the humans were created?*
- *I wonder what the humans felt when they were given the responsibility of caring for all of creation?*
- *I wonder how tired God was on the seventh day?*

WONDERING QUESTIONS FOR REFLECTION

Ask the group the following questions to spark discussion after reading this Bible passage.



Partner Story: *Planting Seeds of Peace*

Leaders: *On a globe or map of the world, remind your Questers where you are located in Canada, and where the Lake Chad region is located in Chad and Cameroon.*

In Logone Birni, Cameroon, the land has always provided what people need—but in recent times, it has also become a source of conflict. As weather patterns shift, rain becomes unpredictable, and floods and droughts happen more often, the things that people rely on—land, water, grazing areas—are less available. This has led to rising tensions between farmers and herders, and more violence within families, especially as they struggle to grow food and earn income.

In response, the community came together to form a peace committee, supported by CLWR's Friends of Creation program. The committee builds on existing local groups, and emphasizes the importance of including everyone—especially women, youth, and children—in the work of restoring peace.

Madame Kirna, president of the women's group within the committee, helps lead this group. Under her guidance, women now play an active role in solving problems, preventing violence, and building trust between neighbours. They've received training on leadership and important awareness topics like positive masculinity, which encourages respect, support, and shared responsibilities at home and in the community.

A youth group within the committee is also working to make positive change among young people. Together, these groups are facing conflicts not only between farmers and herders, but also between different ethnic groups, helping people move beyond fear and blame, and toward understanding and cooperation.

The peace committee doesn't just solve problems—it brings people together. One of its most powerful efforts has been organizing community meals, where families share dishes

from their own traditions, and sit side by side to eat. These meals are simple, but they're helping to rebuild something deeper: a sense of belonging.

In a place where both the climate and community have been under strain, the trust these neighbours are rebuilding is more than strong—it's life-giving. And like a seed planted in good soil, peace here is starting to take root.

This story has been adapted for children. The original story can be found on CLWR's website. clwr.org/news-events/cameroon-planting-the-seeds-of-peace

REFLECTION ON PLANTING SEEDS OF PEACE

- *I wonder how you would define peace?*
- *I wonder where you see peace in your life?*
- *I wonder where you see conflict in your life?*

- *I wonder how climate change and conflict are connected?*
- *I wonder how things in Madame Kirna's community will be now they have the peace committee?*

PRAYER FOR PEACE

Dear God, we pray for peace in our world, especially in the countries of Chad and Cameroon. We pray for a healthy climate, and for less conflict between farmers and herders—between women and men, and people of different cultural backgrounds. We give thanks for people like Madame Kirna, and their dedication to work for change. We hope that the peace committee can grow and continue to do good things. We promise to be peacemakers in our lives, in our families and with our friends. Amen.



Activities

ACTIVE: YOGA

If you have a volunteer who teaches or practices yoga, they can lead this session with the Questers. They can repeat the sun salutation from the first day of the program. They can also lead different animal poses with the participants. If you don't have a volunteer to lead, you can look up different poses (cat, cow, dog, cobra, eagle, fish, frog, pigeon, etc.). There are also videos on YouTube that can help you lead. Here is an example: youtube.com/watch?v=5XCQfYsFa3Q. Yoga is great for creating a sense of calm, peace, and tranquility in the body and mind.

ACTIVE: ANIMAL CHARADES

One at a time, have your Questers draw a slip of paper with an animal name on it from a bowl. Their challenge is to act out the animal without using words for the others to guess.

ACTIVE: WHO AM I?

Have photos of different animals. Pin or tape a picture to the back of each Quester. Their challenge is to determine what animal they are by asking questions of other Questers. Can I fly? Do I live in the forest? Can I swim? When a Quester has determined their animal, they can sit down and rest.

ACTIVE: ANIMAL PUZZLE DRAWING

Have each Quester pick an animal, and have them draw one part of that animal (examples elephant ear, dog tail, hippopotamus mouth). Collect all the drawings together, and as a group, try to "put the puzzle together". Have the group name the animal. For example, an "ele-dog-otamus"!

SCIENCE: ANIMAL MIMICRY

This experiment is a fun (and tasty) way for your Questers to learn about how animals in the wild determine which animals are better prey than others. <https://www.sciencebuddies.org/stem-activities/candy-camouflage>

SCIENCE: MINDFULNESS JARS

This activity is adapted from the following website: blissfulkids.com/mindfulness-kids-teens-calming-glitter-jar-aka-mind-jar/.

We live in a stressful world. There are more and more demands put on us (and on kids) than ever before. As God “rested” on the seventh day of creation, we too need to rest. One simple way of resting is to give our minds a break. This is a great way to ward off stress, anxiety, and depression. Mindfulness is the simple concept of being in the present moment. It sounds simple, but it is often difficult to practice! Mindfulness jars are a simple tool to help your Questers come into the present moment, and calm their minds.

Step 1. Mix the water and glue together. Aim for about 80% water and 20% glue. Note that the more glue you use, the longer it will take for the glitter to settle.

Step 2. Add about 2 tablespoons of glitter. There are many kinds of glitter, so find some different kinds and colours, and have fun with it!

