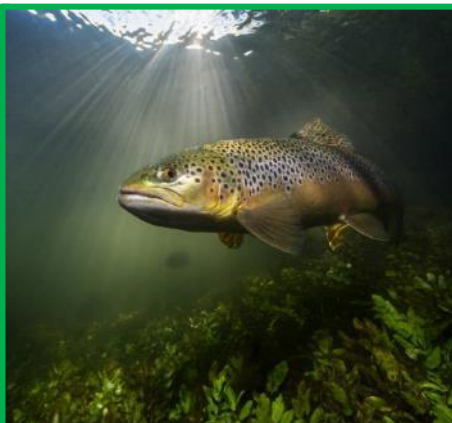




## TriWonder

### Diocesan Education Team Project 2025





## Introduction

This year's project links a number of curricular, extra-curricular, personal and spiritual education areas that we know will connect with children and adults, schools and their communities. These areas are definitely interesting, but also potentially impactful on the lives and wellbeing of individuals, and on our environment and the habitats we share with animals, creatures, birds and insects.

Our project focuses on the following areas :

- Creation Care
- Outdoor Learning
- Mental and emotional well-being

### Why 'TriWonder'?

**Tri** is of course central to the Christian Faith in terms of belief in The Trinity, and impacts on our understanding of ourselves as individuals and members of communities; and our understanding of God and the world.

Tri also captures the fact that we are part of three significant elements : Sea, Land and Sky. Furthermore, Tri is significant in terms of distance – in the UK, whether we live in a rural, urban or city setting, with a garden or a high-rise window box, we are all no more than 3 metres away from animals, birds or insects.

**Wonder** is something we routinely encourage through worship, sensing awe and beauty, and pondering beyond our immediate experience and knowledge. Those who are familiar with 'Godly Play' will recall that Godly Play activities centre around the facilitator inviting children (and adults!) to spend time thinking and responding to the Godly Play scene/items by the repeated phase 'I wonder.....?'

**TriWonder** is therefore a mix of all the above. The project takes us into exploring Questions - both personal and as communities (the intentionally similar sounding I with Tri); It also acts as a statement : Wondering at the world around us and creatures, in the sea, land and air.

### Why a Dragonfly as our logo?

Dragonflies connect the Tri in terms of their existence, emerging from water, into the air and on the land. We look at their beauty and their presence offers us an image : about life transformation through Faith. Few creatures have



as interesting a life metamorphosis and life transformation as does the dragonfly.

We provide a range of 'ready to roll' resources in this booklet, but also give links to organisations and websites that pick up one or more of our themes. This project booklet is not exhaustive! As in previous years, when you and your pupils begin to engage, we know that even more ideas emerge – which I will routinely share via our Fortnightly Bulletin.

The project is open to your entire school community, but culminates at our annual Year 6 Leavers' Services. We have an exciting and impressive plan of creating TriWonder art installations at the Cathedrals and Priory. More details, templates and instructions on that will be with you just before Easter.

As well as a project for schools, we encourage all our parishes to join in – there are countless community-based activities and suggestions that can be shared, with practical outcomes.

We are pleased that the **Hampshire & Isle of Wight Wildlife Trust** is partnering with us. You'll see ideas and resources from them in this booklet, and I'll be sharing more connections and offers from them in our Fortnightly Bulletin over the coming months.

We look forward to hearing your stories, the ways in which you are caring for creation and transforming your communities – do take photographs and send to us so we can share to enthuse and inspire our schools and churches.

Enjoy reading this booklet and we hope it inspires and helps you. Feel free to share it widely!

Thanks

*Jeff*

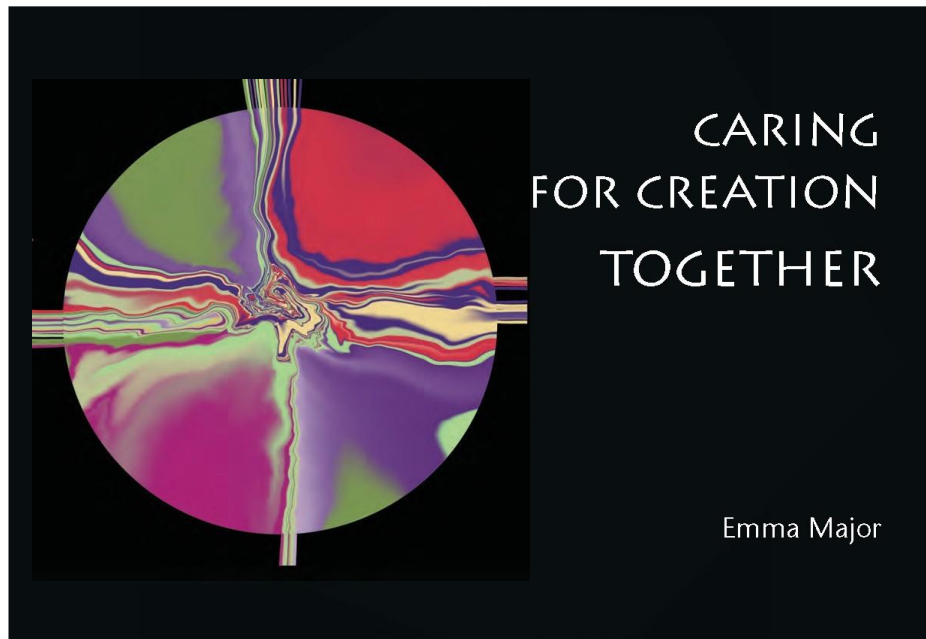
**Jeff Williams**  
**Director of Education**



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**I'm delighted to introduce Emma Major, a Christian writer and artist.**

Emma is working with us and you'll separately be receiving a Powerpoint version of her book from me that looks at the reality of Climate change, and how we can work together, taking responsibility for the sake of the planet, animals and one another.

Emma takes us through positive ways that bring change and Hope through a series of creative art pieces that in themselves help us TriWonder

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## TriWonder collective worship

The following outline collective worships need to be used in conjunction with the related PowerPoints, the links for which are in this document. The worships are intended to be used sequentially.

Collective Worship 1:      [PowerPoint](#)      [Guidance notes](#)

### Gathering

#### Slide 1

Worship begins with music as the children are entering:

[Wonder Video](#)

This song is called 'Wonder'.

Begin the worship by lighting a candle and following the school's usual gathering routine.

### Engaging

#### Slide 2

Ask the children what the music video was about that we've just watched (obviously looking for the answer, 'awe and wonder').

Discuss what it means to be 'filled with wonder'. Ask the children whether they have ever had this feeling.

#### Slide 3

Tell the children the story of 'Elijah and the Still Small Voice'.

This is a story from The First Book of Kings, chapter 19 (in the part of the Bible that we call 'The Old Testament').

*This may be above the children's heads but as a point of interest, 'Elijah' literally means 'Yahweh is my God'. Yahweh is an ancient Hebrew name for God, as is 'El'. (That's why 'el' appears in so many names inspired by Hebrew, like Michael, Gabriel, Samuel, and Eli.)*

**Slide 4**

This is a picture of King Ahab and his wife Queen Jezebel. They are arguing because Elijah, the holy man, had convinced Ahab to follow God but Jezebel did not like this idea – she wanted to carry on her life of selfishness and unkindness.

**Slide 5**

Jezebel had no intention of following God's values of love and respect so in her anger, she sent a messenger to tell Elijah that, one way or another, she was going to have him killed.

**Slide 6**

Here is the messenger telling Elijah what Queen Jezebel has said. You can see that Elijah is very frightened.

**Slide 7**

So, when the messenger had gone back to Queen Jezebel, Elijah and his servant fled for their lives.

**Slide 8**

After they had travelled for a while, Elijah felt sorry for involving his servant and putting him in danger too, so he told him to stay in a safe place and continued on his own.

**Slide 9**

Elijah travelled through the hot barren wilderness for another day.

**Slide 10**

Then, still feeling afraid and exhausted, Elijah tree he sat under a tree and prayed, 'I have had enough, Lord and I have let you down because I didn't trust that you would protect me.' Then he lay down and fell asleep.

**Slide 11**

Shortly after he had fallen asleep, an angel touched him and said, 'Get up and eat.' He looked around, and found some bread baked over hot coals, and a jar of water.





**Slide 12**

After he had eaten, Elijah lay down and fell asleep again.

**Slide 13**

The angel of the Lord came back a second time and touched him. Elijah woke up. 'Get up and eat,' the angel said, 'for the journey ahead is too much for you.' Elijah obeyed and got up and ate and drank.

**Slide 14**

Strengthened by that food, Elijah travelled for forty days and nights through the barren wilderness until he reached Mount Horeb. Mount Horeb is a holy mountain which is also known as Mount Sinai, the mountain where God had spoken to Moses and given him the Ten Commandments.

**Slide 15**

Elijah climbed up the mountain until he came to a cave, where he went in and spent the night.

**Slide 16**

God spoke to Elijah in the cave: 'What are you doing here, Elijah?' Elijah replied, 'I have tried to turn everyone to your ways, Lord God, but they have all sunk into selfishness and I am the only one left. Now they are trying to kill me too.' God answered Elijah by saying, 'Go out and stand on the mountain in my presence for I am going to pass by.'

**Slide 17**

Elijah went out of the cave and stood waiting for God to pass by. Suddenly a great and powerful wind tore through the mountain, shattering the rocks. But God was not in that powerful force.

**Slide 18**

After the wind there was a powerful earthquake and the whole mountain trembled and shook. But the Lord God was not in the earthquake.

**Slide 19**

After the earthquake came a storm of fire, but the Lord was not in the fire.





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### Slide 20

Then there was silence and a gentle whisper. When Elijah heard it, he pulled his cloak over his face and went out and stood at the mouth of the cave. The gentle whispering voice asked, 'What are you doing here, Elijah?'

### Slide 21

Elijah replied as he had before, 'I have tried to turn everyone to your ways, Lord God, but they have all sunk into selfishness and I am the only one left. Now they are trying to kill me too.'

'Go back the way you came,' the Lord quietly replied.

### Slide 22

God explained that Elijah was not the only one left who followed God's ways. There were 7,000 people in Israel who had not sunk into selfishness. Encouraged by the gentle answer from God, Elijah set off on the return journey.

### Responding

### Slide 23

Ask the children what it was that had filled Elijah with the most awe and wonder in the end (the still small voice of God).

Explain that sometimes awe and wonder can be found where we don't expect it. For Elijah, God's voice wasn't in the mighty wind, the earthquake or the storm of fire, it was in the still small voice that filled him with hope.

### Slide 24

Sometimes we can be inspired by God's values or filled with awe by dramatic, out of the ordinary things.

### Slide 25

But sometimes we can be filled with awe and inspired by God's values in the small things that we take for granted.

### Slide 26

**Use this example or others of your own:** Did you know, for instance, that a dandelion is so determined to live that its leaves have the power to slowly break a crack through concrete 10cm thick?

## **Sending**

### **Slide 27**

Ask children to reflect on the thoughts that you have put forward about being filled with awe and inspired by God's values in the small things that we take for granted. Ask them to think about this in the week ahead and tell them that you will be asking for any examples they have thought of in your next collective worship.

### **Slide 28**

Finish with this prayer or an alternative according to the custom of the school.

Play the piece of music from the beginning of worship again as children leave.

**Collective Worship 2:**      [PowerPoint](#)      [Guidance Notes](#)

## **Gathering**

### **Slide 1**

You may wish to have this video clip playing as the children enter (What a Wonderful World, narrated by David Attenborough) or you may wish to just have the music playing and then watch the clip together when the children are settled:

[What a Wonderful World](#)

Begin the worship by lighting a candle and following the school's usual gathering routine.

## **Engaging**

### **Slide 2**

Remind the children of the discussion of 'awe and wonder' in the first collective worship and briefly discuss the What a Wonderful World video, asking the children what examples of 'awe and wonder' they saw in it.

### **Slide 3**

Tell the children that you are going to ask them a tricky question and you just want them to just think about it, not call out: 'Which is more awesome, a rat or a giraffe?'

#### Slide 4

Tell the children that you are going to show them a video about 'hero rats.' (This video is over 8 minutes long – you could stop it after 3.30 and tell the children that they can watch the rest of it in their classrooms, depending on how much time you have).

#### Slide 5

In addition to their usefulness to humans, scientists in laboratories have found that rats are very social creatures and if one of their friends is trapped, they will be very upset and will find ingenious ways to set them free.

They are terrific swimmers and can hold their breath for several minutes.

Their whiskers are super-sensitive (much more sensitive than human fingertips), and they can use them to sense what is going on all around them.

Their super-strong front teeth can nibble through almost anything.

Their super-rotatable eyes on either side of their head enable them to see in two directions at once, as well as up and down.

#### Slide 6

Tell the children that you just want them to hang onto the question that you posed for a little longer ('Which is more awesome, a rat or a giraffe?') while you tell them about something that the Bible says.

#### Slide 7

In the Letter of James in the New Testament, it says this: *If an impressive-looking man comes to your church wearing fine clothes, and a street person wearing rags comes in right after him, and you say to the man in the fine clothes, "Sit here, sir; this is the best seat in the house!" and either ignore the street person or say, "You'd better sit here in the back row out of everyone's way," haven't you segregated God's children and proved that you are not judging by God's values?*

### Responding

#### Slide 8

Ask the children whether they think there might be any connection between the message from James and our first reaction about the rats versus the giraffe. Leading to the conclusion that, sometimes we can miss the awe and wonder in things that don't

immediately seem impressive. But God calls us to look for what is special in all things and value the special potential in all things.

### **Sending**

#### **Slide 9**

Ask children to investigate any interesting facts about everyday creatures over the week ahead and tell them that they can come and tell you during the week so that you can share these in your next collective worship.

#### **Slide 10**

Finish with this prayer or an alternative according to the custom of the school. Perhaps play the 'What a Wonderful World' music again as children leave.

**Collective Worship 3:**      [PowerPoint](#)      [Guidance Notes](#)

### **Gathering**

#### **Slide 1**

You may wish to have this video clip playing as the children enter (it's a song that the children should enjoy about the wonder of creation):

[Wonderful Wonder](#)

Begin the worship by lighting a candle and following the school's usual gathering routine.

### **Engaging**

#### **Slide 2**

Remind the children of what we discussed in the previous collective worship: Sometimes we can miss the awe and wonder in things that don't immediately seem impressive. But God calls us to look for what is special in all things and value the special potential in all things.

#### **Slide 3**

Tell the children that the book of Proverbs in the Bible is full of sayings that remind us about God's wisdom. In chapter 30 of the book of Proverbs (verses 24 to 28) it says:

'Four things on earth are small, yet they are extremely wise.'

**Slide 4 - 8**

Ants are tiny creatures of little strength...yet they can move objects many times their own size to make their homes and store up huge amounts of food to see them through the winter.

**Slide 9 – 12**

Hyaxes are simple creatures with little power...yet they climb high up in the mountains and make their homes in crags to keep themselves safe.

**Slide 13 - 16**

Locusts have no king or leader.... yet they powerfully organise themselves into huge armies.

**Slide 17 – 20**

Lizards seem unimportant...yet they make their homes in palaces and temples.

**Responding**

**Slide 21**

By reflecting on these small creatures (which are everyday creatures in the hot country where the Bible was written) the Bible is reminding us that God calls us to look for what is special in all things and value the special potential in all things

**Slide 22**

Invite the children to share any interesting facts about everyday creatures (or plants) that they have found out over the previous week – which you asked them to investigate in the previous collective worship. You may wish to have checked that there are some in advance – they should be armed with lots of these if they have already been doing some of the other TriWonder activities. Some examples might be:

Honeybees communicate by dancing

Trees can communicate with each other

Crows remember faces

See: [Amazing Facts of Nature](#)



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## **Sending**

### **Slide 23**

Look at the poster and use this as to discuss how we can show our appreciation of the creation that we have been given.

Ask the children to resolve on some key things they are going to do to show appreciation of the world around them and take some examples.

Use this link to see our diocesan booklet on ideas for outdoor worship, produced during the Covid pandemic. [Outdoor Collective Worship - Ideas for schools and parishes.docx](#)

## **Looking at God's Creation**

In theological terms, the phrase 'general revelation' or 'natural revelation' refers to the knowledge gleaned about God by our observations of the natural world—his expressions of love, creation, power, beauty. By opening our eyes to the world around us, we can learn about God and see how his creations help us to understand our place on Earth. Below are some Bible verses that you may like to discuss with children, along with some question prompts.

This is what God the Lord says—  
the Creator of the heavens, who stretches them out,  
who spreads out the earth with all that springs from it,  
who gives breath to its people,  
and life to those who walk on it: — [Isaiah 42:5 \(NIV\)](#)

How does this verse make you feel? What do you think 'spreading out the Earth' means?

Let heaven celebrate! Let the earth rejoice!  
Let the sea and everything in it roar Let the countryside and everything in it celebrate!  
Then all the trees of the forest too  
will shout out joyfully — [Psalm 96:11-12 \(CEB\)](#)



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What is the tone of this verse? What would the Earth look and sound like if this really happened?

