

# Reflective Learning

Unpacking key Christian beliefs in  
**RE and collective worship**

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# Introduction

*Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other traditions and other worldviews.*

NON-STATUTORY FRAMEWORK FOR RELIGIOUS EDUCATION 2004

In 2004 the arrival of the new non-statutory framework for Religious Education prompted each Standing Advisory Council for Religious Education (SACRE) to consider the importance of the subject, re-evaluate their current agreed syllabus and analyse how the subject was taught in order to engage pupils in their learning and raise standards.

*Reflective Learning* aims to provide teachers with background information relating to key Christian beliefs and concepts in an attempt to give them more confidence in the subject matter. The material offers important tools to enable teachers to teach Christian beliefs and concepts in the light of biblical teaching and contemporary living and to undertake this teaching with confidence.

In recent years the revolution in the primary school classroom with the use of ICT has given teachers and pupils access to a wealth of material. With the press of a button pupils can now explore ways in which artists and musicians throughout the centuries and across the world have expressed their faith and belief. Throughout the world the creative arts have been fundamental to the world of religion and spirituality.

Pupils now have opportunities to investigate, analyse and evaluate aspects of religious belief and practice, as well as opportunities to develop their own spirituality. This book focuses on helping pupils engage with the Christian tradition and develop their knowledge and

understanding of key Christian concepts and ideas in a creative and inspiring way, through the use of interactive whiteboards, the Internet and the sensory curriculum. Furthermore, creative ideas are also provided for delivery of collective worship, and it is hoped that these will be used imaginatively.

Although the primary focus is on the beliefs and practices of the Church of England, we have attempted to include a range of Christian denominations where appropriate, so that they can be compared and contrasted. This is a key element of the majority of agreed syllabus documents and a key skill for more able pupils.

The book focuses on three key concepts related to the principal beliefs of the Christian faith: 'Who God is' (the concept of the Trinity), 'What God has done' (the concept of salvation) and 'The Church today' (the concept of reflective living). Each of the concepts is explored in relation to particular units of work as follows:

- 1 Trinity (who God is): The units are the stories of creation, re-creation and baptism.
- 2 Salvation (what God has done): The units are the stories of Christmas and Epiphany, Lent, Holy Week, Easter and Pentecost.
- 3 Church (reflective living): There are three units relating to the journey of life. They are 'Belonging and believing', 'Sharing and caring' and 'Patterns for living'.

In order to ground the teaching, each of these eleven units explores its theme following a common format as follows:

- ⊗ Background information for the teacher: This provides a theological basis for the unit that follows and some key facts to help the teacher.
- ⊗ Exploring the story: Here the biblical accounts relating to the unit are presented and examined.
- ⊗ Introductory questions about the story: Here are some initial questions to stimulate the children to unpack the story.

- ⊗ Introductory tasks: These are designed not only to get the children to dig deeper into the story but also to help them think both laterally and creatively.
- ⊗ Key symbols in the story: Bible stories are often rich in symbolism, and understanding this symbolism can be the key to unpacking the story in an exciting way for children.
- ⊗ Understanding the story through the senses: The story is considered in relation to each of the senses—sight, sound, smell, touch and taste. With respect to the sense of sight, the unit always includes reference to a piece of well-known artwork on the subject. This artwork is intended to provide a significant focus for both classroom study and school worship. Each piece of artwork chosen can easily be found on the Internet using a web search engine.
- ⊗ A focus table of reflection for the classroom: Here are some creative ideas reflecting the theme of the unit, which can provide a basis for classroom worship or continued reflection on the theme. It is hoped that the focus table will help pupils develop an awareness of awe and wonder within daily living and the school environment.
- ⊗ Reflecting on the story: This section comprises two acts of collective worship for assembly, each of which follows a common format and includes:
  - a list of things that are needed for the worship
  - suggestions for opening music and entrance
  - a Christian greeting
  - an introduction for the leader
  - an ‘application’ that provides the basis for the talk
  - a prayer
  - suggestions for songs
  - a dismissal
  - suggestions for music to exit
  - two ‘optional extras’ to give the teacher even more variety and choice

All the suggested images for study and collective worship are readily available on the Internet. You will need a projector (or laptop) and a screen to display the images in collective worship and the classroom. In collective worship, you may also wish to display the response for the Christian greetings and dismissals.