Step 3. Add a few drops of food colouring to give it a little pep!

Step 4. Mix everything together and pour it into the jar.

Step 5. Put the lid on the jar and give it a shake. You can see the consistency, and whether you have used enough glitter and glue. If you need more, now is the time to add it.

Step 6. Remove the lid and let the liquid cool. Once the liquid is cool, replace the lid. It is highly recommended that you use hot glue to secure the lid in place!

Step 7. Lead your group in a mindfulness practice. Feel free to use your own words, but here is a guideline to help.

Find a seat in the room on your own with your mindfulness jar in front of you. Focus on my voice.

God created the world in seven days. God was very busy separating the heavens from the earth, the land from the sea, creating the days, the years, and the seasons, creating all creatures—air, water, land, animals, and humans. God was tired. It’s a lot to do all of that work. So on the last day of creation, God rested. God knew that all that work was good, and also God needed a break.

We have a busy world. Often our minds get busy. Sometimes it is hard to focus or we worry too much. Let’s take a minute to let our mind rest.

Take your jar and give it a good swirl. Now take a look at it. Watch the glitter move. I’m going to stop talking and let you focus on the glitter. [Pause.] When the glitter has settled, take a deep breath in, and exhale it out. (Repeat this a few times to let the feeling of stillness settle in for the group).

OUTDOOR: VISIT A FARM, ANIMAL SANCTUARY OR ANIMAL RESCUE

This could be challenging depending on where you are located in the country. If you can, it would be great to have your Questers get as close to animals as they can, and learn about the care of the animals. If they can’t do a visit, perhaps inviting a farmer or animal rescue person to come and talk to the participants.

OUTDOOR: ANIMAL SCAVENGER HUNT

If you can’t get to visit with animals, consider going on a walk in the neighbourhood of your congregation to look for animals. Parks are a great place to look for more unique animals. Have the group compile a list of all of the

animals that they see. If they don't see animals, but see tracks of animals, those count too. If you don't know what they are, take a photo, and do some research after the Scavenger Hunt!

OUTDOOR: ALPHABET ANIMALS

Have the group sit in a circle. The challenge of the group is to come up with an animal for every letter of the alphabet. Start with the

letter A and go through the alphabet. This can be a team activity. When a participant knows an animal they can put up their hand. Call on a variety of participants.

Leaders: *You may want to have some ideas in mind for some of the more challenging letters in the alphabet.*



Craft Time

PAPER PLATE COW

This is a simple craft and can be adapted to make many different animals.

Step 1. Cut the black paper into spots. Every cow is unique, so no two spots have to look alike!

Step 2. Cut the pink paper in a round circle for the nose and mouth.

Step 3. Draw a mouth on the pink paper.

Step 4. Glue the pink mouth on the centre of the paper plate. Glue the black spots around the mouth.

Step 5. To finish off your cow, glue two googly eyes above the mouth to complete the cow's face.

YOU ARE BEAUTIFUL

This craft celebrates the unique creation of your Creation Care Questers! Take a look at you-are-beautiful.com/. They sell stickers (and other products) to celebrate the beauty in everyone. You do not need to purchase anything from

them for this craft, but it is good to get ideas from their campaign.

Step 1. Have volunteers draw a silhouette of each participant. It doesn't have to be too elaborate, but try to make them specific to each person. For example, if they wear their hair in a ponytail, but make sure their silhouette shows that. Be sure their name is on their piece of paper.

Step 2. Pass the silhouettes around to other Questers. Their challenge is to write something they appreciate about their other Questers. Examples: Rowan is funny, Aaron is brave, etc. When everyone has completed their compliments, the paper goes back to its owner.

Step 3. Remind your Questers that each of them has been created in God's own image and that they are beautiful. If you ordered stickers, give them to each Quester and have them put one on their silhouette, to remind themselves of the beauty that God has created in them. If you didn't order stickers, have each of them write "I am beautiful" with a metallic marker on their silhouette.



Movie Clip: Zootopia

This movie follows Judy Hopps, a rabbit, that wants to make a difference in the world by becoming the first bunny police officer.

Watch the movie from the beginning to 12:40.

DISCUSSION QUESTIONS

- ***What is Judy's dream? Does she have support in achieving her dream?***
- ***What are your dreams? Who supports you in your dreams?***

- ***How do you think you can make a difference in this world?***

FUN OPTION

"Try Everything" by Shakira is the theme song in this movie. After your discussion, you can have a dance party to this song. Encourage your Questers to not limit themselves and to try everything!

If you are doing a full-day program, you can watch the full movie with your group.



Closing Reflection and Prayer

Leaders: Gather the group together for a closing of the day. Sing a song together. Ask for a volunteer to read Psalm 104, verse 28, for the group.

"When you give to them, they gather it up; when you open your hand, they are filled with good things."

Have a volunteer read the scripture reading from the opening session.

Leaders: Return to the objects that were unearthed from the bin this week. Do a recap of the week's objects to help your Creation Care Questers remember the lessons from the week, and to tie it all together.

On the first day of our Creation Care Quest, we dug up water and sun (hold up those objects). What did we learn that day about these objects?