“But ask the beasts, and they will teach you;  
the birds of the heavens, and they will tell you;  
or the bushes of the earth, and they will teach you;  
and the fish of the sea will declare to you.  
Who among all these does not know  
that the hand of the Lord has done this?  
In his hand is the life of every living thing  
and the breath of all mankind. — [Job 12:7-10 \(ESV\)](#)”

Can we do what this verse is asking us to do? What do you think it means? What would the trees and plants say to us if they could talk? Could we hear God’s voice through them?

For ever since the world was created, people have seen the earth and sky. Through everything God made, they can clearly see his invisible qualities—his eternal power and divine nature. So, they have no excuse for not knowing God. — [Romans 1:20 \(NLT\)](#)

What do you think God’s ‘invisible qualities’ are? Do you think, if people look at wonders of the Earth, that they ‘have no excuse for not knowing God’?

### **The Creation – Godly Play**

Many schools will be aware of the Godly Play approach to encouraging pupils to investigate Bible stories. Led by trained teachers, children are guided through a series of lessons which teach the Bible, the church year, and the saints. The heart of each lesson is storytelling and ‘wondering’. The lessons are taught as stories, illustrated with hands-on materials, which are followed by “I wonder” questions. More information about training and resources are available here:

[Godly Play UK – A Christian movement centred on childhood spirituality](#)

[Godly Play | Eden.co.uk](#)

**Below is a lesson based on The Creation (Genesis 1&2), suitable for Key Stage 2.  
You will need:**

Watch this [YouTube clip](#) to look at the story as it is told by an accredited Godly Play practitioner. Teachers will see the resources needed. These can be created with scraps of cloth, wooden/Lego figures, farm animals etc. A long narrow piece of black cloth for the base is important. The resources should be placed in an open basket.



You can find out more about training, resources and Godly Play networks on the Godly Play UK website [here](#). Many of the Godly Play boxes are available to borrow from St John's

Church, Hedge End, you can see the catalogue on their website [here](#). You can download the images for the creation story [here](#).

**The Script (actions are shown in brackets):**

Once everyone is settled in the circle, look around the group. I wonder, what is the biggest gift you have ever received? (Allow time for lots of responses, respond positively, but listen out for answers involving living things as opposed to objects. You might like to highlight this)

Sometimes a gift is so big, that we don't realise it has been given to us. To see the gift, we must go right back to the beginning, or perhaps a little before the beginning. At this point, teachers should face the story and must remain engaged in it, without giving any more eye contact to the children, until the storytelling is complete (as you begin to unroll the long black cloth, take your time smoothing the cloth and pulling off any bits of fluff or dirt). In the beginning there was nothing (run your hand along the full length of the cloth, subsequently, using your index finger, draw an arc as you say...) nothing at all, except perhaps, a great big smile. There was no-one there to see it.

(Remove Day 1 from the basket and place it to your far right at the start of the cloth) On the first day, God gave the gift of light, so that there was light and darkness. God didn't just make the light from a torch or the light in streetlamps, God made all the light that is light everywhere. (pause to take in the creation) When God saw the light that He had made, He said (lay your palm out flat, floating just above Day 1) "It is good", and that was the end of the first day. (remove Day 2 from the basket and place it immediately adjacent and to the left of Day 1 on the black cloth).

On the second day, God gave the gift of water. I don't just mean the water from the tap, or even all the water in all the rivers and oceans. I mean all the water that is water, everywhere (with your index finger, point to the white arc through the centre of day 2, run your finger along it from one side to the other) This is the firmament, it separates the waters above, from the waters below (pause to take in the creation). When God saw all that water, He said (lay your palm out flat, floating just above Day 2 "It is good", and that was the end of the second day.

(Remove Day 3 from the basket and place it immediately adjacent and to the left of Day 2 on the black cloth) On the third day, God gave the gift of the land, he divided the water from the dry land and he gave the gift of green and growing things (pause to take in the creation)

When God saw all the dry land and the green and growing things, He said (lay your palm out flat, floating just above Day 3) "It is good", and that was the end of the third day.

(Remove Day 4 from the basket and place it immediately adjacent and to the left of Day 3 on the black cloth) On the fourth day, God gave the gift of day and night. God gave us a way to count our days, and months and years. (point in turn to the sun, moon and stars) Here is the light that rules the days, the sun; and the light that rules the night, the moon and the

stars. (pause to take in the creation) When God saw the sun, the moon and the stars, our way of keeping time, He said (lay your palm out flat, floating just above Day 4) "It is good", and that was the end of the fourth day.

(Remove Day 5 from the basket and place it immediately adjacent and to the left of Day 4 on the black cloth) On the fifth day, God gave the gift of all the creatures that fly in the air. Not just the birds, but all the creatures that fly. God also made all the creatures that swim. (pause to take in the creation). When God saw all the creatures that fly and all the creatures that swim, God said (lay your palm out flat, floating just above Day 5) "It is good", and that was the end of the fifth day.

(Remove Day 6 from the basket and place it immediately adjacent and to the left of Day 5 on the black cloth) On the sixth day, God gave the gift of all of the creatures that walk on the earth, (point to the creatures as you mention them) those with two legs, like you and me, and those with many legs (pause to take in the creation). When God saw all the creatures that walk on the earth, and all the gifts of the other days, God said (lay your palm out flat, floating just above Day 6) "It is very good", and that was the end of the sixth day.

(Remove Day 7 from the basket and place it immediately adjacent and to the left of Day 6 on the black cloth) On the seventh day, God rested. He gave the gift of a day of rest. (place your hand on Day 7 as you speak) There's nothing here though, because people go to different places to rest and remember the great gifts.

Now it's time to look up from the story and engage in the verbal wondering. Be patient, sometimes it takes the children a while to feel confident enough to speak.

**I wonder which day you like best? I wonder which day is the most important? I wonder if there are any days we can leave out and still have all the days we need? I wonder which day you are in this moment?**

Once the verbal wondering is over, begin to return all the objects carefully into the box. Don't hurry, naming each piece as you return it.

**I wonder what work you would like to do now to continue your wondering?** Don't feel obliged to ask all the wondering questions and feel free to be led to make more, depending upon where the wondering goes. Each time you deliver the story new questions and answers will emerge. Ensure you try not to close down the wondering with a prescriptive answer. Try to allow as much choice as possible during the individual response time.



## Specially commissioned resources

This year our dioceses have been working with the Hampshire and Isle of Wight Wildlife Trust. The Trust have produced some excellent TriWonder resources especially for schools and parishes. Please see below:



## Wilder Schools Programme

The Wilder Schools programme is dedicated to nurturing a deep appreciation for nature in the next generation. We engage with schools and students across Hampshire and the Isle of Wight, offering a wide range of activities designed to connect young people with the natural world. Our programme includes engaging talks conducted right on school grounds, allowing students to experience wildlife first-hand, and specialised teacher training courses that equip educators with the skills and knowledge to integrate nature-based learning into their curricula.

Additionally, we offer site visits to our educational centres, providing immersive experiences that deepen students' understanding and connection to nature. Through the Wilder Schools programme, we aim to expand children's educational experiences, helping them to value wildlife today and inspiring them to protect it tomorrow.

Please email: [wilder.school@hiwwt.org.uk](mailto:wilder.school@hiwwt.org.uk) if you want to learn more about joining a network of schools taking action for wildlife.

### About Hampshire and Isle of Wight Wildlife Trust

For over 60 years, Hampshire and Isle of Wight Wildlife Trust has protected the wildlife and wild places of Hampshire, the Island, and our local seas. We are dedicated to creating a wilder future by 2030, where nature is recovering, wildlife is returning, damaged ecosystems are being restored and everyone benefits from a healthier, more resistant natural environment. Hampshire & Isle of Wight Wildlife Trust is one of 46 Wildlife Trusts, all standing up for the natural world. Together we are the nation's most active and influential nature conservation partnership, protecting wildlife in every part of the British Isles.



We have listed some activity and citizen science surveys below that will help your staff and pupils connect with nature. You can find more action ideas [here](#).

## TriWonder Project Activity Ideas

### Activities for secondary:

- [Wild about gardens Swifts, Swallows & Martins](#)
- [Wild about gardens bats](#)
- [Make a bird box](#)
- [Wild about gardens butterflies](#)
- [Opal Biodiversity survey](#)
- [Opal Tree health survey](#)
- [Opal Polli:Nation survey](#)
- [RSPB Big School's Birdwatch](#)

Use our [Wilder Secondary School Survey](#) to explore your school grounds, identify what wildlife you have and how you can improve your spaces for wildlife!

### Activities to explore for primary:

- [Make a butterfly border](#)
- [Make a bird feeder](#)
- [How to build hidey holes](#)
- [Build a beetle bank](#)
- [Garden butterflies](#)
- [Garden bird detective](#)
- [Garden minibeasts](#)
- [Male and female birds](#)

Use our [Wilder Primary School Survey](#) to explore your school grounds, identify what wildlife you have and how you can improve your spaces for wildlife! Get involved with the [RSPB Big School's Birdwatch](#) and record your sightings.

If you want further support on your journey, please find resources [here](#). Please email [Wilder.School@hiwwt.org.uk](mailto:Wilder.School@hiwwt.org.uk) if you want to become a Wilder School and join a network of schools taking action for wildlife.

## Insect-themed artwork

The art activities in this booklet are designed for children to look in close detail at the wonders of creation on their doorstep.

Insect-themed artwork, also known as entomology art, is a unique form of art that is gaining popularity because of its benefits to mental health. It involves the depiction of insects in various forms of artwork, from paintings and sculptures to jewellery and crafts. The beauty of this art form lies in its ability to highlight the intricate details and vibrant colours of insects, often overlooked in our daily lives. It brings to light in tiny detail the diversity and complexity of the insect world in God's creation. Below are some ideas for different ages:

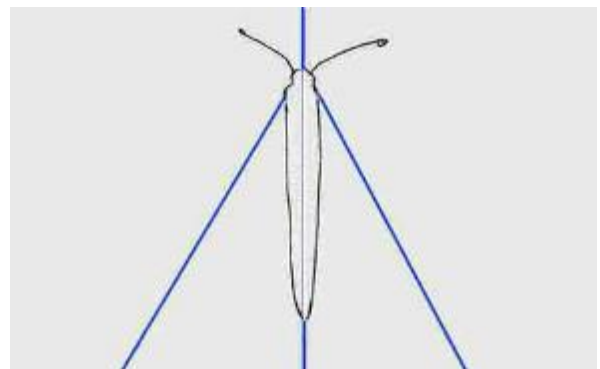
### A Monarch Butterfly in watercolour

This step-by-step lesson can be taught over several weeks. Use the QR code to show children information on Monarch butterflies.



#### You will need:

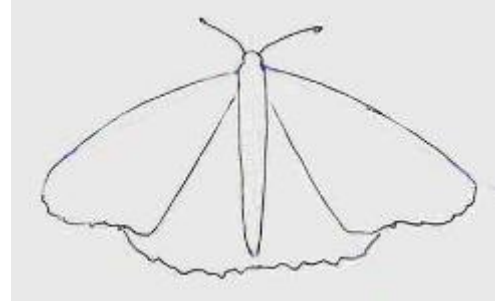
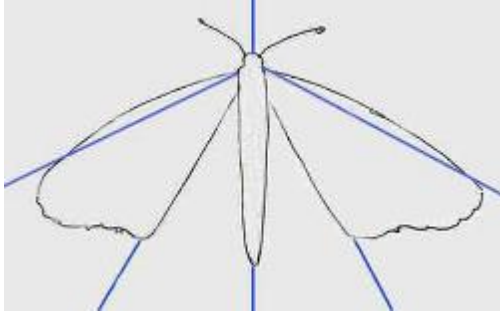
Watercolour paper, paint brushes, orange, a redder orange such as Burnt Sienna and blue (Cadmium Red Light mixed with Cadmium Orange will make a redder orange), water-resistant black ink pens, cocktail sticks.



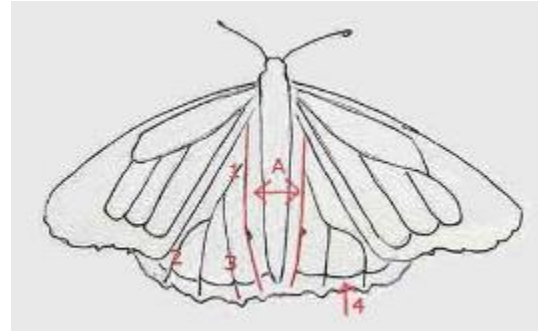
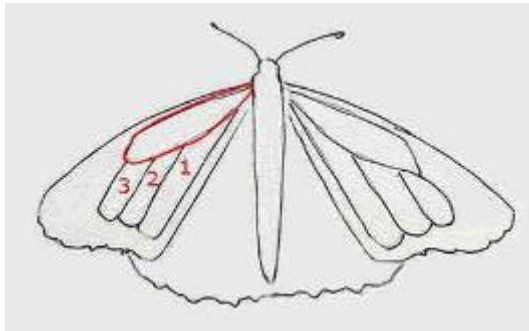
It is always good to have a reference for realistic painting. This is a male Monarch with scent pouches on his hind wings.

Lightly do a pencil drawing using the guide above. Draw a centre guideline. Guidelines are blue to help you. Draw the body on the centre line. Add two more guidelines angled down to about one quarter of the paper's width.



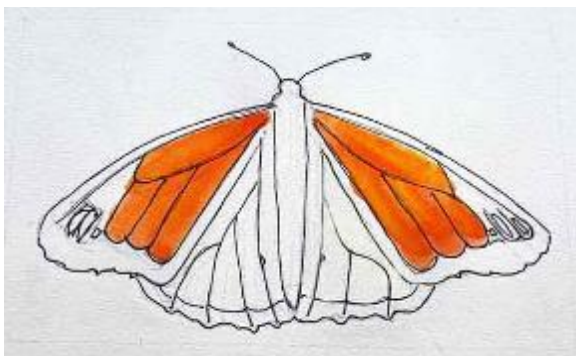


Draw the forewings. Add 2 more guidelines from the shoulders out to about 2/5 of the paper's height. Sketch the two top wings. Draw the edge of the hindwings. Sketch the bottom edge of the two back wings. Erase the guidelines.



Draw the forewing veins. Draw the veins on the forewings. Start with the large upper vein indicated in red, then add the three sections below it. They are parallel with the inside edge of the wing. Put the veins on the back wings. Now add the veins to the back wings. Start with the veins close to the body, A. They are mostly parallel to the body. Add the 2 or 3 attached veins. Draw the top edge of the black trim on the wings.

After the drawing is finished, go over the drawing lines with water-resistant black ink. Going over the lines with black ink, is what makes this an easy butterfly painting. Children will not have to paint all the black veins later.





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Start by painting the forewings. They are a redder orange than the hindwings. Select a reddish-orange or mix your own by mixing a bit of red and orange. Paint the four orange sections of each forewing. Paint right over the black veins. Next paint the hind wings in a nice bright orange. Don't worry about trying to get the paint on smooth and all the same. Variations make the painting more interesting.



Paint the butterfly's head and body black. Paint the body darker on the sides. Use less paint on the top of the body to give it a rounded form. If the body gets painted too dark, dab some of the paint off the top of the body with a clean, damp brush. Paint the inside black edge of the forewings. Then complete the black edges of the wings. Paint black around the designs on the ends of the forewings.



Finally paint tiny dots and dashes on the edge of the wings. A cocktail stick is handy for this.

The Ron Berger video of [Austin's Butterfly](#) shows that even KS1 children can be helped to draw an accurate butterfly picture with patient feedback and questioning. This short film shows Austin responding to focussed feedback from his peers to create a scientific drawing of a tiger swallowtail butterfly.