All of the recorded music suggested for entrances and exits, and for 'Understanding the story through the senses', is available on CD. The Resources section (pp. 184–187) gives details of recommended sources, although some of the pieces can be found on many different recordings.

All the songs suggested for collective worship can be found in the following resource books. See page 187 for publishing details.

- ✿ Church Family Worship (CFW)
- ✿ Hymns Old and New (HON)
- ✿ Mission Praise (MP)
- ✿ Wild Goose Songs (WGS)

## Key Concept One

# Who God is: The concept of the Trinity

Christians regard their religion as monotheistic, since Christianity teaches the existence of one God. It shares this belief with two other major world religions: Judaism and Islam. However, Christian monotheism is a unique kind of monotheism. It holds that God is one, but that three distinct 'persons' constitute the one God—the Father, the Son and the Holy Spirit. This unique threefold God of Christian belief is referred to as the Trinity (from Latin *trinitas* meaning 'triad').

Belief in the Trinity finds expression in the creeds of the Christian Church. Christians declare:

*We believe in one God, the Father, the almighty, maker of heaven and earth... We believe in one Lord Jesus Christ, the only Son of God... for our salvation he came down from heaven... We believe in the Holy Spirit, the Lord the giver of life, who proceeds from the Father and the Son.*

In this section of the book we shall be looking at these three persons of the Trinity: Father, Son and Holy Spirit.

In relation to God the Father, we shall concentrate on the story of creation, since Christians believe that God is the creator of all that is, including human beings, who are described as being made 'in the image of God' (Genesis 1:27, TNIV).

Then, in relation to Jesus Christ, we shall consider his pivotal significance for Christians with regard to re-creation. Christians believe that re-creation is necessary because although, when God the Father created the world, he saw that it was good, creation was marred by the constant disobedience of human beings. The consequence of this disobedience was, and is, separation from God. Christians believe that Jesus came into the world to show us how we can be forgiven for all the things that break our relationship with God and thereby be reconciled with God. In this way we can be recreated in the image of God.

In relation to the Holy Spirit, the book will concentrate on how Christians believe that he gives new life to the people of God. The key focus here will be on baptism, since this is regarded as the pivotal means by which individuals receive new life in Christ. We will see in Jesus' own baptism the key role that the Holy Spirit plays. Thus, John the Baptist, who performed Jesus' baptism, declared, 'The one who sent me to baptize with water had told me, "You will see the Spirit come down and stay on someone. Then you will know that he is the one who will baptize with the Holy Spirit." I saw this happen, and I tell you that he is the Son of God' (John 1:33–34). Other aspects of the life-giving work of the Holy Spirit, such as the giving of gifts or the fruit of the Spirit, will be considered separately in the later chapter on Pentecost.

A useful image for the concept of the Trinity is the 15th-century icon by Andrej Rublev, *The Hospitality of Abraham*.



# The story of creation

**Key focus: God the Father as creator**

## Background information for the teacher

Christians generally view creation as being the loving act of God by which the universe came into being, but it is more than that. It also means sustaining and nurturing everything that has been created, so there is a continuum to creation.

Probably the best-known biblical account of creation is to be found in the book of Genesis (especially Genesis 1:1—2:4) but there are others, such as Genesis 2:4–25, Job 38—41 and Psalm 104.

The fundamental Christian understanding at the heart of each of these creation stories is that God created everything, of his own free will, out of nothing, and that human beings were given a pivotal place in that creation.

