



# CARING FOR GOD'S CREATION



CREATIVE ARTS CAMP 2024

# KIDS CARING FOR GOD'S CREATION

***Bible Focus***

***Daily Word***

***Drama***



**God Made  
Light, the Sun,  
Moon and Stars**  
Genesis 1:2-5 &  
14-18

**LIGHT**

**DARK**



**God Made  
Land, Sea, and  
Sky**  
Genesis 1:6-10

**LAND**

**SEA**

**SKY**



**God Made  
Plants and  
Animals**  
Genesis 1:11-12  
& 21-25

**PLANTS**

**ANIMALS**

- Grow Like a Seed!
- Let's be animals



**God Made You  
and Me**  
Genesis 1:26-31

**YOU**

**ME**

***Creative Arts Camp 2024***

# ***In the beginning, God created the heavens and the earth. Genesis 1:1***

## **Music**

## **Crafts**

## **Snack**

## **Recreation**

**Suncatchers using eco-friendly materials**

**Oreos Milk**

**Environmental Relay Race**

**• Bee Watering Station**

**• Plant flowers  
• Make bird feeders**

**Animal crackers**

**Explore plants and trees outside**

**"You're my Brother,  
You're my Friend:**

**• Self-Portrait**

**Plant a tree outside together!!**



# KIDS CARING FOR CREATION

## A Four-Day Creative Arts Camp

### OVERVIEW

#### INTRODUCTION:

Creative Arts Camp is a variation or alternative to a traditional Vacation Bible School (VBS). The chosen theme is taught through Bible Study, Drama, Art, Music, and Dance. The children spend the first four days learning, and on day five present their drama, dance, and music in a special performance and display their art, gallery style for parents to enjoy.

This curriculum was created with two basic age groups in mind: big kids and little kids or elementary kids and pre-K kids. The groups can be divided any way that best suits the number of children you have at each age. The curriculum could certainly be expanded into more age groups with adaptations that are developmentally appropriate.

The theme for this creative arts camp is “Kids Caring for Creation.” People are recruited who have experience in music, dance, and drama to leading children in those areas.

## MUSIC

The music leader can be a minister of music within the church or another person (or persons) who are gifted in the ministry of music with children. These music leaders can select their own music or use selections provided in this curriculum. One suggestion is to take a song like “What a Wonderful World” by Louis Armstrong, and create a dance or movement to that piece for a final presentation for parents and friends on day 5.



KIDS CARING FOR GOD'S CREATION • Creative Arts Camp 2024



# DRAMA

You will also want to recruit persons who have had several experience

in drama. If you do not have access within your congregation to individuals with a drama background, try reaching out to a local community theater or a college with a theater department. Keep the drama skits simple, especially for the preschoolers.

who acted out the book ***I am God's Dream*** by Matthew Paul Turner, reminding everyone that they are all part of God's Amazing Creation and that God wants us to care and show love for all of creation, including one another.

Other simple skits about creation were purchased from various places.

See the links below to some of the skits we used:

Amazing' Creation - Skits and Stuff

<https://www.skitsandstuff.com/Skits/?NO=221&TYPE=1&CATPRINO=1&CATSECNO=9>

If Love Was a Color - The Skit Guys

<https://skitguys.com/scripts/if-love-was-a-color>

God's Amazingly Astonishing World - The Skit Guys

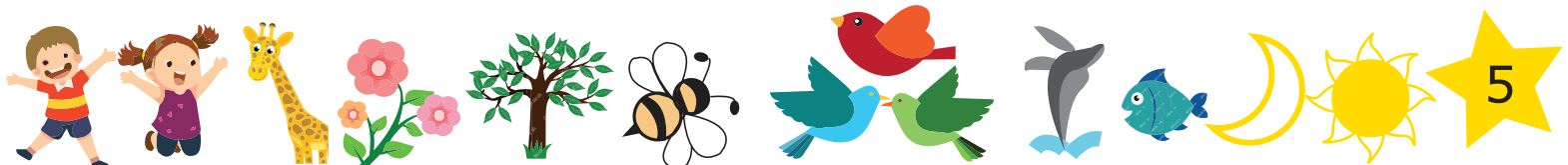
<https://skitguys.com/scripts/gods-amazingly-astonishing-world>

I Am God's Dream, a book by Matthew Paul Turner, found at:

<https://www.youtube.com/watch?v=BXDGCCuGHPs>

The drama teacher can adapt this book into a song or skit for big kids or little kids.