### **Creating butterfly wind chimes**

With a few materials like colourful paper, string, and beads, you can create a butterfly-themed wind chime (or use the butterflies you painted above). Start by cutting out butterfly



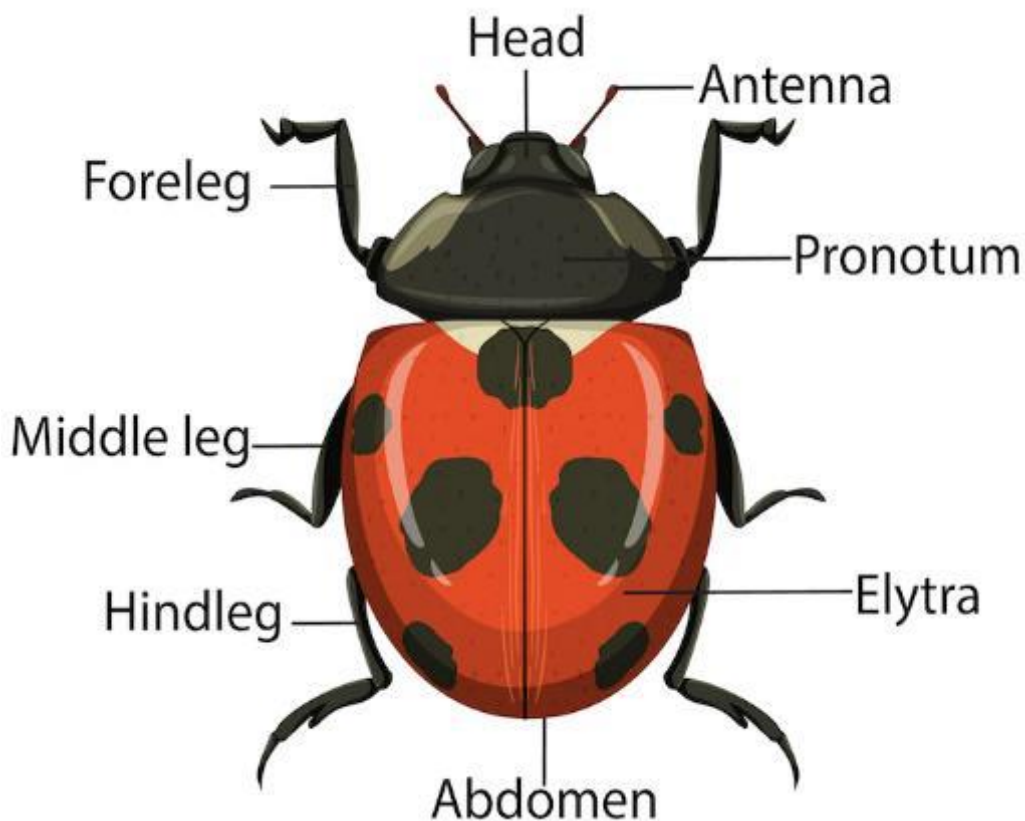


shapes from paper. Decorate them with colours and patterns of your choice. Attach the butterflies to strings and add beads for a touch of sparkle. Hang these strings from a circular frame to create your wind chime. Every time the wind blows, you will be greeted with a flutter of butterflies. There is a handy video [here](#).

### **Drawing a ladybird in detail**

There are about 5,000 species of this tiny bug around the world! The most well-known of ladybugs are the kind with red bodies with black spots. First watch [this video](#) and show the children the fantastic film of a ladybird opening its wings. **For more talented artists, there is a step-by-step guide to drawing a ladybird in detail [here](#).**

Below are instructions on how to draw a ladybird in pencil, before going over it in pen and ink.



Before you start drawing, it might be helpful to familiarize the children with a couple of basic anatomy terms. This will help them to identify and understand what they need to draw. Ladybird bodies feature three distinct sections: the head, the pronotum, and the abdomen. On top of the abdomen is a protective shell called the elytra. This is the red-and-black part of the ladybirds that they are famous for.

Since ladybirds are insects, they have three pairs of legs. One pair is attached to the pronotum, and two pairs are attached to the abdomen.

Feel more prepared? Then, you can move on to the next section!

Begin by drawing a large oval at a slight angle. This will be the abdomen and elytra of the ladybird.

Add a trapezoidal shape, the pronotum. See picture.

Then, sketch a curved trapezoidal shape at the top of the oval to create the middle section of the ladybug—called the pronotum.

Draw the head

Continue building the body of the ladybird by adding a small, rectangular-shaped head on top of the pronotum.



Now that you have the basic shapes of the body, you can refine the shape of the abdomen and elytra. To do this, erase the part of the oval that could be seen inside of the pronotum, and draw a new, slightly curved, line.

Return attention to the upper section of the ladybird. Add a pair of wobbly antennae and two mandibles to the top of the head. The mandibles should be significantly thicker and shorter than the antennae.

Then, sketch the front legs at the bottom of the pronotum. Like many insects, ladybirds have thin, rectangular legs so you'll want to build them in several sections—each one gradually thinner than the last. Reference photos may be helpful here.

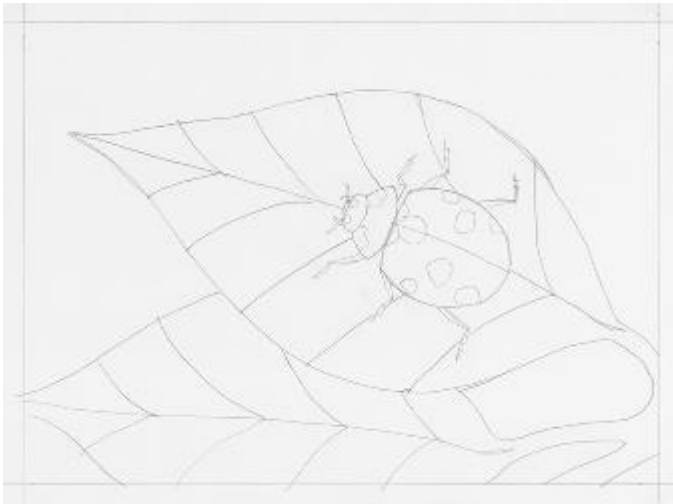
Draw the middle legs. The middle legs will be placed at the top of the abdomen and elytra, and you can create these using similar shapes—except instead of the joint bending forward like the front legs, it should bend inwards. If it helps, you can compare the front legs to human knees and the middle legs to human elbows.

Finally, you can add the hind legs about three-quarters down the abdomen of the ladybird. These should look the same as the middle legs, including the direction of the joint.



Next, it's time to draw the characteristic ladybirds are known for: their striking pattern! So—using some reference photos—begin sketching some wobbly circles on the shell. Ladybirds have between two and seven black spots on average, so you'll probably want to stay in that range. In addition to the black spots on the shell, ladybirds have a couple of other markings as well. At the top of their shell are also a pair of white

half-circle markings. Then, they have two more white blotches at the top of the pronotum, and two small white dots on the head.

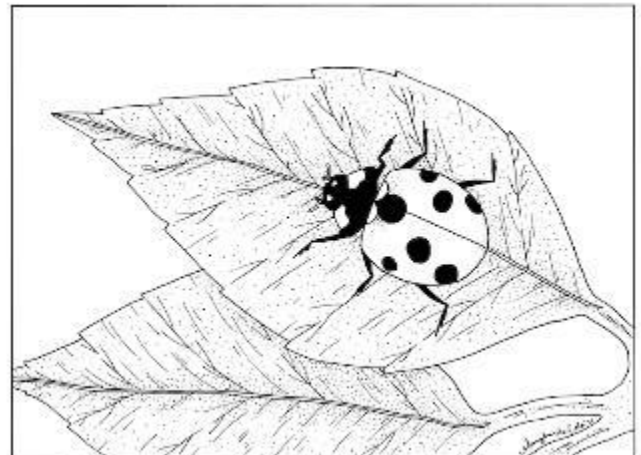


Consider **adding a background**. Not only will this give the ladybird a narrative, but it will also enhance the drawing by creating an interesting composition.

Some background ideas for a ladybird could be walking on a leaf, a flower petal, or a small branch.

It is time to complete your ladybird illustration by going over it in ink. Carefully trace the pencil lines.

After going over the entire drawing with ink, you can either add colour to the ladybird and leaves or add texture using stippling or hatching.



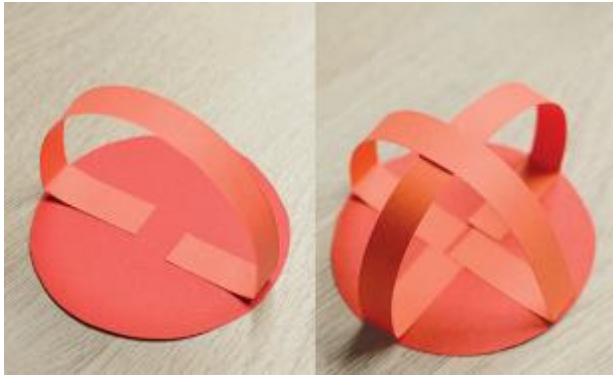
### **Simpler ladybird craft activity**

You will need:

Paper in red and black (and just a little bit of white)  
scissors  
glue stick  
black marker



Cut a circle shape out of red paper (it is best to use construction paper as base). Cut strips of red paper.



Take one strip of paper and glue it onto the base as shown on the picture. Glue on the next one at a 90° angle to the first one.

Continue with next two, placing them between the first two. Depending on the size of the ladybug you are making you will need, or better say be able to, add more strips of paper to make the body of the ladybug fuller.

Cut the dots out of black paper. Also cut a half circle shape for the head and two antennae. Cut two small oval shapes out of white paper and draw the eyes with black marker. Glue on the dots and head with the stick glue.

The children can use their imaginations to design more intricate models as shown.



### **Creating a school terrarium**

A terrarium is a miniature garden within a clear container, and it can be a beautiful way to highlight your love of God's world.

- Choose a clean glass container with a lid. This will be your terrarium.
- Select a variety of small plants that you would like in your terrarium. Succulents or air plants are excellent choices as they require minimal care.
- Place a layer of pebbles at the bottom of your container for drainage, then add a layer of potting soil.
- Plant your chosen plants in the soil, leaving space for your beetle decorations.
- You may like to add [beetle](#) figurines, or even paint beetles onto small rocks and place them in your terrarium.
- Remember, your terrarium needs indirect sunlight and occasional watering.





## Pop bottle fireflies

These make for some outdoor evening fun or turn off the lights inside on a rainy day!

- 1 water bottle or pop bottle **(clear)**
- 1 glow stick
- 1 foam sheet **(any colour)**
- 4 [pipe cleaners](#) **(any colour)**
- 1 pair [Googly eyes](#)
- 1 sheet [tissue paper](#)
- 1 bottle [Mod Podge](#)
- 1 foam brush
- Glue gun



### Instructions

Cut a sheet of tissue paper into 1 2cm strips.

Brush a layer of Mod Podge onto the centre of your bottle. Stick the tissue paper strips onto the Mod Podge, wrapping it around the bottle. Brush another layer of Mod Podge on top of the tissue strips.

Once dry, wrap three pipe cleaners around the centre of the bottle, on top of the tissue strips. Twist each one around the bottom to form the legs.

Cut 2 wing shapes out of a foam sheet. Using a glue gun, attach them to the top of the bottle.



Place your glow stick inside the bottle. Glue on a pair of googly eyes onto the bottle cap then twist another pipe cleaner around the neck of the bottle to form the antenna.

Your pop bottle firefly is complete!

## The benefits of insect-themed art and crafts

Creating insect-themed art can be a therapeutic activity. It allows children to express their creativity, reduce stress, and improve their mental well-being. According to a [study](#), art therapy can help improve cognitive and sensory-motor functions, foster self-esteem and self-awareness, cultivate emotional resilience, promote insight, and reduce and resolve conflicts and distress.

Bug crafts can help children learn about different types of insects, their habitats, and their roles in the ecosystem and God's creation. Insect-themed artwork also plays a significant role in promoting biodiversity. It raises awareness about the importance of insects in our ecosystem and the need to protect them. According to a [report](#), biodiversity is crucial for ecosystem function and human survival, and every species, no matter how small, plays a vital role in maintaining it.

## Leaves as a symbol of spiritual food

In the Bible, leaves are often used as symbols of growth, life, and abundance. Look at the biblical references below with the children to discuss how leaves carry meanings of healing, and sustenance. Some Christians see leaves in the Bible as a sign of the healing that comes from God, and the sustenance found in remaining rooted in Him. Just as leaves provide crucial support for the health and growth of a tree, so too can our faith in God support and nourish us in our spiritual journey. You may like to look at the passages in a series of collective worship.



*Genesis 8:11*

***“When the dove returned to him in the evening, there in its beak was a freshly plucked olive leaf! Then Noah knew that the water had receded from the earth.”***

After the great flood, Noah sends out a dove to find signs of dry land. When the dove returns with an olive leaf, it signifies the end of the flood and hope for a new beginning. The leaf symbolizes God's faithfulness and His promise to never again destroy the earth with a flood. See bird and dove activities later in this booklet.

*Exodus 15:27*

***“Then they came to Elim, where there were twelve springs and seventy palm trees, and they camped there near the water.”***





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Elim was an oasis in the wilderness where the Israelites rested on their journey out of Egypt. The presence of palm trees and their lush leaves provided shade, refreshment, and a reminder of God's provision on their desert journey. It serves as a metaphor for finding peace and strength in God during challenging times.

*Psalm 52:8*

***"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever."***

This verse expresses the psalmist's confidence in God's never-ending love. Just as the olive tree produces valuable oil, our trust in God and His love enables us to flourish. It reminds us that God's presence and love are the source of our strength and security.

*Ezekiel 47:12*

***"Fruit trees of all kinds will grow on both banks of the river. Their leaves will not wither, nor will their fruit fail. Every month they will bear fruit because the water from the sanctuary flows to them. Their fruit will serve for food and their leaves for healing."***

In this vision of the future, Ezekiel describes the river that flows from the temple, bringing life and nourishment to everything it touches. The leaves of the fruit trees by the river remain evergreen, symbolizing the abundance and continuous care of God.

*Luke 21:29-30*

***"He told them this parable: 'Look at the fig tree and all the trees. When they sprout leaves, you can see for yourselves and know that summer is near.'"***

In this parable, Jesus uses the budding leaves on a fig tree and other trees as signs of the approaching summer. These signs act as indicators of what is to come. Similarly, Jesus encourages His followers to be attentive to the signs of the times. It serves as a call to be watchful and to recognize the signs of God's workings in the world.

*John 15:4-5*

***"Remain in me, as I also remain in you. No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me. I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me, you can do nothing."***

This passage finds Jesus using the example of a vine and its branches to illustrate the relationship between Himself and His followers - just as a branch cannot bear fruit unless it remains connected to the vine. It emphasizes the importance of relying on His strength, and the necessity of an ongoing relationship with Him for spiritual growth.

## Tree and leaf art activities

### Printing with Leaves

#### You will need:

- Newspaper or an art mat and scrap paper
- Spoon
- Fabric paint
- Large plate for rolling out the ink
- Mini paint roller
- Leaves and ferns
- Plain white or light-coloured cloth napkins, or make your own
- Rolling pin
- Iron
- Ironing board

#### 1. Prep your work surface

Prepare for leaf printing by protecting your work surface with newspaper or an art mat.

#### 2. Roll your paint

Put a couple of spoons of fabric paint on the plate. Roll it around with the paint roller to coat the roller thinly.

#### 3. Paint your leaf

Place a leaf, vein side up, on a sheet of newspaper or scrap paper. Roll the paint roller over the leaf to coat it evenly.

#### 4. Make the print

Set the leaf, paint side down, on the napkin where you want the print. Set a clean piece of paper over the leaf. Roll the rolling pin over the paper-covered leaf to press it down evenly. Carefully lift the paper and leaf to reveal your print.

#### 5. Allow to dry

Let the napkins dry overnight, and then iron them, following the instructions on the fabric paint bottle to set the paint.



## Be a tree detective

### Daniel and the King's dream

Below is a series of activities looking closely at trees. Begin by telling the children about a Biblical vision. In the Bible we hear about how Daniel listened to King Nebuchadnezzar describe the first part of a vision from God:

*'These are the visions we saw lying in bed. I looked, and there before me stood a tree in the middle of the land. Its height was enormous. The tree grew large and strong, and its top touched the sky. It was visible to the ends of the Earth. Its leaves were beautiful, its fruit abundant, and on it was food for all. Under it the wild animals found shelter, and the birds lived in its branches; from it every creature was fed.'*

This part of the vision uses the image of a healthy and beautiful tree to picture the king. A healthy tree provides shelter and homes for creatures, and grows large, with juicy fruit. It is a wonderful picture of how we can have fruitful lives and care for what God has made. The ending of this vision is not so good. It warned the king that if he made bad choices, he would lose his position and ability to help others.

### Activities

Talk a walk round your school grounds, churchyard or local area and really pay attention to any trees that you encounter.

**Tree rings** are like pages of a tree's personal scrapbook. Each ring shows exactly one year of the tree's growth. Find a stump and count the rings to find the tree's age. Wider rings show a year with more rain and increased growth.



**Listen to trees breathe** by using a glass. Place the base of the glass gently against the tree and listen carefully. You may be able to hear a very gentle noise. The sap in the tree moves similarly to the blood in our bodies.

**Look for clay or compact earth** around the tree's base and remove it with your hands or garden tools if you can. A tree can be smothered if people dig clay around it or if the soil is too compact. Clay and solid soil can keep air from getting to the tree's roots and eventually the tree can die.

**Check the roots** of any trees that you find. If they are on the surface without much soil, think about adding some if you can. If you put grass clipping, straw, compost, or broken bits of bark over the roots, it will keep water in the soil and the tree will flourish.

**Look at the top of a tree.** This is the canopy. The roots of the tree go as far out as the canopy, so any water that falls over this area can feed the tree.

### **Nature in art - miracles in miniature**

Artists are often famous for their big painting of grand landscapes, but the following art activities ask children to focus on the microscopic wonders withing the miracle of creation. From the intricate patterns of a butterfly's wing to the crystalline beauty of a snowflake, these small-scale marvels remind us that creation extends into the realm of the infinitesimal. Each minuscule creation carries the signature of God, revealing His attention to even the smallest of details. You will need magnifiers.