What is also clear is that over the centuries there have been a variety of interpretations of creation. For example, some prefer to see creation as a one-off event, while others perceive it as an unfolding drama with a constant stream of new opportunities and fresh discoveries. Some Christians (known as creationists) prefer to accept the biblical account of creation in Genesis 1 as being literally true rather than accepting the theory of evolution.

It is clear that the debate surrounding these different interpretations cannot be resolved by appeal to any one particular account of creation in the Bible. What these accounts do emphasize, however, is that God

is the author of the story of creation; this is a fundamental Christian belief. If there is a design to the created order, then Christians believe that God is the designer.

The biblical stories of creation are also important because they enable us to have a better understanding of the universe and of our place within it. If human beings have been created by God for a special divine–human relationship, it is also apparent that this brings a range of responsibilities. The dominion given to humans over the rest of the created order expressed in Genesis 1:26 has been interpreted by some as giving humans freedom to do what they want with the rest of creation—a despotic dominion. Others have preferred to interpret it as emphasizing our responsibility in being ‘stewards of creation’; thus human beings have a real responsibility in relation to such issues as global warming, protection of species and so on.

## Exploring the story

For centuries people have tried to make sense of how life began. Stories have been passed down from generation to generation. The stories in Genesis are at the heart of the Judeo-Christian tradition, which believes that all life began with God. In Genesis 1, we read that God created the universe in seven days. By exploring each day it is possible to see the developmental pattern of creation.

Day 1: God created light and darkness.

Day 2: God separated waters from waters.

Day 3: God separated the land from the sea and created vegetation, seeds, plants and trees.

Day 4: God created the stars, sun and moon, day and night.

Day 5: God created the creatures of the sea and air.

Day 6: God created the creatures of the earth.

Day 7: God rested.

Most scientists today say that the solar system was formed 4.6 billion years ago by clouds of gas and solids joining together and rotating around the sun to form planets. There is a difference between these two timescales of seven days and 4.6 billion years! People often argue about the meaning of the word ‘day’ in Genesis 1—whether it means ‘24 hours’ or whether it is a way of suggesting the process of creation rather than its exact timing. But, although the book of Genesis was not an attempt to give a ‘scientific’ explanation, the account in Genesis 1 certainly indicates that the people of the Old Testament were not far out in their ordering of creation, considering their lack of scientific knowledge.

### Introductory questions about the story

Find out about scientific viewpoints of how the world was formed. Read Genesis 1:1—2:4 and Genesis 2:5—25. Do you think that the scientific and biblical views are contradictory or is the biblical view a more poetic way of saying the same thing?

### Introductory tasks

- ✿ Compare the creation story in Genesis 1:1—2:4 with the story in Genesis 2:5—25. What are the similarities and the differences?
- ✿ Read Psalm 148. Write your own poem based on the story of creation.
- ✿ Read Genesis 1:28. This verse talks about people ruling over all other living creatures. Imagine you were God. Write a list of instructions for the human race in order to ensure that people look after and protect what you have created.
- ✿ Explore some creation stories from other faith traditions. What are the similarities and the differences?

## Key symbols in the story

### The Spirit of God

The Spirit of God usually refers to the power and energy of God. The word ‘spirit’ comes from the Hebrew word *ruach* and refers to the life-giving breath of God. In the Genesis story we hear about the power of God moving over the waters.