*You may need to adapt these skits a bit to fit the length, format and message of the camp. However, can be good starting places for inspiration. If someone in your congregation is skilled at writing, an original skit could be a great way to truly get the message across.*



# DANCE

You can find a dance instructor by reaching out to a local dance studio. Teenagers within your congregation may be thrilled to come and teach kids some basics about dance and help them learn simple dances to present for parents.

Below are some of the songs that can be used for dance (These songs could also be used for music):

All Creatures of Our God and King - Giles Blankenship

<https://youtu.be/asS5cTqukuo>

Creation - Giles Blankenship

[https://youtu.be/xxlCSW\\_s7Q4](https://youtu.be/xxlCSW_s7Q4)

Testify to Love

<https://youtu.be/-aJL-2RJ81o>

God Made Me (For Preschoolers)

<https://youtu.be/4eEin85-S4Y>

# ART

The theme “Kids Caring for Creation” encourages the leaders to use recycled or eco-friendly materials for art projects. These art projects are included with this curriculum.

# BIBLE STUDIES

The Bible studies were written with a large group in mind. All the studies focus on the theme of caring for God’s creation from Genesis 1. They focus on what and why God created something in the Genesis 1 story and Genesis 2 story





Day 1: God Made Light (Sun, Moon, and Stars)

Day 2: God Made Land, Sky and Sea

Day 3: God Made Plants and Animals

Day 4: God Made You and Me

Each Bible study focuses on what and why God made this beautiful planet for us to live on. Based on the teaching of Genesis 2:15 and the instruction to Adam to “keep and till” the garden, there are elements included in each study about how we can do simple things to help take care of God’s creation.

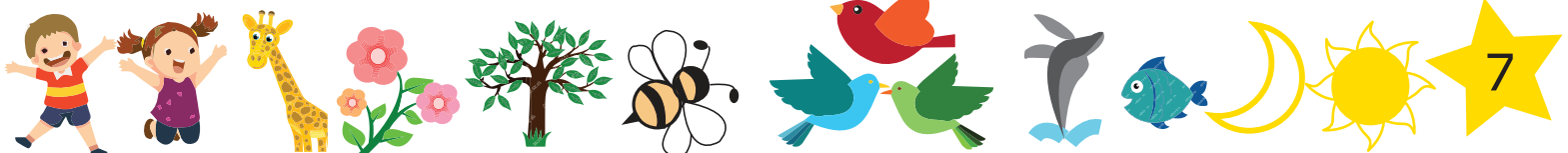
## OTHER ACTIVITIES

As means to teach the theme in a holistic way, allow the kids to have some hands-on experiences. After Bible study, during the closing assembly time can be a time when some special guests can lead the kids in some sensory fun. For example, the planting of a tree on the last day of the camp.

There are ways to include sensory days for kids. For example, you can have a water fun day. Another sensory day could provide activities where children taste things like the honey from a Beekeeper. They can also touch various sensory objects related to the environment like plants and feathers. They can plant marigold seeds or native wildflowers, make Bee watering stations, and biodegradable bird feeders to take home.

### ***Special Guests***

Special guests can include a local Beekeeper (contact your local Beekeepers Association, many are happy to come and offer a presentation), and a local wildlife rehabber (you can generally find local wildlife rehabbers by doing a simple google search). These special guests can bring bees and animals with them and talk about how important they are and how we can care for them.



## **Water Day**

Have sponges and water balls (Not water balloons as they are not good for the environment) Have the kids play with water toys in bins.

## **Sensory Day Activities:**

Taste Seaweed

Taste Honey hopefully from the Beekeeper or at least local (only for children who are over two years of age)

Taste Bamboo Shoots (Explain that this is not the same bamboo they have been using for crafts but it is a type of bamboo.)