#### **How to use a magnifier**

Ask the children to look through their magnifier with one eye, then the other, then both. (They should be looking through the outward curve of the lens.) Try holding the magnifier at various distances from their eyes to figure out what works best. Go out into the school grounds or churchyard, encourage the children to get down on the ground to discover details they might miss by just walking around.

Use the following observational prompts and activities to help children learn about biodiversity:

Name everything you see on the ground. What do you see that is surprising? How many diverse types of plants can you spot? What is different about them? Their patterns? Colours? Textures? Can you follow something that crawls? Where does it go? What does it pass on its journey?

#### **Creating close-up artworks**

Teachers may like to look at the work of Linnea Tobias who specialised in creating close-up pictures of dahlias and succulents. Interested in art from an early age, she remembers when her grandfather built her an easel when she was only 5 years old.

Examples of her work can be found [here](#).

*"I sketch out ideas for painting in a sketchbook. When I work, I find it helpful to sketch out my idea first to work out any issues. When I am satisfied, I transfer the drawing to a wood panel to paint."*



### **Activity**

The step-by-step guide to drawing a leaf was designed for The Eden Project by a botanical artist. You will need a selection of leaves and drawing pencils.

1. Measure your leaf. Measure the widest part of the width of the leaf and the length. You will draw your leaf 'life-size,' so can use these measurements to check and plan your drawing.
2. Draw the midrib Look at the biggest, middle vein the 'midrib'. How does it go through the leaf? Does it go right to the tip, or does it disappear? Is it raised or sunken? Draw this midrib first. This might seem strange but can help you draw your leaf right!
3. Draw the tip. Notice the tip of the leaf. Is it rounded or pointy and if so, how much? Draw in the tip of the leaf.
4. Draw the base. Look carefully at the bottom of the leaf where the stem joins it. What is the shape of the leaf here? Draw it in.
5. Draw the margins. What do the edges – the 'margins' – of the leaf look like? Are they smooth or do they have 'teeth'? Are the margins flat or wavy? Draw in the shape of your leaf, paying special attention to the margins.
6. Draw the smaller veins. Now look at the veins. Are they coming out of the midrib? Are there lots or only a few? Are they big or small? Straight or wavy? Draw in the smaller veins carefully.
7. Add texture. Notice how your leaf feels. Is it flat and shiny, or does it have bumps and lumps? Is it spiky or hairy? Draw these in if your leaf has them.
8. Add any patterns. Lots of leaves have patterns on them: spots, stripes, or splodges. These can be important to a plant, so add them in if your leaf has them.
9. Check the back of the leaf. The back of a leaf can be hugely different to the front. Sometimes this can tell us a lot about the plant. You may like to draw the back of the leaf too. Notice how it is different to the front of the leaf and use the steps above to draw the back.

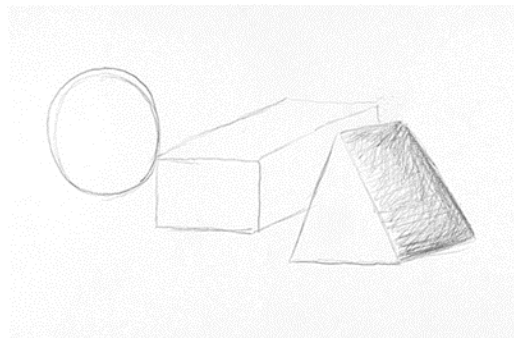
## The Earth in close up

Below is a teaching pattern that encourages children to focus on the intricacies found in stones or rocks. This activity allows children to appreciate the tiny details of a natural object and to explore the fundamental key concepts that make a rock look the way it does – its complexity and strength. Teachers may like to explore the verse from Matthew 16:18 and the renaming of Simon. Jesus told him: 'You are Peter, and, on this rock, I will build my Church.'

First, children look at how light interacts with some basic shapes and how this causes shadows to appear. Then pupils look at how they can form realistic rock drawing through the reconstruction of simple shapes, paying attention to how they can morph normal shapes into obscure ones that could be portrayed as a rock. Learning how to draw rocks will require focus on various areas within the source image. Teachers may like to use a smart device to zoom in and focus on certain aspects of the image.

### Stage 1: Drawing shadows and objects

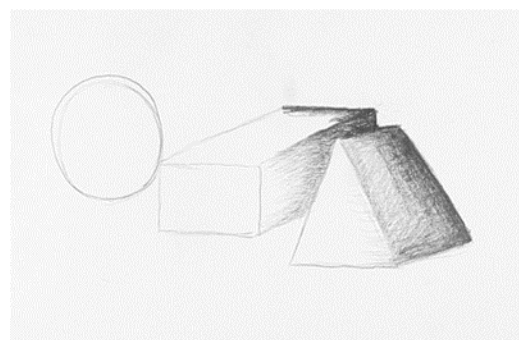
Learning how to draw a boulder or a rock requires the fundamental knowledge of how shadows and objects work together. To learn how to draw rocks, children are learning how to draw shadows and understand how they function to complex objects like a rock. Begin by drawing some simple three-dimensional shapes such as a pyramid, a ball, and a block.



As the children to imagine that there is a light source coming from the left side of the page. The right side of the objects will be darker in relation to the side that has the light. Explain that this is because the light is struggling to interact with the entirety of the object since it is coming from a single direction.

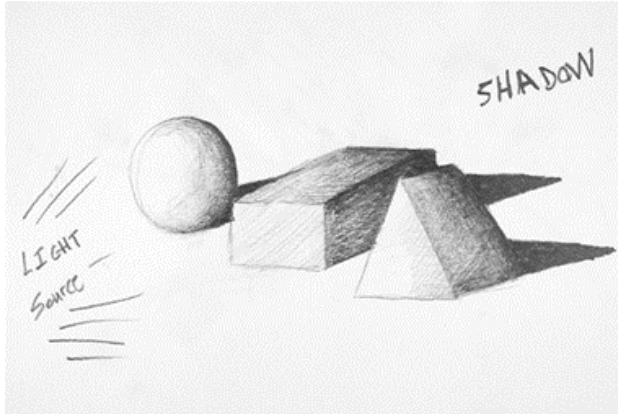
Tell the children that they can use pencils and pens, as a tool, to darken the parts of an object that would have less exposure to light. Encourage them to pay attention to which direction the light source would be coming from.

Lastly, shadows are often cast on the floor or nearby surfaces when an object is exposed to a light source. This means that the objects will have shadows that fall on the floor or any surface



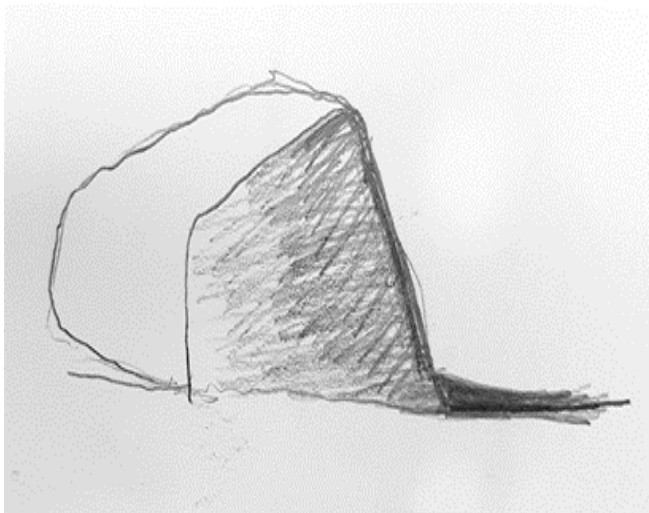
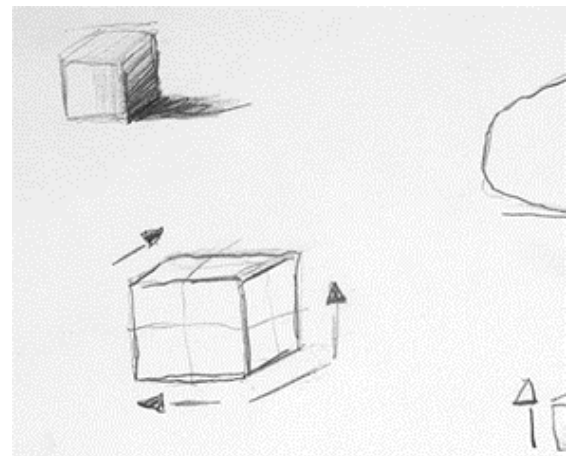


nearly at the opposite side of the light source.



### Stage 2: Understanding How Rocks are Formed

Ask the children to think about what we just learned about the concept of light in relation to a cube. Explain that the cube has a three-dimensionality to it which will result in a specific interaction with a light source.



Rocks, whatever their shape may function in the same way. However, how we can achieve the variety of shapes that rocks come in can simply be a reshaping of the basic shapes we already understand. For instance, we can take the general shape of a cube and morph it into something more triangular. If we give it three-dimensional height, width, and length

we can then apply the same shading and shadow as before. This will influence the shadow and shape of the rock.

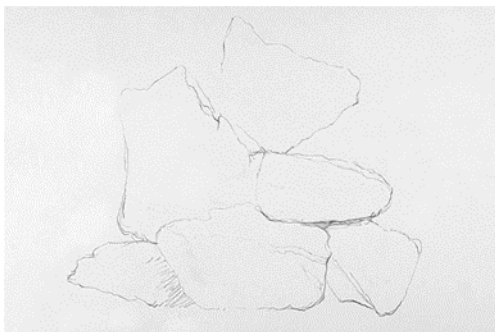
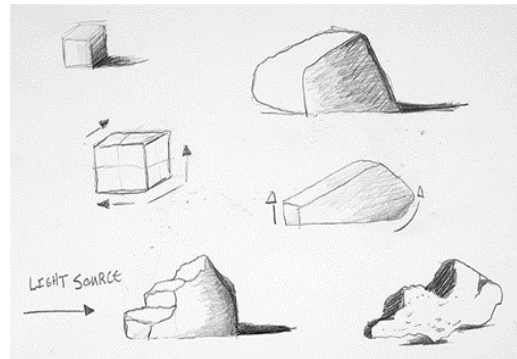


### Stage 3: Drawing a pile of rocks

By applying all the little concepts explored in the rock sketches, children can now draw rocks using pen and pencil, building on the concepts they have learnt.

#### Step 1: Light sketch of the rocks

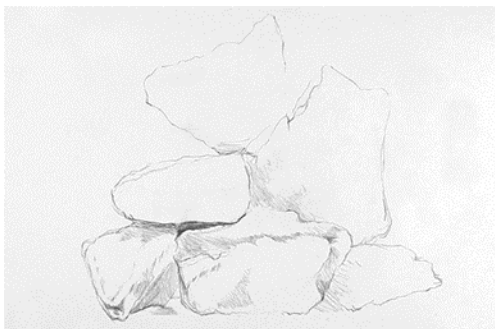
Give each child a single rock to start and ask them to create a light sketch of the image with a Hb pencil. Ask them to think about where the light may be coming from and then to focus on the shape and outline of their rock. Add more rocks and children to consider each rock's size in relation to others that are placed around it.



As the children carry on forming the general shapes of the rock, remind them to spend some time to look carefully at each shape. The more they do this, the better they will understand how the form of each rock is placed in the pile.

Do not allow the children to get hung up on trying to replicate every single little detail. The aim is to understand the form of the rocks and how the light and shadows reveal the general shape and larger details of each rock.

#### Step 2: Light pencil shading of the rocks



Slowly start to use the features of the rocks, using the direction of the light source to help children navigate where to shade. Pupils can use both a Hb and 2B pencil for this part. The Source image depicts the light source to be above the rocks as we can see various shadows from within the grouping of the rocks.

Again, a good suggestion is to analyse your source image and slowly work through each rock independently. By doing so children can pay attention to how each rock is defined in three dimensions according to how the light is interacting with it.

Slowly work through each rock and focus a little more on its forms and details. Again, children should not replicate every little detail in each rock, instead look at how the shadows define the general shape and texture.

Ask the children to pay attention to how each rock has a unique formation. The form of each rock is governed by the way the light is interacting with them. This also defines the shadows within the rock and how the dark to the light ratio between moments of shadow and exposed rock are represented within the drawing.

Explain to the children that as we carry on lightly shading, what we are doing we are subconsciously setting the foundations for where we will shade in the darker with our pens. When shading with a pen, it is always important to set up a good foundational level with pencil marks. This is why we want to focus on this stage as we shade with our pencils.

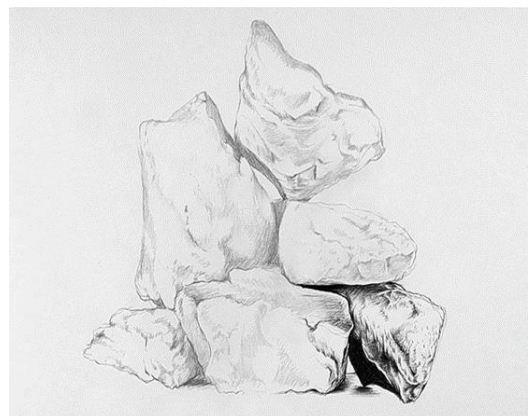
### **Step 3: Shading with a pen**

Shading with a pen is just like shading with a pencil. To achieve seamless gradients is more a matter of what pen is used, a simple black ballpoint pen is great. A good place to start is from the bottom up.

Ask the children to notice where there is maximum contrast within the image below, this is due to the shadows that are formed within the pile of rocks produced by the light source. It is possible to achieve these dark shadows by slowly layering pen marks over one another repeatedly until we reach the total value required.

When shading in these dark areas, do not be afraid to make the darkest shadows dark by 'colouring in' with your pen. The way to lighten our gradients is by the amount of pressure we apply to the pen. See how the shadows on the rock create these dark moments in the rock which can be defined by a larger surface area of shading, whereas the lighter moments in the rock can be defined by fewer marks and simple line work.

Ask them to notice the deviations of each rock and how they interact with the light source. This will affect the way you apply shading, whether it is to darken or to lighten. Each rock is slightly different. To create a lighter quality in the rock a good suggestion is to use hatching. For the smaller details that define the rock's texture, we can use [cross-hatching](#) to make little indentations in the rock.





## The wonder of worms

To truly appreciate the wonders of earthworms requires close inspection, especially with hand lenses, and allows children to make exciting observations. Deepen the experience by setting children the task of categorising the different worms they see. There are 27 types of earthworms in the UK. Watch a short film about the wonders of worms [here](#).

### Top earthworm facts

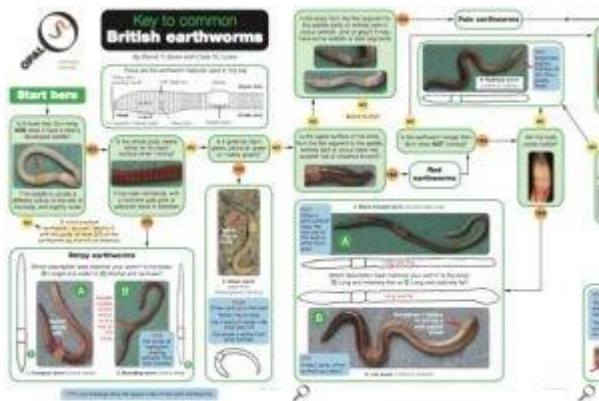
Worms eat a third of their body weight every day.

All worms are strong and can push ten times their own weight as they burrow through the soil.

Each worm can produce 4.5 kilos of worm casts a year.

Worm casts contain ten times as many nutrients as the surrounding soil.

The more worms, the better the soil



A useful guide to getting to know earthworms is produced by [Open Air Laboratories Explore Nature](#) (OPAL). The OPAL [Key to Common Earthworms](#) gives you more than just the details to look for. The key also gives guidance on how to do much more than just classify worms that you may find. You can find out how to conduct a worm survey with a soil pit and complete soil discovery experience.

Tell the children to replace any worms carefully so that, in the darkness of the soil, worms can continue to do their amazing work.

Psalm 104:30 reads "*You send forth your spirit, they are created, and you renew the face of the earth.*" The verse tells us how God renews His creation with new spiritual life and how He renews the soil to support material life. Earthworms are God's small workers designed specifically to renew the soil.

Remind the children about the earthworm's amazing body and look at the following reflection.



## **Taste and see**

Below are some ideas to explore with children, focussing on the Psalm verse 'Taste and see that the Lord is good' Psalm 34:8.

As human beings, we taste with our tongues, but some of God's creations taste in a hugely unusual way. For instance, a butterfly tastes with its feet, while a fly tastes with both its lips and its feet! Meanwhile, bees taste with their mouthparts, their front legs, and their antennae. An octopus tastes with the suckers of its tentacles, some species of octopus have around 1,800 suckers! But the earthworm beats them all.....

An earthworm's entire body is covered with tastebuds. As they slither along the ground, worms taste whatever they travel over!

### **Ask the children the following –**

Where do we have our taste buds?

Look at your partner's tongue, how many taste buds do you think a human being has?  
(3,000 – 10,000)

Does anyone know the 4 distinct categories of taste that we have? (sweet, sour, salty, bitter) All our taste buds are an important part of God's design for us. Our sense of taste protects us by helping us avoid eating things that are rotten, poisonous, or just bad for us. But God also gave us a sense of taste so that we could experience tasting things that are good.