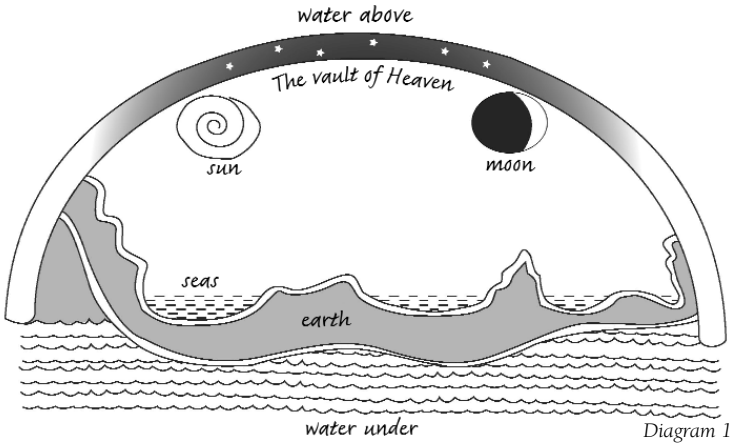
### The heavens

When the story begins, there is no form to anything—just darkness—but the Spirit of God moves across the darkness and separates the light from the dark. The story tells how, on the second day, God created a firmament that divided waters from waters. The firmament was called heaven. Into this God placed two great lights—the sun and the moon to light the sky—as well as the stars. A night sky is symbolic of the vastness of God’s created order.

### The physical world

The writers of the book of Genesis would have had a very different view of the earth from the view we have today. For example, they would have thought that the earth was flat. It is worth remembering this when reading these stories. The diagram on the following page gives a Western medieval view of the world in the Genesis story.

## The story of creation



## Plant life

The story does not just talk about vegetation, but also about seeds (Genesis 1:11). It is clear that the created plant life was to continue and to flourish. Trees were always a key symbol of life in the Jewish tradition as they were an important source of life, providing food, firewood and other resources. If trees did not grow, they were also a symbol of death. Genesis 2:9 speaks of two trees: one with the power to give life, and the other giving power to know what is right and wrong. These have become key symbols in the Christian tradition.

## Animal life

Animal life begins with the sea creatures and then the other animals and creatures. The myriad of species created reminds us of the bounty of God's creation, which is symbolic of his creativity.

## Human life

The word Adam means 'first man'. The story also says that 'God created humans to be like himself' (1:27). It is this phrase that has

prompted artists throughout the generations to paint God in human form, often like an old man with a long white beard. It is worth reflecting that although there is a vast variety of human ethnic groups, each person is unique (for example, each has his or her own fingerprints). Christians believe that each person is special in the eyes of God, and has been given individual responsibility to care for others and the rest of creation.

## Understanding the story through the senses

Imagine that you were the first human being created. How important would your senses—sight, hearing, smell, touch and taste—have been for your appreciation of the rest of creation? Remember that God created these amazing senses to enable us to engage more effectively with all that he created.

### Sight

Obtain an image of *Creation of the Animals* by Tintoretto. This can be found on the Internet using a web search engine. What do you think is happening in the painting? There is so much to see. Look closely at the picture. The artist has tried to capture the moment when God created the creatures. You can see the fish of the sea, the birds of the air and the beasts of the earth. God is shown in a blaze of light. Can you think why this might be? Do you think that the artist has captured the Spirit of God in this painting? How many different creatures can you see?

The artist has positioned the stick to make it look as if God is shooting the creatures at speed, as if from a bow and arrow. In Genesis 9:9–17 God talks about setting a rainbow in the sky as a sign of his solemn promise to all living creatures on the earth. If you look carefully at the hand of God in the painting, you can see that the finger is pointed in the same way that Michelangelo Buonarroti

portrayed the hand of God in his painting of creation in the Sistine Chapel in Rome, at an earlier date.

There is also a tree on the right hand of the painting. This looks very much like an olive tree. If you read the story of Noah in Genesis 8:6–12, you can see that the dove returned with a green leaf from an olive tree in its beak, to show that the waters of the flood had dried up and the earth was once again habitable. The olive was an important tree as it gave oil for light and healing, wood for fire and fruit to eat.

You might also consider what sights would have amazed you had you been the first living human on earth.

### Sound

Our ears are very sensitive organs. When they send signals to our brain, the brain compares the sounds with other sounds and helps us to understand what we have heard. Sit quietly and reflect on the silence. Is it possible to have silence in today's world? Imagine the silence and then those first murmurs of creation, or the sounds that the first human beings would have heard. What sound would you miss if you lost your sense of hearing?