On the second day of our Creation Care Quest, we dug up soil and seeds (hold up those objects). What did we learn on that day about

those objects?

On the third day of our Creation Care Quest, we dug up a clock and a calendar (hold up those objects). What did we learn on that day about those objects?

On the fourth day of our Creation Care Quest, we dug up a fish and a bird (hold up those objects). What did we learn on that day about those objects?

And today, on our last day of Creation Care Quest, we dug up animals, humans, and a night light (hold up those objects). What did we learn today about those objects?

Thanks for engaging in our Quest this week! It was great to spend the day with you learning about the importance of animals, humans, and rest. Thanks for coming this week and engaging in the Quest to learn to love our world! You have been amazing Questers. We hope you can share what you have learned with your friends and family.

Note to Leaders – *if you are using the Quest Badges, this is an appropriate time to give each VBS Quester their badge.*

CLOSING PRAYER

Creator God, we give thanks for all of creation. We thank you for creating the heavens and the earth, the sea and the sky, the days and the seasons, the seeds that produce food for us to eat, the birds of the air, the fish of the sea, and for animals and us, humans. We love playing in the warmth of the sun, enjoying refreshing

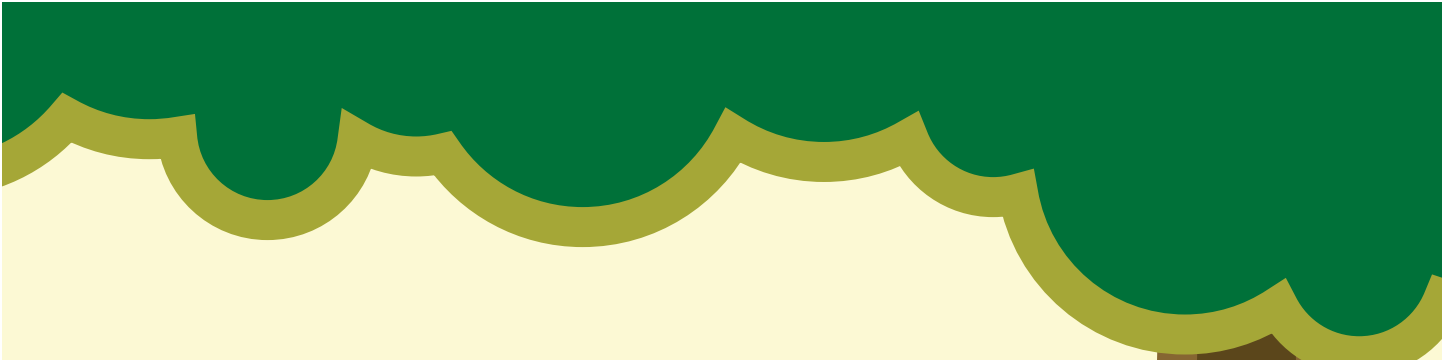
water to drink, and eating delicious food grown from the earth that you have entrusted us with. We remember the children of Chad and Cameroon who have challenges because the sun is too hot, the water of the lake is disappearing, and it is difficult to grow food to eat. We promise to do what we can to conserve water, not waste food, and help the environment so that new food can grow. We give thanks for the earth, for seeds, and for all of your creation. Amen.



[illegible]

[illegible]

This image shows a single sheet of white paper with horizontal green lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a template for writing practice. There are no margins, text, or other markings on the page.



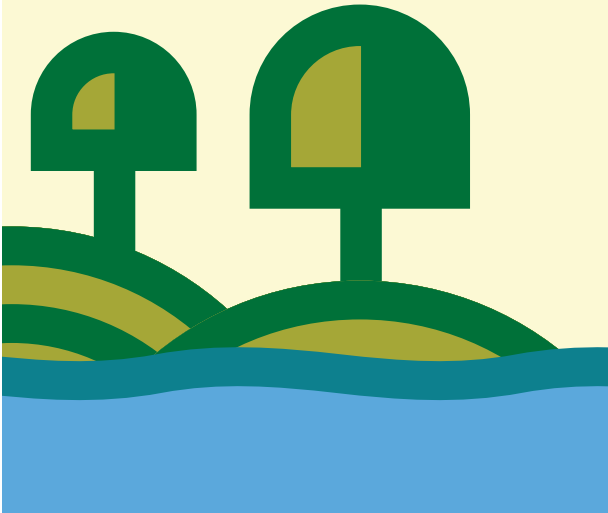
JOIN CHURCHES ACROSS THE COUNTRY IN

The Friends of Creation Challenge

Your congregation can stand with communities on the frontlines of climate crisis with three easy steps!

- Commit 4 Sundays to learning and praying about climate change, and what scripture has to say.
- Choose one thing from our list of suggested actions your church can take — or come up with your own!
- Pick a number of acres around Lake Chad that you'll restore together by raising funds as a congregation -- any amount is ok!

Answer God's call to be friends of creation, and help us restore an ecosystem.



Visit clwr.org/foc-challenge to find everything your congregation needs to join in



Canadian Lutheran
World Relief



Friends of
Creation