Think of your favourite food. Can you imagine how good it tastes? God fills our world with signs of goodness, and He wants us to enjoy them. God wants us to explore our senses, to experience the wonders of His creation. Taste and see – and touch, hear and smell – that God is good and has created good things.

### **Prayer**

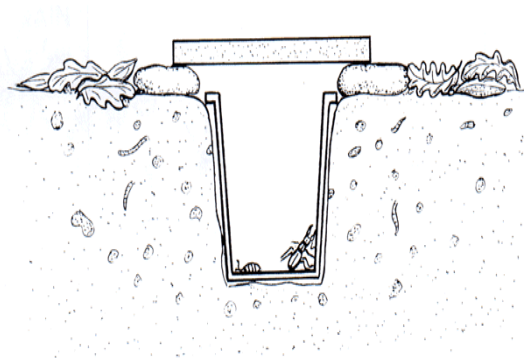
**Dear God, open our eyes to see your creation, my nose to smell your flowers and my ears to hear your songs of nature. Help me to touch others with your love. Thank you for all the good things that you give me. Taste and see that the Lord is good. Amen.**

## Looking closely at minibeasts in leaf litter

The Young People's Trust for the Environment have a wealth of ideas on how to investigate animals and plants in your home and school grounds. There are lesson plans and accompanying PowerPoint slides suitable for Year 1-4 which teachers may like to access. The link to the resources follows, but also see how to build a simple trap for minibeasts below:

[Local environment: Plants and animals | Lesson Plans for Teachers | Young People's Trust For the Environment \(ypte.org.uk\)](http://www.ypte.org.uk)

### Building a minibeast trap



Many minibeasts live hidden from view in the layer of leaf litter on the woodland floor or at the bottom of a hedge. A clever way to find minibeast is to set a pitfall trap. To do this, dig a small hole in the ground and bury a plastic cup, or similar container, up to the rim. Protect the trap from rain by making a roof with a piece of raised wood or slate. A piece of meat or cheese may tempt some minibeasts into your trap.

Leave the trap overnight and check the next morning for any animals that may have fallen in during the night. Empty the container into a light-coloured dish and have a close look at them, using a magnifying glass. Return the minibeasts to their habitat when you have finished with them.

The pitfall trap will only catch those minibeasts that run about over the surface of the leaf litter. Many more live buried deep in the litter. To find these, collect some damp, rotting

leaves from beneath the top dry surface and put them into a plastic bag. Take the bag and empty the contents, a bit at a time, into an old sieve. Shake the smaller creatures into a shallow tray or onto a large sheet of white paper. Turn over the leaves in the tray and gently pick out any worms or other larger minibeasts. A paintbrush is useful for gently picking up tiny animals and transferring them into pots for examination with a hand lens. When you have finished, return all the minibeasts to the place you found them.



## Science lesson idea

### The lifecycle of a dragonfly – KS2

#### Curriculum links

##### Science

KS2 Year 5 Science curriculum – Living things and their habitats

- *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird*

##### SMSC

- *Spirituality – Window moments: how often do I spend time **observing** my local environment and wonder at its beauty? Door moments: how often do I spend time **exploring** my local environment and wonder at its beauty?*

*‘Therefore, if anyone is in Christ, he is a new creation. The old has passed away; behold, the new has come’ 2 Corinthians 5:17*

**Resources** - PowerPoint (Ppt) files: [‘Dragonfly Images’](#) and [‘Dragonfly Sorting Cards’](#)

#### Introduction

Don’t reveal yet that this is about a cycle. Explain that you would like to investigate the life of a dragonfly. Find out what children know about dragonflies, encourage children to use scientific language or technical vocabulary (e.g.: insect, abdomen, larvae etc). Have a look at the ‘Dragonfly Images’ Ppt and play, ‘Is it, or isn’t it?’ Some of the images are dragonflies, some are not. Click on the images to find out (all the examples can be seen in the UK).

#### Main task

1. Say that you would like pupils to have a look at the selection of images they have in front of them (cards can be created by using the ‘Dragonfly Sorting Cards’ Ppt.) Ask
2. them to sort them out into an order. Did any group sort them into a cycle or were they linear?
3. Explore the concept of a ‘cycle’. What does this mean? Consider other words that relate to this e.g.: bicycle, cyclical, cyclone. These words all relate to something that continues to go round and round, repetitively.
4. Look at the correct life cycle explain each stage using the information sheet on the following page, ‘Lifecycle of a Dragonfly’.



- Using the information, pupils can record and present the lifecycle in their science/topic books as appropriate (or through photographs of the card sorting activity etc)

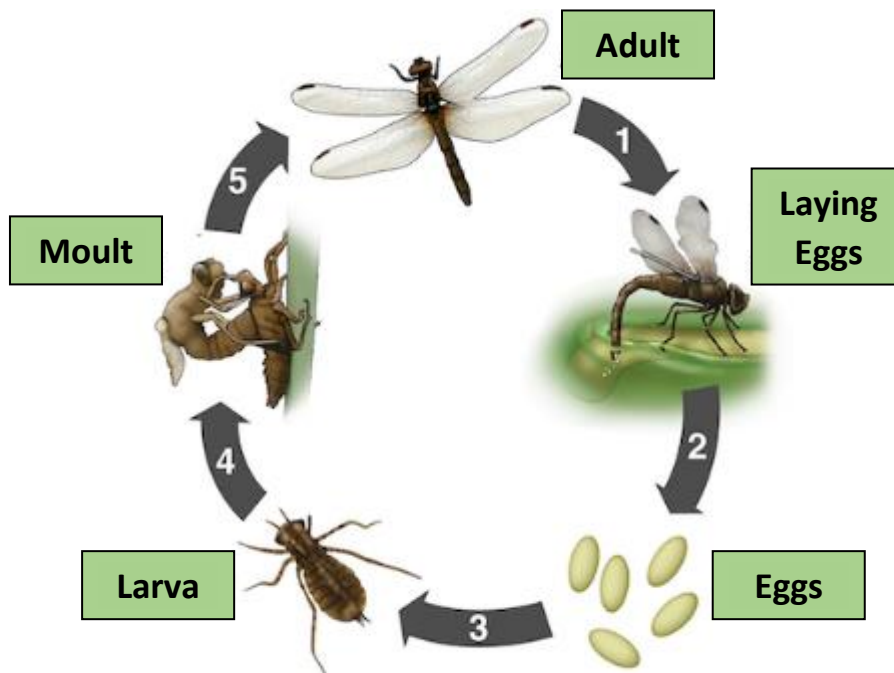
Useful links: [Identifying British dragonflies](#)

### Plenary and reflection

Few creatures have as interesting a life metamorphosis and life transformation as does the dragonfly. Christians believe transformation come with Christ in their lives.

Reflect upon the 'Circle of Life' - refer to The Lion King song. Life has a natural cycle of creation, growth, reproduction and death. For Christians (and those of some other major world faiths) death is not necessarily the end of the cycle. Christians believe that accepting Jesus Christ as the Son of God and following his teaching leads us to an eternal life in heaven. One that we cannot explain or describe scientifically, but one those of faith have a sure belief in and live in hope of an existence without pain and suffering but full of joy.

### The Life Cycle of a Dragonfly





DIOCESE of  
**WINCHESTER**



**Diocese**  
of **Portsmouth**

**Adult** – Adults live on average for about 2 weeks but can live up to eight weeks, during which time they must mate.

**Laying eggs** – Eggs are laid (injected) into stems and leaves of plants or rotten wood close to the surface of water.

**Eggs** – Eggs hatch after two to five weeks.

**Larva** – Dragonflies spend most of their life at the larva stage, two to five years. Larvae live in water and hunt other small water creatures.

**Moult** – Larvae moult out of the water when the length of day and temperature are right. This process takes approximately one hour.

Useful links:

[Dragonfly Life Cycle](#)

[Video of a dragonfly moulting](#)

## **Creation takes flight**

Birds have been a popular subject in art throughout history, with ancient Egyptian, Renaissance, and Baroque artists depicting them in their works. In different cultures, birds hold symbolic meanings such as wisdom (crane), rebirth and immortality (phoenix) and dignity (peacock). Birds are often seen as symbols of freedom, spirituality or as messengers in various cultures around the world. Therefore, bird imagery is frequently used in literature and poetry to convey emotions and to explore themes like freedom.

In Renaissance and Baroque art, birds are frequently depicted as symbols of beauty, grace, and spirituality. Artists during this period sought to capture the delicate details and vibrant colours of various bird species. Paintings showcased exotic birds like parrots and peacocks, which were highly prized for their unique plumage. These artworks celebrated the God's creation and reflected the fascination with exploring distant lands.

Birds have long been seen as symbols of freedom and spirituality, with their ability to soar through the sky and escape earthly constraints. They are often considered messengers of news. Following the 40 days of rain, Noah sent a raven from the ark to see if there was dry land, and the raven returned. Noah then sent a dove, and the dove returned. Noah sent the dove a second time and the dove returned with an olive branch, a sign of new beginnings and new possibilities. The dove carrying the olive branch was a sign to Noah and the inhabitants of the ark to leave the boat and begin living in God's new creation. Birds like

eagles, doves, and owls are commonly used as symbols in religious iconography due to their association with wisdom and peace.

Many modern artists incorporate bird motifs into their work. These artists use birds as a symbol of freedom, beauty, and connection to nature. Through their paintings, sculptures, and mixed-media pieces, they explore the intricate patterns and colours found in feathers, as well as the graceful movements of birds in flight.

Some notable contemporary artists who have embraced bird imagery include **Charley Harper**, **Walton Ford**, and **Kate MacDowell**. These artists use birds to convey a sense of wonder and awe at the natural world while also raising awareness about conservation efforts.

Pictured here is *A Day in Eden* by Charley Harper. Harper (August 4, 1922–June 10, 2007) had an alternative way of looking at nature. His pictures gave people a very different perspective on the animal kingdom. A

conservationist as well as an artist, Harper once said: *'When I look at a wildlife or nature subject, I don't see feathers, fur, scapulars or tail coverts—none of that. I see exciting shapes, colour combinations, patterns, textures, fascinating behaviour and endless possibilities for making interesting pictures. I regard the picture as an ecosystem in which all the elements are interrelated, interdependent, perfectly balanced, without trimming or unutilized parts; and herein lies the lure of painting: In a world of chaos, the picture is one small rectangle in which the artist can create an ordered universe.'*



### Activity

Show the children [this video](#) and a range of works created by Harper.

You will need:

Acrylic paint (blue, yellow, red, white and black)

Protractors or cups etc. to draw around

Rulers

Allow the children to select an animal of their choice online and have them print it in colour and in grayscale. Children then create 3 thumbnail drawings of their animal, simplifying the shapes using protractors (or cups) and rulers.

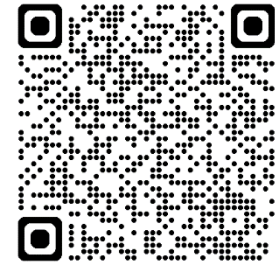


Once they have found an image they like, the children can then paint the background of their paper with one colour, re-draw their animal large onto the final paper using pencil and then paint shapes according to their colour scheme. Look at the pictures below. You may like to try creating your own using simply shapes in a collage.



### **Doves as messengers**

Here is a QR code showing a film on how to draw a dove holding an olive branch.



The use of a dove as a symbol of peace originated with early Christians, who often portrayed baptism accompanied by a dove. The New Testament compared the dove to the Spirit of God that descended on Jesus during his baptism. Christians saw similarities between baptism and Noah's Flood as a new beginning.

### **Attracting birds to your school, garden, church or parish**

Below are different ways of creating simple bird feeders that could be hung in school grounds or around your parish. Schools may like to consider donating or selling these to parents, local groups and organisations as part of their creation care TriWonder activities.

**Frozen Bird Feeders.** These mini frozen bird feeders are a quick DIY, easy to make project, and perfect for late Autumn, Winter, or early Spring bird watching. They provide an excellent opportunity for children to learn about different bird species during the colder months while offering a much-needed food source for our feathered friends.

**Pinecone Bird Feeders.** For a classic roll-in-peanut-butter feeder, try this simple pinecone bird feeder. This easy-to-make, eco-friendly project teaches children about recycling and reusing natural materials and promotes fine motor skills as they spread peanut butter and roll the pinecone in birdseed.

**Apple Bird Feeders.** These DIY apple birdseed feeders are a great way to use a couple of extra apples. The activity helps children to understand the importance of reducing food waste while providing a nutritious treat for birds, encouraging them to appreciate the beauty and diversity of the avian world.

**Bird-Friendly Mosaic Birdseed Feeders.** Sprinkle a bit of seed art into your feeder-making with this bird-friendly cardboard seed mosaic bird feeder craft. This activity combines artistic creativity with an eco-conscious approach, as children use recycled cardboard and various bird seeds to create visually stunning and functional bird feeders, adding a touch of artistic flair to your garden or yard.



### Focus on feathers

You will need: oil pastels, watercolours, paintbrushes, a selection of feathers and glue



Lay the feathers out on the table and ask the children to look at each one carefully. Encourage them to notice the outside shape, the patterns on the vane of the feathers and the way the barbs may separate.

Tell the children to draw at least three feathers on their using an oil pastel. Ask them to keep in mind that the feathers need to fit inside of the box lid.



When they are finished drawing, put out the liquid watercolour and brushes. Let them explore the watercolour and how they might want to use it.

When dry, ask the children to cut out the feathers and glue them into the box.

Offer a real feather to add to the box if they would like it.



### Song lyric message

'Three Little Birds' is a famous song performed by Bob Marley and the Wailers. The song is famous for being a message of hope. According to a close friend of Marley, Tony Gilbert, Marley got the inspiration for the song's lyrics from three actual birds (pelicans), which Marley used to see very frequently. According to Gilbert, who claimed to be present when Marley was writing the song, the birds were the inspiration behind the song. The lyrics (below) are simple and repeat several times throughout the song.

Three Little Birds

Don't worry 'bout a thing,

'Cause ev'ry little thing's gonna be all right.

Singing don't worry 'bout a thing,

'Cause ev'ry little thing's gonna be all right.

Rise up this morning, smile with the risin' sun.

Three little birds sit by my doorstep singing sweet songs,

A melody sweet and pure, sing,

This is my message to you.



There is a video of Marley singing it [here](#).

Play this to the children and ask them what they think the song means and why Marley may think of the birds as messengers of hope. Look at the comments below – these were reactions by people after hearing the video. Read them to the children and discuss their thoughts.

*'The third little bird is God. Two little birds would be too cute and romantic. Three little birds bring God. You will never listen to this song again without knowing, it is God that brings all two people together. Three little birds.'*

*'I thought of Father, Son, and Holy Spirit. This song got me through my illness.'*

*'The three little birds are the women that showed up at Jesus' tomb. Rise up this morning (resurrection) with the message that everything is going to be alright.'*

As a class try writing your own version of the lyrics. Encourage the children to think about what inspires them in God's creation and gives them hope for the future.

### **Courageous Advocacy projects**

Below are several ideas and links that schools can use to get pupils involved in social action projects both inside and outside schools.

St Albans Diocese have produced resources available here: [Heart for the Earth](#)

Christian Aid has a [number of resources](#) to support schools with their courageous advocacy work. Christian Aid's [Global Neighbours Award](#) was developed to support schools to empower their pupils to be courageous advocates for justice.



Schools may find the [Archbishops' Young Leaders Award](#) helpful in supporting them to create opportunities for social action.

Schools may also be interested in using some of the Natural History Museum's 'Urban Nature Teaching Resources'. These are designed to support children in exploring nature-related advocacy at the local level. They are designed for KS3 but could potentially be adapted for Y6 children: [Urban Nature Teaching Resources | Natural History Museum \(nhm.ac.uk\)](https://www.nhm.ac.uk/urban-nature-teaching-resources)

### **Where to start – the 'Genius Hour'**

Teachers may like to use the following prompt questions as a starting point with the children:

**What is our idea for the project? Why is our project worthwhile? What do we expect to learn? What challenges do we foresee? What will we show at the end? What materials are we going to need and where will we get them? How do we hope to influence others? Do we need to do any research before we start?**

Here are some further Creation Care project ideas for schools and parishes. Some are suitable for younger children in Early Years and Key Stage One:

**Recycled Art Show.** Introduce children to the world of recycling by turning rubbish into art. Gather materials like empty egg cartons, toilet paper rolls, and scrap paper and create artworks. Host a recycled art show for parents where the children do talks around sustainability and looking after God's world. They may like to speak about how these fit with their school's Christian values.

**Nature Scavenger Hunt.** Take the children outdoors on a nature scavenger hunt. Provide a list of items to find, such as pinecones, leaves, or feathers. It is a great way to connect with the environment. Before this activity, get the children designing posters to put round the local area to explain what they are planning and that it is part of their learning about Creation Care.

**Composting Worms.** Teach the children about composting with the help of friendly worms. Create a small composting bin where kids can watch these creatures turn food scraps into rich soil. Ask the children to write letters to residents explaining their learning and why worms are important in God's creation.