Listen carefully to the words of the hymn 'Think of a world without any flowers' and reflect on their significance.

### Smell

The nose is a very important organ in the body. As we breathe air in and out, the nose is able to smell different scents. Imagine that you were without the sense of smell. Can you think of any advantages and disadvantages that this might present in your life? What smells would you miss the most in the natural, created world?

### Touch

Inside the skin are thousands of tiny nerve endings or receptors. They measure heat, cold, pain and pressure, and send signals to the brain

so that even if a tiny insect crawls up your arm you know it is there.

How important is our sense of touch? Compare the touch of a shiny apple with a pineapple, or a pebble with a pine cone. Close your eyes and feel the differences in texture—rough or smooth, hard or soft, light or heavy, hot or cold, small or large, wet or dry. Now take off your shoes. Imagine how the first human beings felt, walking on the earth, or on sand, or on grass. If you were the first human, what might be the first thing that you would like to touch? Could it be your own skin?

### Taste

The tongue has tiny taste buds to help us distinguish foods. There are four main tastes: sweet, sour, bitter and salty. You might try to taste some lemon and honey, or some olives or bitter herbs and some salt.

Genesis 3 goes on to tell the story of how Adam and Eve were tempted to eat the fruit from the tree that they had been told not to touch. Have you ever eaten something that you were told not to touch? Sometimes food can look so inviting that it is hard to resist. Think how different our world might be to us if we were unable to taste food.

### A focus table of reflection for the classroom

Prepare a table with a candle in the centre. Divide the table into two sides using two different coloured cloths (one to represent God's creation and one to represent people's misuses of the earth). Use photographic images from the Internet or magazines, or artefacts, to depict each item.

Design one side to reflect the six days of the creation story:

- ☉ Day and night
- ☉ Sea and sky

## The story of creation

- ✿ A globe to represent the earth and plant life
- ✿ The sun, moon and stars
- ✿ Sea creatures and birds of the air
- ✿ Creatures of the land and human beings
- ✿ A copy of Psalm 148

Design the other side to reflect what is happening to the earth today, such as:

- ✿ Oiled birds
- ✿ Litter
- ✿ Global warming
- ✿ Deserts
- ✿ Dead plant life
- ✿ Graffiti

Each day, light the candle to represent the creation of the earth. Have available an empty basket and a supply of pebbles. Ask the pupils to reflect on the contrast between the two sides of the table and then to offer a prayer to God for the future of the planet by placing a pebble in the basket on the table.

## Reflecting on the story

### Assembly One: The universe

The following outline will enable the children to take a journey through the universe. As a consequence they should appreciate the awe and wonder of creation, as well as the place of the earth within the whole created order.

**You will need:**

- ❖ A table with a cloth, a candle and a globe.
- ❖ A sound recording of the first landing on the moon: ‘One small step for a man, one giant leap for mankind’ (Search on Google: “Neil Armstrong’s moon landing”).
- ❖ Satellite images of a local street, town, country, Europe, the world (available from Google Earth).
- ❖ Images of the earth taken from the surface of the moon (search [www.nasaimages.org](http://www.nasaimages.org)).
- ❖ Images of the planets (search [www.nasaimages.org](http://www.nasaimages.org)).
- ❖ Images of another galaxy such as the Milky Way (search [www.nasaimages.org](http://www.nasaimages.org)).
- ❖ Image from the Hubble deep field telescope showing innumerable galaxies.  
(See [http://hubblesite.org/gallery/album/entire\\_collection/pr1996001a/](http://hubblesite.org/gallery/album/entire_collection/pr1996001a/)).
- ❖ An image from the Voyager One spacecraft 1990, showing the most distant picture of the earth ever taken—from four billion miles away.  
(See <http://fullygeek.com/wp-content/uploads/2006/11/bluedot.jpg>)

To accompany the Voyager One image, you will need a speech by the astronomer Carl Sagan, entitled ‘The pale blue dot’. The text of this speech can be obtained on Wikipedia, and an audio recording is also available on YouTube. Both are available via an Internet search engine.