**Recycled Toy Day.** Challenge children to bring in a recycled toy from home. Discuss how reusing toys is a way to be sustainable and save resources.

**Rainwater Collector.** Set up simple rainwater collectors using buckets in your school grounds and show how it can be used for plants. Get the children to campaign for residents and businesses to do the same.

**Recycled Fashion Show.** Have a 'fashion show' day where children and staff come dressed in recycled materials. Let them get creative with cardboard hats, paper bag vests, and other imaginative outfits.

**Eco-Friendly Picnic.** Organize a parish picnic day where everything is eco-friendly. Use reusable containers, bamboo utensils, and cloth napkins to reduce waste.

**Light Switch Reminder.** Teach the children to conserve energy by turning off the lights when they leave a room. Make it a fun routine to remind everyone in the class. Encourage the children to talk to their parents about this and why it makes for an eco-friendlier world.

## The art of camouflage

The ocean is home to some God's most fascinating creatures on Earth. With their diverse shapes, sizes, and colours, these animals have adapted to living in marine ecosystems. For them to survive, some marine animals have mastered the art of camouflage. Camouflage refers to the colour patterns, behaviours, and shapes that God designed to allow a creature to match its surroundings, making it very difficult for predators to see. Below is an activity looking at the top creatures in the camouflage stakes. Some use coloration to seamlessly blend in with the background, while others use patterns, shapes, or even behaviour to become invisible. It is followed by an art activity for children.

### 1. Mimic Octopus

**Habitat:** The [mimic octopus](#) is native to the shallow waters of the Indo-Pacific region. They typically live in sandy or muddy substrates, coral reefs, and seagrass beds.

**Camouflage capability:** The mimic octopus has the ability to imitate the appearance of other creatures, such as [sea snakes](#), flatfish, and [lionfish](#). It can also change its colour and texture to blend in with its environment.





Ranking: The mimic octopus takes the spot as best camouflaged on our list for not only blending in but actively imitating other creatures' appearances and behaviours, demonstrating complex adaptive strategies.



Mimic octopuses can change their skin colour and mimic the appearance and movements of other animals. It is the ultimate shape shifter with an amazing ability to mimic how other animals and plants look and move.

It has a soft body and can change its texture and colour to blend in with its environment. For example, it can mimic the shape and colour of animals such as sea snakes, lionfish, or flatfish. Interestingly, it can also alter its body shape to resemble corals, anemones, and even other species of octopus.

Not only does the mimic octopus change its colour and body shape, but it also uses its tentacles to mimic how a crab moves or a jellyfish float in water. It is an extremely intelligent animal. It is capable of learning and remembering a variety of different shapes, colours, textures, and behaviours. This enables it to create an ever-changing disguise to protect itself from predators or sneak up on unsuspecting prey.

## 2. Cuttlefish

Habitat: They are found in shallow coastal waters of the Mediterranean Sea and the Atlantic Ocean, inhabiting crevices in the coral reefs.

Camouflage capability: They have specialized skin pigment cells that allow them to quickly change the colour of their skin to match their environment.

Ranking: The cuttlefish takes number 2 on our list because their rapid skin colour and texture change make them incredibly clever at disappearing into their surroundings.





Cuttlefish rapidly change their skin colour and texture, making them almost invisible to predators and prey. Also known as the chameleons of the sea, they are remarkable marine animals that have mastered the art of camouflage. Cuttlefish are well known for their ability to instantly change colour and texture to blend in with their surroundings. environment.

In addition to changing colour, cuttlefish can also change the shape of their bodies. They do this by either puffing up their bodies to look bigger or flattening themselves to blend in with the corals, rocks, or sand.

### 3. Leafy Sea Dragon

Habitat: The [leafy sea dragon](#) is native to the southern and western coasts of Australia, living in shallow waters near seaweed.

Camouflage capability: Its body is covered with leaf-like appendages, which help it to blend in with seaweed beds seamlessly.

Ranking: With bodies resembling seaweed, they're virtually indistinguishable in their natural habitat. They are very slow swimmers, making them look like drifting kelp or seaweeds, making them almost impossible to identify.



Unfortunately, due to pollution and overfishing, the leafy sea dragon is an endangered species.

### 4. Frogfish

Habitat: Frogfish are found in tropical and subtropical oceans worldwide. They mainly inhabit shallow waters near coral reefs and rocky shores.

Camouflage capability: They have special skin cells which create bumps and ridges on the skin to match its surroundings.

Ranking: Frogfish get the 4th spot on the list because their skin's texture and colouration perfectly mimic coral and rocks.



Frogfish camouflage by blending into their surroundings with their colour-changing abilities

The frogfish is a type of [anglerfish](#) and is among the ocean's weirdest animals. These fish are the kings of disguise and are among the marine animals that have mastered the art of camouflage. They are small, with sizes ranging from as small as a fingernail to as large as a human hand.

Frogfish are unique in appearance and feeding strategies. They also have some interesting behaviours. For instance, frogfish puff out their bodies when threatened to make themselves appear bigger and more intimidating. They can also walk across the seafloor using their fins, an adaptation that helps them move quickly to ambush their prey.

## 5. Flounder

Habitat: Flounders are found in all the world's oceans, from shallow coastal waters to deep ocean floors. But most species prefer sandy or muddy bottoms near the shore as well as estuaries and other sheltered areas.

Camouflage capability: They have skin cells that match the colour and texture of their surroundings.



Ranking: Their flat bodies and ability to match the ocean floor's colours and patterns place them high on the list.

Flounder is a common name for several species of marine flatfish. Flounders are bottom-dwelling fish that live in shallow waters where the substrate is sandy or muddy. They are well-known for their unique shape and remarkable camouflaging capabilities,

Their bodies are flat, and they have both eyes on the same side of their head. This allows them to lie flat on the ocean floor and observe what's happening around them.

Flounders are exceptionally good at blending in with their surroundings. They can change colour to match the ocean floor, the rocks, or the vegetation they hide behind. This allows them to hide from potential predators or prey.

They also move very interestingly by using their fins to walk on the [ocean floor](#). As they walk, the colour of their body also changes. They are even able to mimic the appearance of a checkerboard. For this reason, flounder is arguably one of the marine animals that have mastered the art of camouflage.

### **Abstract camouflage**

This lesson allows children to be imaginative and creative, without the concerns of making their pictures lifelike.

After looking at the brilliant camouflage skills of the animals above, get the children to research their favourite creature. Using reference pictures, ask the children to practice simple outlines of their creature.



Children then think of a place where their creature would *not* normally be found. The sky is the limit when it comes to imagination! This could be a great time to introduce abstract art and look at some of the works of Salvador Dali. Children then colour or paint this background onto a large piece of card.

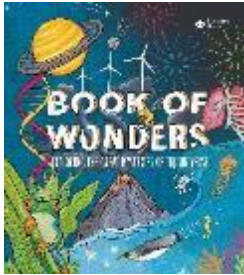
Ask the children to draw their animal outline on thick paper. Colour in the animal to mimic part of the object they drew previously so their animal would camouflage then cut it out. Bend the animal along the middle so that the feet fold and 'stand' on their background board after being glued (see below).



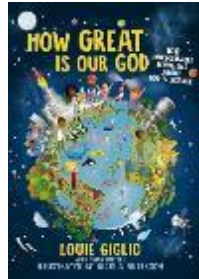


**Book recommendations**

**For Children:**



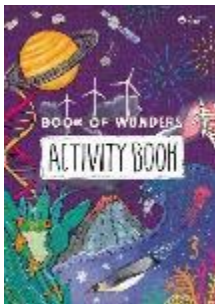
Book of Wonders,  
Scripture Union, 2020



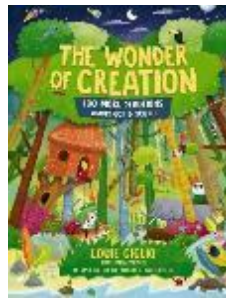
How Great is our God,  
Louie Giglio,  
Tommy Nelson 2019



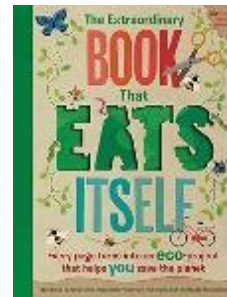
Eco Craft Book,  
Laura Minter & Tia  
Williams,  
GMC Publications 2021



Book of Wonders Activity  
Book,  
Scripture Union, 2020



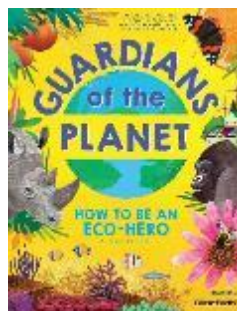
The Wonder of Creation,  
Louie Giglio,  
Tommy Nelson, 2021



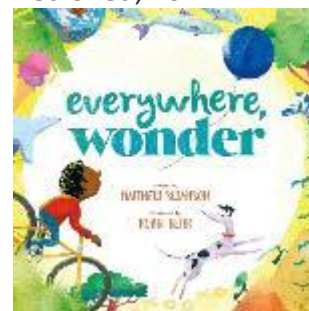
The Extraordinary Book that  
Eats Itself,  
Susan Hayes,  
Red Shed, 2021



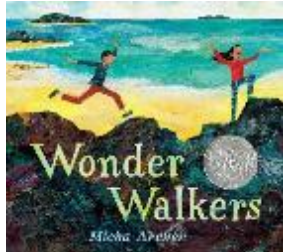
101 Great Big Questions  
about God and Science,  
Lizzie Henderson and Steph  
Bryant, Lion Hudson, 2022.



Guardians of the Planet,  
Clive Gifford,  
Buster Books, 2019



Everywhere, Wonder,  
Matthew Swanson,  
Imprint, 2017



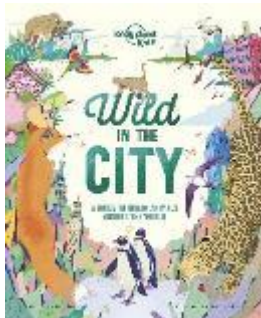
Wonder Walkers, Micha Archer.  
Penguin, 2021.



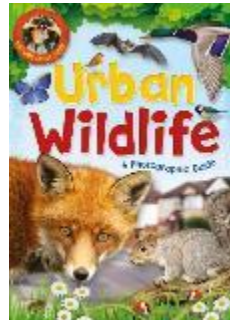
The Boy and the Sea,  
Camille Andros.  
Abrams, 2021.



Tiny Perfect Things,  
MH Clark.  
Compendium, 2018.



Wild in the City,  
Lonely Planet Kids, 2019



Urban Wildlife, A Photographic Guide,  
Nature Detectives, 2019

### **Books For adults:**

God Unbound, Theology in the Wild. Brian McLaren, Canterbury Press, 2019.

Rewild Yourself, 23 Spellbinding Ways to make Nature more Visible. Simon Barnes, Simon & Schuster, 2018.

The Nature Fix, Why Nature makes us Happier, Healthier and More Creative. Florence Williams. WW Norton, 2018.

Soulful Nature, A Spiritual Field Guide. Brian Draper & Howard Green, Canterbury Press, 2020.

Wild Worship, Discovering God through Creation, Rachel Summers. Kevin Mayhew, 2019.

Wild Lent, Rachel Summers. Kevin Mayhew, 2017.

Wild Advent, Rachel Summers. Kevin Mayhew, 2018. Sycamore Cove Creations, 2016.

Wonder, Childhood and the Lifelong Love of Science, Frank Kiel. MIT Press, 2022.



The Power of Wonder, Monica C Parker. Hay House, 2023.

World of Wonders, Aimee Nezhukumatathil. Souvenir Press, 2021.

Wonderstruck: How Awe and Wonder Shape the Way we Think, Helen de Cruz. Princeton University Press, 2024.

Awe: The Transformative Power of Everyday Wonder, Dacher Keltner. Penguin, 2024

Nature in Towns and Cities, David Goode. Collins, 2014.

Wild City: Encounters with Urban Wildlife, Florence Williams.

Urban Wild: 52 Ways to Find Wildness on your Doorstep, Helen Rook. Bloomsbury Wild, 2022

### Useful websites

[Triple WellBeing® — ThoughtBox Education](#) (Full of practical ideas for encouraging children and young people to engage with nature and the wider world.)

[Stormbreak Education](#) (Encouraging mental health and wellbeing through outdoor activity)

[Childhood by Nature](#) (Encouraging urban naturalists)

[Wildlife Watch: Towns and Gardens.](#) (Practical ways to attract wildlife to our gardens.)



#### [Towns and gardens | Wildlife Watch](#)

Built up areas and gardens might seem unlikely places for finding wildlife. But maybe surprisingly they can provide homes for some of our most amazing wildlife, from city peregrines to urban otters!

[www.wildlifewatch.org.uk](http://www.wildlifewatch.org.uk)

**Exploring Urban Nature: Resources for Schools** (Natural History Museum)



**Urban Nature Teaching Resources**

Free articles, videos and downloadable resources to support teaching around the theme of urban nature, curriculum-linked to KS3.

[www.nhm.ac.uk](http://www.nhm.ac.uk)

**Nature and Wildlife** (Benefits of Urban Wildlife)



**What Are the Benefits Of Urban Wildlife?**

Urban wildlife enhances biodiversity, connects us to nature, provides ecosystem services, offers education opportunities and reduces stress

[natureandwildlife.co.uk](http://natureandwildlife.co.uk)

## Tri-Wonder

### 2024-25 RE Unit of Work: Key Stage 1

This is an optional scheme of work for Year 2, that links to this year's Diocesan project **Tri-Wonder** and the 2025 leavers' services. The resources explore the idea of awe and wonder linked to God's creation and encourage pupils to write their own stories, poems and songs, or to create their own artwork, as a response to the wonder of creation.

The project is not about the six days of creation in Genesis 1, which most classes will cover anyway in RE. It is designed to take a broader look at the theme of awe and wonder, especially in relation to God's creation.

There are more ideas here than you will be able to use, but we hope some of them will generate good discussions with your class, or inspire you to develop your own enquiry.

### Communicate and apply

Take your class on a 'wonder-wander.' Visit a local green space if you have one, or a blue space if you are near a river or beach. Otherwise, find a corner of the playground or a nearby tree etc. Take the time to slow down, explore and immerse yourselves in your surroundings. Try to notice all the non-human life that you share the space with, stop and appreciate how much life is around you. Encourage the class to pause and notice what most catches their attention and draws them in.

Be present and use different senses to be aware of their surroundings. Encourage pupils to close their eyes, breathe slowly and deeply and quieten their thoughts. Try some mindful use of their different senses: what can you see? Hear? Smell? Touch? How does it make you feel? Share any ideas they may have about feeling connected to nature. Were there any 'wow' moments?





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Or – send them out into the schools grounds with sketchbooks or cameras to capture an aspect of nature that inspires them. You may like to choose one of the art ideas in this booklet.

Or – send them on a mini-beast hunt, or scavenger hunt (can you find a round stone, a v-shaped twig, five different shaped leaves....)

If you really have no suitable outdoor spaces, you could get the class to blow bubbles or set up a science experiment to create some wow moments.

What do pupils understand by the word ‘wonder’? If they had to explain it to a younger child, what would they say?

What are some of the ‘wow’ moments the class has experienced?

Ask the class to respond to some of these statements. You could use a skipping rope or masking tape to make a line on the classroom floor – or use one of the lines in the playground. Ask them to stand on one side if they agree, and the other if they disagree. (You could discuss whether they can stand on the line and what that might mean.)

Alternatively, label the four corners of the room (or playground) Agree, Agree strongly, Disagree, Disagree strongly. Ask pupils to stand in the appropriate corner as you read out each statement. After they’ve listened to a few children’s ideas, give them the opportunity to change their minds and move to a different corner. Ask a few of them to explain why.

- I have experienced a ‘wow’ moment.
- It would be sad if someone never had a ‘wow’ moment.
- You’re more likely to feel wonder in the open air than indoors.
- Children are better at feeling awe and wonder than older people.
- Experiencing awe and wonder makes us feel more fully alive.
- We all feel awe and wonder in different ways.

## Inquire

Who enjoys a good story? What are some of your favourite stories? Is it easier to understand and remember things in school if you've heard a story about it? Can you give an example of this?

Teachers and parents often use stories to explain things to their children and leaders often use stories to inspire their followers. Religions tell stories too, to help people understand things about the world and about God.

The Bible is full of stories, songs and poems, including some stories about how the world began. Poets and storytellers told these to make sense of the 'wow' moments they felt when they looked at creation. Who can remember the story of God making the world in six days? We're going to look at another story in the Bible about how God made the first people. Some Christians believe that it happened exactly like the story says, others think that it's a story with a deeper meaning. See if you can decide what you think the deeper meaning of the story is.

### Genesis 2: 4 - 25

There is an animated version of the Genesis 2 story [here](#), and a version of the story for children [here](#). (Focus on the first half of the story, where God creates Adam out of clay.)



Hand out clay – or play dough – and ask the class to make their own people or animals, just like God did in the story. As they do this, ask them to think about these questions.

If the story in Genesis 2 is a story with a meaning, what do we think the special meaning is? Christians believe that we're specially made by God and that God cares for us. Life isn't just random, we're here for a reason. Do you agree with that? Why? / Why not?

Some Christians believe it happened exactly like it says in the Bible, others say that the details of the story aren't important, it's meant to show that God made us and loves us. What do you think?

**How does this story link to our concept of awe and wonder?**

If your class is interested in talking more about Science and Religion, you could invite a member of the clergy in to answer their questions – or better still, invite two or three Christian speakers to give different viewpoints. Alternatively, the [Farraday Institute for Science and Religion](#) has lots of useful online resources for schools.



Clearly not everyone believes the story in the Bible of how the world began. To give an alternative, non-religious view, you could read the book *Older than the Stars* by Karen C Fox ([Here](#) on You Tube) or show the film *Where do we Come From?* from the Understanding Humanism website [here](#).



**Do you think people can still have a sense of awe and wonder if they don't believe God made the world? Why do you think that?**

### **Psalm 8**

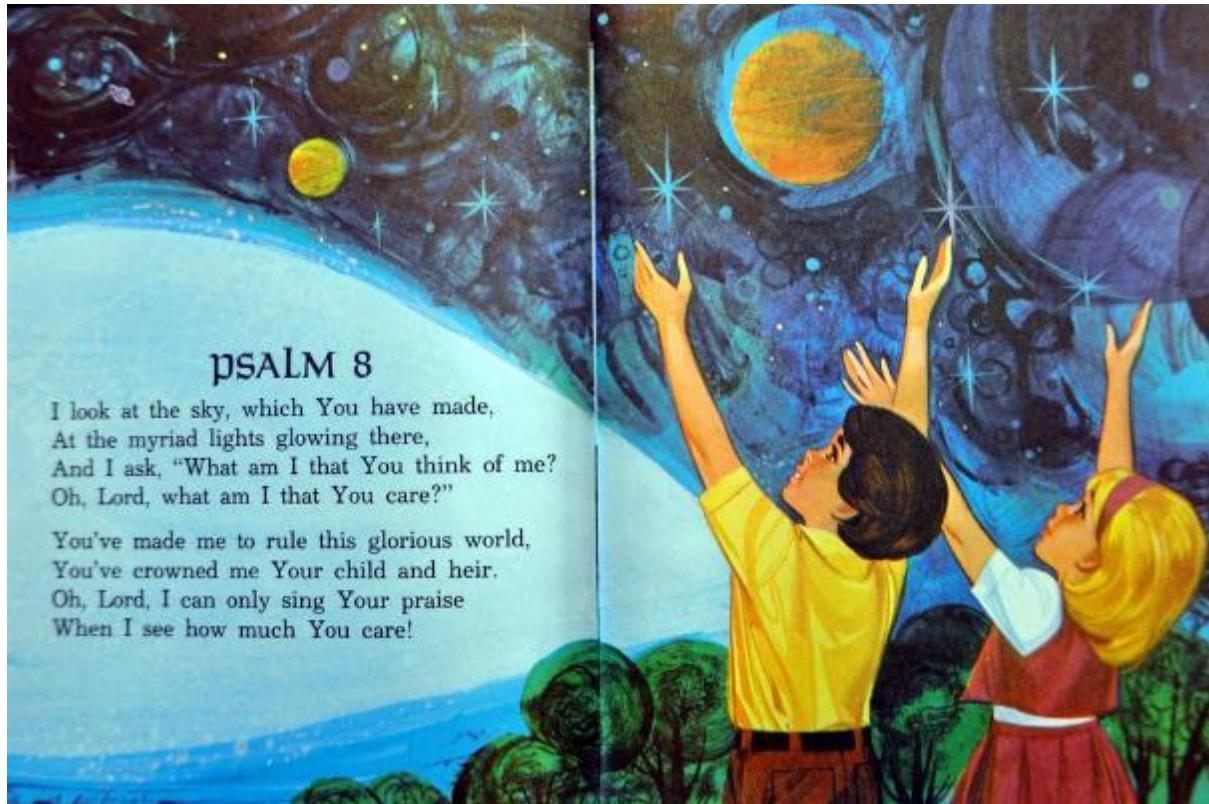
The Book of Psalms is part of the Bible which is full of songs and poems expressing people's feelings about God and the world around them. Lots of the psalms were written by David – the same person who killed the giant Goliath when he was a shepherd boy and became one of the greatest kings of Israel.



Show the class some images of galaxies and the milky way. There are lots of examples on the Internet, such as this [Starscapes](#) film. What feelings do they have when they look at them? Relaxed? Peaceful? Who feels a sense of awe and wonder? Does it make anyone feel small, when they realise how huge the universe is?

David wrote [Psalm 8](#), which says that looking at the moon and stars gives us an idea of how amazing God is. David would probably have spent a lot of time looking up at the night sky when he was a shepherd, and this would have inspired him to write some of the songs and poems in the Bible. David was the youngest of eight brothers, who probably made him feel very small. Sometimes looking up at the sky at night can also make us feel small, but this psalm tells us that even when we feel small, God still loves us and thinks we're important.

There is a simple version of Psalm 8 below and also an easy English version [here](#).



You could use the dice at the end of this resource to get pupils talking about the psalm.

You could also look at this video [5 Minute Family Devotion Psalm 8](#) which includes some interesting information about the Psalm. It is better for a class worship rather than an RE lesson, unless you talk with the class first about it being aimed at Christian families in a church setting. You may well decide it's not suitable to use with your class, but it contains some good facts about the universe, and you could potentially adapt it to use in your own way. You may like to stop before the prayer at the end.

## Contextualise

We have looked at ways that storytellers and poets in the Bible have expressed their sense of awe and wonder at creation. These are some ways that other writers and artists have tried to communicate their feelings.

### Music



This digital artwork is based on words from the hymn 'How Great Thou Art,' which uses some of the words from Psalm 8. 'O Lord my God, when I in awesome wonder, consider all the works thy hand hath made....'

The hymn was originally a poem, written in Sweden after the writer Carl Boberg, got caught in a violent thunderstorm on his way home from church. When he got home and the storm was over, he opened the window and looked out at the stillness over the sea and was inspired to write these words.

There are many versions of this hymn on YouTube, including by Elvis Presley. These are some contrasting versions you could show: Hillsong

Music [here](#), the Tabernacle Choir [here](#), and Winchester Cathedral [here](#). (Probably just play the opening verse, rather than the whole hymn.)

Which version of the hymn do pupils think is best at expressing a sense of awe and wonder? Why?

You could compare this traditional hymn with one or both of these modern worship songs. Which is best at expressing the concept of awe and wonder? Why do they think that?



[Creator God by Nick and Becky Drake](#)





[God of Creation](#) by Vineyard Music

You could also play these in class worship. In the context of an RE lesson it would probably be useful to explain to the class that both these songs were written to be sung by Christians and that you're not necessarily expecting them to agree with all the words.

Are there any songs that the children know (they don't have to be religious songs) that express the idea of wonder at creation? You could challenge pupils to find a song that sums up the ideas you've been talking about in class.

**Art**



There are many examples of artwork inspired by creation. You could use a painting like this one and ask pupils to choose five words to describe it or think of five questions to ask the artist.

These question words might be useful:



## Evaluate

Here are three possible responses to the work you have done on awe and wonder: a debate, a creative activity, or a practical project to take care of creation. You could choose one or more of them, depending on the interests of your class.

### **Debate, No more wow moments!**

Ask your headteacher's support for this activity. Imagine they have decided that Year 2 can only do English, Maths and Science from now on, so they're ready for moving up to Junior school, so no more RE or art or music. You could read out a letter from them – or pretend that you've received a letter from your local junior school.

What would we miss out on? Would there still be wow moments if we only did a few basic subjects? Would it matter if there weren't?

Use a strategy such as 'Fist to Five' to get the class talking. If they disagree with what someone has said, they hold up their fist, if they partially agree they hold up three fingers, and if they completely agree they hold up an open palm. You can also do this with traffic light cards, if you have sets of red, yellow and green cards, or use thumbs up, thumbs down and sideways thumbs. It is a good way to get instant, visual feedback and give the quieter children some thinking time. It means you can call on children with different ideas, to get the discussion moving.



If they're not sure what to say, you could suggest some of these ideas:

- There are lots of wow moments in Science and Maths, like learning about animals and habitats, or outer space, or the human body.
- School should be about much more than spellings or learning tables. It's important to have creative subjects too – why?
- It's important to talk about our feelings in class, to share our wow moments and to learn about different people's ideas – do they agree?



If your head is happy to play along with this, the class could prepare some arguments to persuade them that awe and wonder are an important part of school life – and of life outside school too.

### **Creative responses**

Having explored stories, songs and paintings by a range of artists, this is an opportunity for pupils to express their own sense of awe and wonder. You could choose to focus on poetry, art, sculpture, photography, dance etc according to your own strengths and the interests of your class, or give them complete freedom in how they choose to express their ideas.



You might choose to do this through the Spirited Arts Competition, an annual competition hosted by NATRE, the National Association of Teachers of RE.

2024 themes included 'Looking Beyond,' using RE to see the world in a fresh way, and 'Green Faith, Green Future.' You could use examples from the gallery of previous winners to inspire your class to be creative. Keep an eye on the [NATRE Spirited Arts website](#) for the 2025 themes and for more information about how to take part. Artwork can include art, photography, sculpture, music, dance and drama, giving your pupils the freedom to express themselves in any way they choose. Why not organise your own exhibition in school and invite families and members of the local community in to view your children's work? There is a useful sheet of sentence starters [here](#) to help pupils write about their art and explain how it expresses their wow moments.

### **Practical projects**

After a series of lessons talking about the wonders of creation, your class might like to do something practical to help take care of the natural world. This might be planting pollinator-friendly plants in the school grounds, rewriting your school eco-code, cleaning out the school pond – give your pupils as much ownership of their project as possible, while offering them the guidance and support they need to make it a success. There may be a local environmental group they could partner with to address a particular issue in your local area.

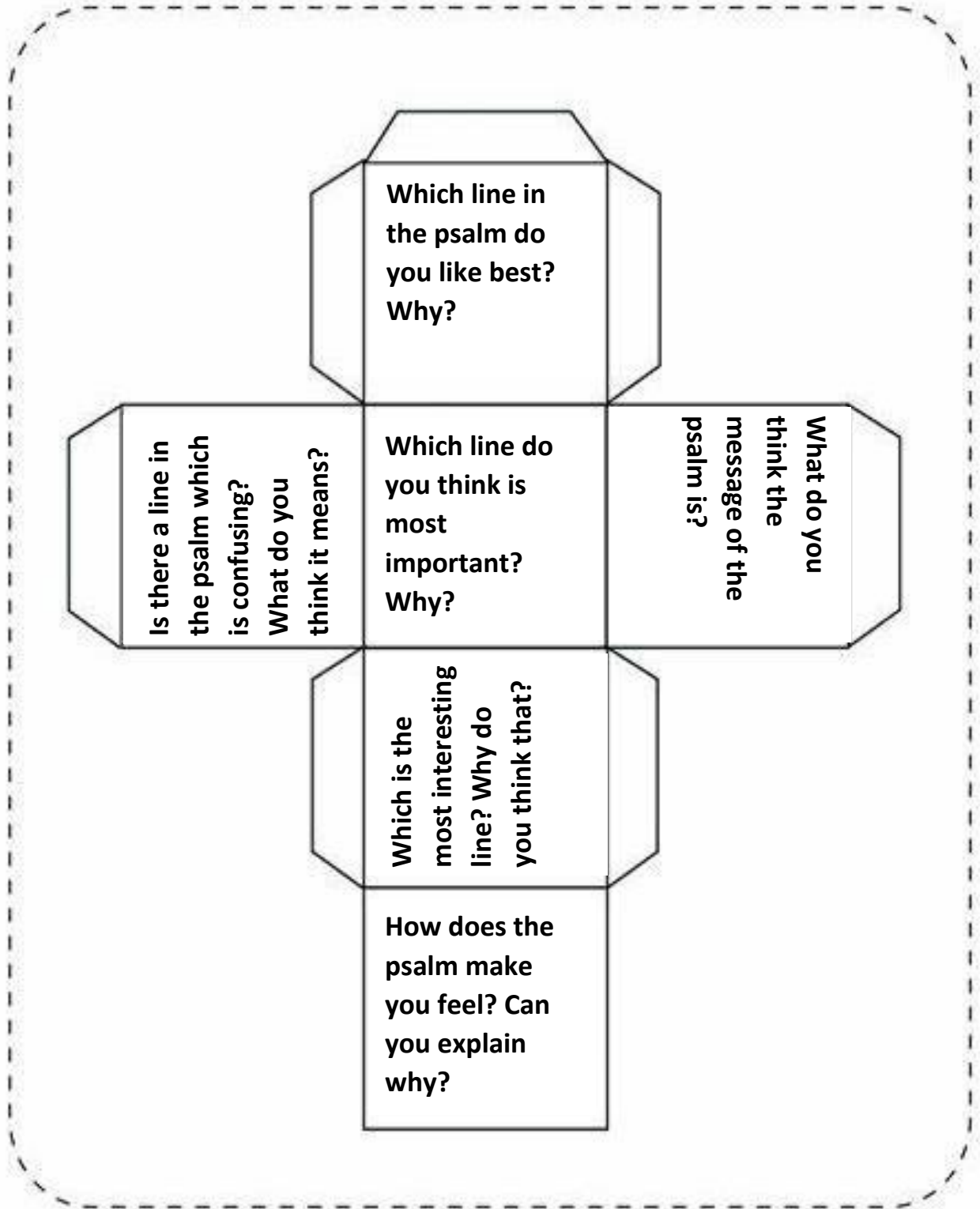
**How does this link with our concept of awe and wonder?**



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Reactions dice to encourage discussions about Psalm 8. Either cut out the template to make paper dice, or attach the questions to a large foam dice.



### Communicate and apply

Go on a 'Wonder-Wander' and use your different senses to slow down and take notice of the natural world. Depending on your surroundings, this could be a dandelion pushing its way up through the concrete, or a particular corner of the school grounds. Talk about the importance of **wow moments** and why we need to feel **awe and wonder**.

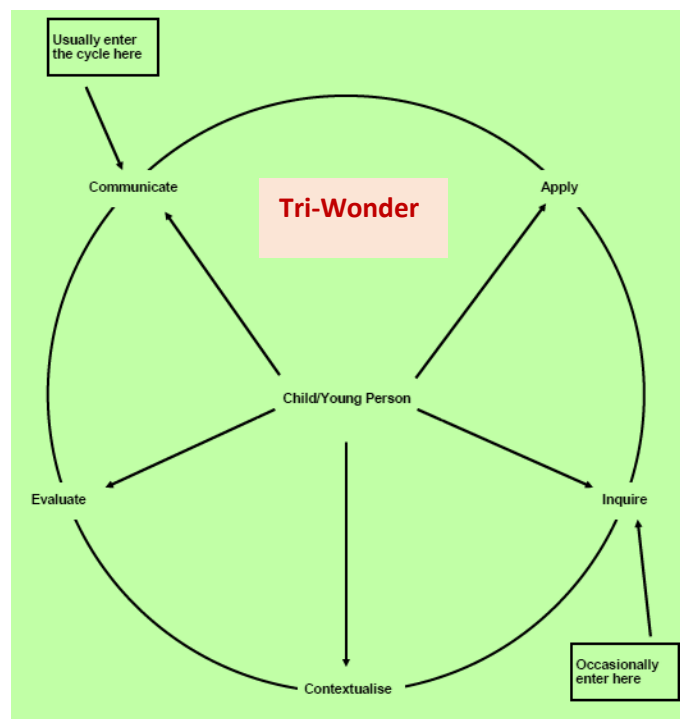
### Evaluate

Choose one or more of these activities:

Would it matter if there were no **wow moments** in school?

Create their own creative responses to the concept of **awe and wonder**, e.g. through poetry, music, dance, photography, storytelling or art.

Create a practical project to tackle a local environmental issue, as a way of expressing their sense of **awe and wonder**.



### Inquire

How did some of the poets and storytellers in the Bible express their **wow moments**?

Explore Genesis 2 and maybe Psalm 8. What do they say about **awe and wonder**?

### Contextualise

Explore some other artistic responses to the wonder of creation / the natural world, e.g. through the hymn 'How Great Thou Art' or works of art.

## Tri-Wonder

### 2024-25 RE Unit of Work: Upper Key Stage 2

This is an optional scheme of work for Year 6, that links to this year's Diocesan project **Tri-Wonder** and the 2025 leavers' services. The resources explore the idea of awe and wonder linked to God's creation and encourage pupils to write their own stories, poems and songs, or to create their own artwork, as a response to the wonder of creation.

Pupils in Years 5 and 6 should be familiar with the account of the six days of creation in Genesis 1, and this unit of work is not designed to repeat materials they have already covered, but rather to unpack some of the other responses to creation in the Bible.

There are more ideas here than you will be able to use, but we hope some of them will generate good discussions with your class, or inspire you to develop your own enquiry.