The speech reminds us that the pale blue dot in the Voyager One image is the earth—our home—and goes on to say that this insignificant dot has been home to every human being who has ever lived. Sagan then challenges us to reflect upon all the horrific things that humankind has done upon the earth, before reminding us that our very survival is up to us. The responsibility rests with us. We must cherish that pale blue dot, for it is the only home we’ve ever known.

## The story of creation

Suggested opening music and entrance

✿ *Also Sprach Zarathustra* by Richard Strauss (used in the Stanley Kubrick film *2001: A Space Odyssey*)

A Christian greeting

**Leader:** Come, let us praise God who made heaven and earth.

**Response:** And give thanks for the wonders of his creation.

Introduction

Remind the children of what happened on day four of the creation story (Genesis 1:14–19). Explain that you are now going to take them on a journey from a well-known local street to the most distant parts of the universe.

Suggested songs

O praise ye the Lord (HON 388)

All creatures of our God and King (omit verses 5 and 6) (HON 9)

Who put the colours in the rainbow? (HON 557)

Application

Using the satellite images, take the children on a journey into space beginning with a well-known local street and then going on to the local town, country, continent and world.

Next, show an image of the earth taken from the Apollo craft Voyager One after it landed on the moon. Explain that this is the furthest any person has ever travelled. Play the recording of Neil Armstrong's famous speech as he stepped on to the moon's surface.

Now, using more images, take the children on a journey into outer space, viewing each of the planets in sequence. (This could be accompanied by more music from *Also Sprach Zarathustra*.)

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Then show them a galaxy such as the Milky Way, followed by the image from the Hubble deep field telescope of innumerable galaxies. Remind the children that, for this last image, astronomers chose the emptiest part of the sky and looked at it for ten days. This is the image they found. The picture shows 3000 galaxies, with approximately 30,000,000,000,000 stars like our own sun. The area of sky covered by this picture is the same size as a grain of sand. Pause to appreciate the awe and wonder of God's creation.

Now show the image from the Voyager One spacecraft which is the most distant picture ever taken of the earth, taken from 4 billion miles away. The earth is seen as a minute blue speck.

As they look closely at this image, read them the speech by Carl Sagan. Remind the children of the Christian belief that God visited that tiny spot as Jesus, born in a stable in Bethlehem. Christians believe that we are not alone. God is here; his Spirit is with us.

### Prayer

*Dear God, we thank you for the beauty and wonder of the universe, particularly for our own solar system, and for the skills and knowledge of astronomers, scientists and engineers who have made it possible for us to explore this majestic part of your creation. We thank you for the great courage and skills of astronauts who have journeyed through space to bring us fresh knowledge, a deeper understanding and a more vibrant appreciation of the beauty of our solar system. We pray for all those who are currently involved in space research and exploration. Help us never to lose our sense of awe and wonder in relation to our solar system as we share life together on this planet.*

*(Light a candle) We praise you, God, for your great and mighty wonders of creation—for things we are able to see and understand and for those things that have not yet been revealed to us. Amen*

### Dismissal

**Leader:** Shout for joy to the Lord, all the earth.

**Response:** Serve the Lord with gladness.

## The story of creation

### Suggested music to exit

The children leave to more music from *Also Sprach Zarathustra* by Richard Strauss.

### Optional extras

- 1 Prayer bubbles are most appropriate. Blow bubbles and ask children to quietly 'place' their prayers into a bubble. Christians believe that God hears these prayers. Ask the children to imagine their prayers being released to God as each bubble bursts.
- 2 Children could be dressed up as the sun and planets (or hold large images of them). As an image of each planet is revealed on the screen, the children are arranged in precise formation around the sun. Choose children of different heights to emphasize the difference in the size of the planets and so on.