### Communicate and Apply

Take your class on a 'wonder-wander.' Visit a local green space if you have one, or a blue space if you have a river or beach nearby. Otherwise, find a corner of the playground or a nearby tree etc. Remind them how young children are full of wonder and curiosity about the world around them and encourage them to rediscover their inner child. Take the time to slow down, explore and immerse themselves in their surroundings. Try to notice all the non-human life that they share the space with, stop and appreciate how much life is around them. Encourage them to pause and notice what most catches their attention and draws them in.

Be present and use different senses to be aware of their surroundings. Encourage pupils to close their eyes, breathe slowly and deeply and quieten their thoughts. Try some mindful use of their different senses: what can you see? Hear? Smell? Touch? How does it make you feel? Share any ideas they may have about feeling connected to nature. Were there any 'wow' moments?



Or – send them out into the schools grounds with sketchbooks or cameras to capture an aspect of nature that inspires them. You may like to choose one of the art ideas in this booklet as a springboard for your discussion.

What do pupils understand by the word ‘wonder’? If they had to explain it to a younger child, what would they say?

What are some of the ‘wow’ moments the class has experienced?

Is ‘wonder’ the same as ‘awe’? E.g. do we use the word ‘awe’ for something mysterious or inspiring? How is ‘awe’ linked to the words ‘awesome’ or ‘awful’?

What are some of the things that give them a sense of awe and wonder? Establish that different people are inspired by different things – but probably all of us have felt awe and wonder at some stage in our lives.

Play the magnet game to give pupils an opportunity to respond to these statements. Place the statements one by one in the middle of the room (you might like to use the hall or playground to give you more space.) Give children time to think (or time to talk to a partner) then ask them to move closer to the statement, or further away from it to show how strongly they agree or disagree with it. Ask some to explain their thoughts each time.

- Younger children are better at feeling awe and wonder than older people.
- You’re more likely to feel wonder in the open air than indoors.
- Experiencing awe and wonder makes us feel more fully alive.
- People who experience awe and wonder are more likely to lead good lives.
- Wonder is always a good thing.



You could also introduce the concept of ‘Wonder’ with this short video that introduced the David Attenborough Green Planet series. [Green Planet trailer](#). (But do try to include something interactive as well as something on a screen!)



What do you think the film means by ‘a secret world that’s almost hidden from us’? Why is it hidden? Are we too busy to notice? In too much of a hurry?

What are some of the things that distract us from the secret world around us? (Technology? Stress? Other people?)

Do we think it’s important to feel connected to nature? Why? / Why not?

What are some of the things we could we do to be more intentional about noticing the world around us?

## **Inquire**

This part of the enquiry will look at some of the stories and poems that some of the Bible authors wrote to communicate their feelings about the created world. Some Christians believe that the stories in Genesis about the creation of the world are literally true, but many others believe that they were written by poets and storytellers trying to express their sense of awe and wonder at the world around them. Most pupils in Years 5 & 6 will be familiar with the story of God making the Earth in six days in Genesis 1 (don’t spend time revisiting that here!) but not everyone will know that there is a second story in Genesis 2, where God makes Adam out of the dust of the Earth and breathes life into him. His name is a play on words, because in Hebrew ‘Adam’ means man, but ‘Adamah’ means ground.

If you have not used the *Understanding Christianity* UKS2 ‘Creation’ unit about Science and Religion, it includes some useful material about genres and how Genesis 1 is more likely to be poetry than a scientific account of how the world began. This is not necessarily the place for a debate about Science versus Religion, but you could always invite a member of the clergy in to answer your pupils’ questions – or better still, invite two or three Christian speakers to give different viewpoints. Alternatively, the [Farraday Institute for Science and Religion](#) has lots of useful online resources for schools, and so does [God and the Big Bang](#).








The Understanding Christianity resources also include an interview with astro-physicist Dr Jennifer Wiseman, who works on the Hubble space telescope. She talks about the unbelievable beauty of the universe, such as spiral galaxies, which she describes as ‘absolutely awe-inspiring.’ There is an interview with her [here](#) where she describes her life as a journey of wonder and awe.

Human beings tell stories. That is how we make sense of our own lives and the world around us. Thousands of years ago, poets and storytellers told stories about how the World began, including [Genesis 2:4 – 25](#). Some Christians believe that Genesis 1 and 2 form one continuous story, but others think it is a different creation story from the one most pupils will be familiar with in Genesis 1. The original Hebrew uses two different names for God, and Genesis 2 gives more detail about the first people Adam and Eve. Most Christians say that the important thing is not how God made the Earth, but the idea that the Earth was created by a loving God. There is a video version of Genesis 2 [here](#), or an animated version [here](#).



**How does this story link to our concept of awe and wonder?**

You could hand out photocopies of the passage and ask pupils to highlight it using different colours for important ideas, things that are interesting or questions they may have. Alternatively, they could annotate the text with these symbols, or a system your pupils are familiar with from guided reading.

	I have a question.
	Thoughts.
	Love this.
	Surprising.
	Important.

You can encourage more debate and discussion in class by giving pupils different passages to look at. The Book of Psalms is full of songs and poetry, expressing a wide range of human emotions, including a sense of awe and wonder at Creation.

[Psalm 8](#) contrasts the splendour of the infinite universe with finite human beings. *Understanding Christianity UKS2 Creation (Digging Deeper)* explores this Psalm in more detail and there are further RE ideas in the Portsmouth and Winchester Dioceses' [10:10 #Flourishing](#) booklet from 2021 - 22, which use music and artwork to unpack the psalm (pages 47 – 48 and p58)

There is an easy English version of Psalm 8 [here](#), and a version of the psalm set to music [here](#), 'Majestic' (Psalm 8) by Aaron Schust.

[Psalm 19: 1-6](#) tells us that 'the heavens proclaim the glory of God.' There is an easy English version of the psalm [here](#), a reading of the psalm [here](#) and a setting of verses 1- 6 to music [here](#). ('The Heavens Declare' by Esther Mui.) C S Lewis (who wrote the Narnia books) said this was his favourite psalm, he described it as 'one of the greatest lyrics in the world.' Do your pupils agree? Why? Why not?

You could divide your class into groups and give them one of these stories or poems to explore and share their ideas with the rest of the class. They could use a technique such as ['PMI'](#) (plus, minus, interesting). Then you can discuss which one is best at capturing the wonder of creation. If they could only have one passage, which would they choose and why?

You could also use the reactions dice at the end of the KS1 resources to help your class talk about one of these psalms.

If you choose to focus on just one passage, then you could use a strategy like ['Pose, Pause, Pounce, Bounce'](#) to get pupils discussing their ideas.

### 1. Pose



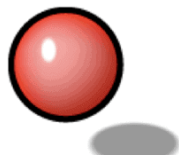
### 2. Pause



### 3. Pounce



### 4. Bounce



**Psalm 8 does not tell us anything relevant about the universe for the twenty first century.**

Do you agree with this statement?  
Why? Why not?

Clearly not everyone believes the story in the Bible. To give an alternative, non-religious view, you could read the book *Older than the Stars* by Karen C Fox ([Here](#) on You Tube) or show this film *Where do we Come From?* from the Understanding Humanism website [here](#).



**Do you think people can still have a sense of awe and wonder if they don't believe God made the world? Is it different? In what ways?**

## Contextualise

We have looked at ways that storytellers and poets in the Bible have expressed their sense of awe and wonder at creation. How have other writers and artists tried to communicate these feelings?

## Exploring Music



This digital artwork is based on words from the hymn 'How Great Thou Art,' which uses some of the words from Psalm 8. 'O Lord my God, when I in awesome wonder, consider all the works thy hand hath made....'

The hymn was originally a poem, written in Sweden after the writer Carl Boberg, got caught in a violent thunderstorm on his way home from church. When he got home and the storm was over, he opened his window and looked out at the stillness over the sea and was inspired to write these words.

There are many versions of this hymn on You Tube, including by Elvis Presley. These are some contrasting versions you could show: Hillsong Music [here](#), the Tabernacle Choir [here](#), and



Winchester Cathedral [here](#). (Maybe just play the opening verse, rather than the whole hymn.)

Which version of the hymn do pupils think is best at expressing a sense of awe and wonder? Why?

You could also compare this traditional hymn with a modern worship song such as [‘Indescribable.’](#) Which is best at expressing the concept of awe and wonder? Why do they think that?

Are there any songs that the children know (they don’t have to be religious songs) that express the idea of wonder at creation? You could challenge pupils to find a song that sums up the ideas you’ve been talking about in class.

### Exploring art



There are many examples of artwork inspired by creation. You could use a painting like this one and ask pupils to choose five words to describe it or think of five questions to ask the artist. (Maybe give them some question stems: I wonder why...? What if...? Why did you...?)

If this picture was hanging in a gallery, what would pupils write about it? They could talk about the composition and the artistic effects, but also the symbolism, the deeper meaning, the feelings the artist is trying to express.

To give pupils more ownership of their work, ask them to work in pairs and choose their own painting (either from the Internet, or from a selection you have sourced) and write their own paragraph to explain why they chose that particular piece of art. The Spirited Arts competition has a useful sheet [here](#) with prompts for pupil writing which you could adapt.



## Evaluate

Here are three possible responses to the work you have done on awe and wonder: a debate, a creative activity, or a practical project to take care of creation. You could choose one or more of them, depending on the interests of your class.

### Debate

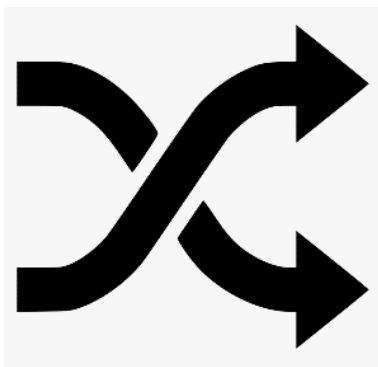
**No more awe and wonder!**



What if the government issued a decree that said schools had to concentrate on STEM subjects and practical skills that would prepare pupils for the world of work? There would be no more RE or art or music or anything 'frivolous,' just subjects that represented good value for money.

What would we miss out on? Would there still be space for awe and wonder in the curriculum? Would it matter if there wasn't?

If you wanted to make it more personal, you could ask for your headteacher's cooperation and read out a letter from them (or from your local secondary school) with a new rule that Year 6 can only do SATs preparation and STEM subjects that will prepare them for secondary school.



Try to use an interactive strategy to get the class discussing this, such as a shuffle debate. Divide the class into two groups facing each other and ask them to discuss the question with the person opposite them. On a given signal the child on one end moves to the other end of their line and everyone on that side shuffles down one place. Then they continue discussing with a new person.

Possible arguments could include:

- It wouldn't matter if we just concentrated on Science and Maths, as there are plenty of opportunities to experience awe and wonder in those subjects (learning about the natural world, Fibonacci sequences, galaxies and outer space etc)
- Education is about much more than just passing exams and getting us ready for work. We need to be fully rounded people, so school needs to teach us to be creative and curious and develop our spiritual and emotional side too.
- Creative subjects aren't a luxury, they improve people's quality of life, so schools should give time and resources to subjects that help people experience awe and wonder.

### **Creative responses**

Having explored stories, hymns and paintings by a range of artists, this is an opportunity for pupils to express their own sense of awe and wonder. You could choose to focus on poetry, art, sculpture, photography, dance etc according to your own strengths and the interests of your class, or give them complete freedom in how they choose to express their ideas.



You might choose to do this through the Spirited Arts Competition, an annual competition hosted by NATRE, the National Association of Teachers of RE.

2024 themes included 'Looking Beyond,' using RE to see the world in a fresh way, and 'Green Faith, Green Future.' You could use examples from the gallery of previous winners to inspire your class to be creative. Keep an eye on the [NATRE Spirited Arts website](#) for the 2025 themes and for more information about how to take part. Artwork can include art, photography, sculpture, music, dance and drama, giving your pupils the freedom to express themselves in any way they choose. Why not organise your own exhibition in school and invite families and members of the local community in to view your children's work? There is a useful sheet of sentence starters [here](#) to help pupils write about their art and explain how it expresses their feelings of awe and wonder.

### **Practical project**

After a series of lessons talking about the wonders of creation, your class might like to do something practical to help take care of the natural world. This might be planting pollinator-friendly plants in the school grounds, rewriting your school eco-code, cleaning out the school pond – give your pupils as much ownership of their project as possible, while offering them the guidance and support they need to make it a success. There may be a local environmental group they could partner with to address a particular issue in your local area.

Talk with them about ways that their project is a practical response to their sense of awe and wonder.



### Communicate and apply

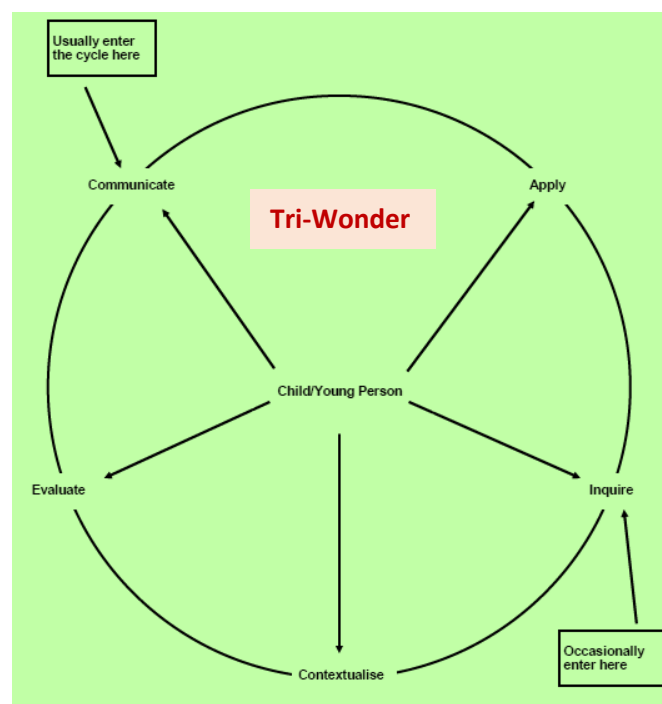
Go on a 'Wonder-Wander' and use your different senses to slow down and take notice of the natural world. Depending on your surroundings, this could be a dandelion pushing its way up through the concrete, or a particular corner of the school grounds. Talk about the importance of feeling connected to nature (to God?) and of keeping our sense of **awe and wonder**.

### Evaluate

Does it matter if we don't make time for **awe and wonder** in our lives? What difference would it make?

Create their own creative responses to the concept of **awe and wonder**, e.g. through poetry, music, dance, photography, storytelling or art.

Create a practical project to tackle a local environmental issue.



### Inquire

How did some of the poets and storytellers in the Bible express their sense of **awe and wonder** at God's creation?

Explore Genesis 2, Psalm 8 and / or Psalm 19 and discuss what the writer is trying to communicate.

### Contextualise

Explore some other responses to the **wonder of creation** / the natural world, e.g. through the hymn 'How Great Thou Art' or through art.

## Prayer Space activities

Our Tri-Wonder project lends itself to setting up a prayer space in your school, where pupils can engage with different aspects of creation and reflect on their experiences of awe and wonder. Some schools have a spare classroom, or take over the library for a few days, or you could create an outdoor prayer space in the summer term. Prayer Spaces work best with a team of adults who can help set up the different stations and supervise the activities. Why not talk to your local church to see if they could help?



The [Prayer Spaces in Schools](#) website is full of ideas for activities which have been widely tested in schools. The diocese has some prayer space resources which we could lend you, and we can also put you in touch with schools in your area who have experience of running successful prayer spaces.

These are some possible awe and wonder activities from the prayer spaces website.



### **Binocular Boggle.**

Look through the binoculars at all the natural things around you, how do they all live and survive?

Let your mind boggle for a while!



### **Precious.**

Take a magnifying glass and look closely at the grass or something nearby. Can you find something precious?

You are also precious and loved. There is only one person like you in the whole world!



### **Bubble Prayers.**

Use the bubbles to express your hopes, wishes, or prayers.





**Leaf Prayers.**

Find a leaf that you like.  
Stick it in the middle of a piece of paper and draw or write the things you are thankful for.



**Wow.**

Lie on your back, look up at the sky and think about what you can see.  
Nature is incredible – wow!  
Think about the wow moments in your week.



**Forest Listening.**

We are surrounded by noise all the time, but we rarely stop and listen to the sounds around us.



**Heavens Above.**

Christians believe God is very big! One way to get a sense of this is by looking at the sun and moon and stars. This activity encourages us to think about how big the universe is, how big God is and about God's care for each one of us.



**Be Still.**

Our lives are busy. Full of noise and things to do. We rarely get time to switch off and just be.  
The gazebo offers pupils a space to pause and be still for a few minutes, to be silent and listen.



**Calm Jar.**

Life and school can be stressful. Our minds can get noisy and busy too.  
Pupils are invited to shake the glitter-filled 'calm jar' and sit and watch while the glitter settles.



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of **Portsmouth**

If you are reading this booklet from a school, parish, church, community group or organisation in the UK or beyond and would like further information, do get in touch. We'd be pleased to support you!