### Assembly Two: Our responsibility towards God's world

The following outline will emphasize the difference between all that is good and all that is bad in our world. Children will be encouraged to see that, with God's help, they can make a difference.

#### **You will need:**

- ❖ Images of the earth from outer space (available on Google). Find images of the earth from a distance, but also closer images of Europe, United Kingdom, your county, your town, your street.
- ❖ Images to illustrate current problems with the world (motor vehicles and other aspects of pollution, wars and other hostilities, deforestation, global warming, sickness and so on).

- ❖ Images illustrating examples of positive responses to these problems and of hope (research workers in medical laboratories, medical staff, charitable relief to famine, newborn babies, children playing and laughing together and so on).
- ❖ A table with a candle and a globe.

Suggested opening music and entrance

- ⊗ 'Morning mood' from *Peer Gynt Suite No. 1*, Opus 46 by Edvard Grieg
- ⊗ Music from Part 1 of *The Creation* by Franz Joseph Haydn

As children enter, an image of the world is shown on screen.

Christian greeting

**Leader:** Let us rejoice in God's world.

**Response:** And care for his creation.

Introduction

Read to the children Genesis 1:31: 'God looked at what he had done. All of it was very good!' Explain that they will now see contrasting images, reminding us of the ways in which people have either spoilt or helped God's creation. Encourage them to consider what they can do to make a difference in rebuilding those parts of God's world that have been spoilt.

Suggested song

He's got the whole world in his hands (HON 206)

## Application

Show an image of the earth from outer space. Give the children time to appreciate its beauty, and the opportunity to identify continents and oceans.

Gradually zoom in on the earth, using further images to reveal Europe, the UK, your county, town and street. Remind the children that this is where they live on God's earth. Ask them to reflect on whether or not this is a place of beauty. Would God say of their street, 'God looked at what he had done and all of it was very good'?

Using the various negative images, consider what people have done to mar God's creation. Invite the children to offer suggestions on other aspects of misusing God's world that they are concerned about.

Now, using the various positive images, consider examples of ways in which people have responded positively to these problems. Invite the children to offer suggestions about other ways in which people help to care for and rebuild those parts of God's world that have been spoilt.

Return to the image of your local town or street. Encourage the children to consider the ways in which they can make a difference to the world they know. Help them to see that they really can make a difference to the bit of God's world that they are standing on (no one else inhabits that bit of God's world). Encourage the children to think about:

- ☸ Avoiding vandalism and pollution (challenging the throwaway society we live in).
- ☸ Recycling of materials.
- ☸ Saving energy (turning off lights when they are not in use, not using 'standby' buttons, and so on).
- ☸ Providing peace and harmony in their personal relationships, and so on.

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Now zoom outwards from the earth to the distant view from space. Express the hope that our world will remain just as beautiful and full of love for generations to come. Repeat, ‘God looked at what he had done. All of it was very good!’

### Prayer

Light the candle by the globe.

*Dear God, we thank you for our wonderful world, which you have created out of love—for light and darkness; sky and sea; land, plants, flowers and fruit; the sun, moon and stars; the fish of the sea and birds of the air; animals and insects; men, women, boys and girls, and for all that makes life on this earth so good. Help us to do our best to care for your world. Forgive us when we spoil it, and guide us as we play our part in rebuilding those parts that have been spoiled. Amen*

### Dismissal

**Leader:** Shout for joy to the Lord, all the earth!

**Response:** Serve the Lord with gladness!

### Suggested music to exit

Children leave to a recording of ‘All things bright and beautiful’ arranged by John Rutter.

### Optional extras

- 1 Ask the children to vote on their top ten problems facing the world.
- 2 Ask the children to vote on their top ten things they can do to help in God’s world.