Taste Sunflower Seeds

Feel Feathers (different kinds)

Feel Wood both sanded smooth and fresh cut

Feel the inside of Bamboo (split bamboo lengthways)

Feel different Plants (Lambs Ear, pine needles, dry leaves vs. fresh leaves)

Feel Antlers or horns (Antler or horns can be bought at pet store or online from taxidermist if you do not have any hunt clubs near you. )

Feel and Smell Plants (Mint, Lemon balm, Basil, Rosemary, other local plants that smell)

Smell Spices (Put different spices into small containers with holes in the top so that children can smell them.)

Smell Flowers (Honeysuckle, Rose, other local flowers that smell)

Look at and play with windmills (reflective if possible if you cannot find reflective than get the most colorful ones you can find)

Look at and play with bubbles (Look for the rainbow)

Look at and play with prisms again

Listen to the sounds of nature

Listen to the sounds of windchimes

Listen to the sounds of music



KIDS CARING FOR GOD'S CREATION • Creative Arts Camp 2024





# GAMES

## Environmental Relay Race:

Divide into teams and set up four stations:

Station 1: Teams work together to turn off lights and water faucets (This could be done in a classroom with a child-size sink to leave dripping)

Station 2: Teams work together to sort litter and recycling into appropriate bins (materials needed: assorted litter, recycle bin and trash bin)

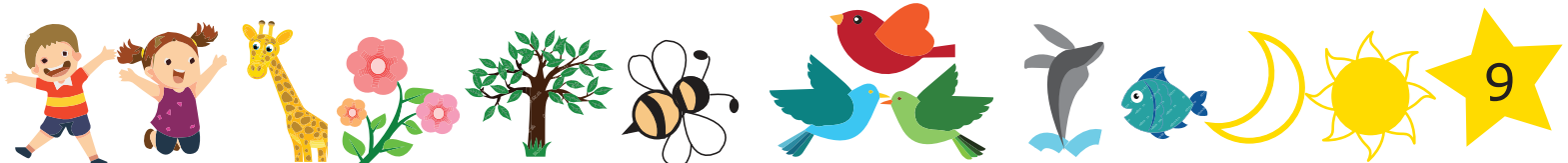
Station 3: Teams work together to plant flower seeds and fill bird/bee watering stations (use the bee watering stations the children made earlier in the week and extra potting soil, seeds, etc from the planting activity).

Station 4: Teams work together to compost materials (5 gallon buckets, painted black with lids, food scraps that are suitable for composting on plates (no meats or dairy products). Kids scrape the food into the buckets, then put the lid on and roll them on the ground to create compost).

## ***For Children with Special Needs: Accommodations and Suggestions***

Part of caring for Creation is caring for one another. Often, children with disabilities or special needs are excluded from church activities. Part of our goal with this curriculum is to make it accessible for all children. Lori is legally blind and on the Autism spectrum. Brian works as an ABA therapist with children with Autism. Kim has worked in churches with children with various special needs for much of her life. Below are some suggestions for helping church volunteers work with children with various special needs and help them be able to participate and feel included in the activities. You will also find suggestions throughout this curriculum for how to make specific activities accessible.

\*Parents hopefully can help you to know what accommodations their children may need. One important tip is to ask as a part of the registration process what special needs, if any, a child may



have, so that you can hopefully recruit enough volunteers to help with the children who may need a little bit of extra assistance.

\*If you have children with ADHD or on the spectrum, they may become easily overwhelmed or overstimulated. If possible create a quiet room for these kids where volunteers are available when they get overwhelmed.

\*Don't require each child to verbally respond to questions. Some children with disabilities are not able to respond when spoken to. Consider using alternative means of communication, if necessary, to allow these children to respond.

\*Many groups like to have decorations for big events, such as this. Be sure to keep decorations on eye levels, as well as have decorations that can be touched or messed with, without too much trouble.

\*Also, these children can sometimes get hyper-focused and not want to move on to the next activity until they have finished the one they are working on to their satisfaction. If you have a few extra volunteers who can stay with the child while the rest of the group moves on, they can help the child finish then connect with the rest of the group.

\*If you have a child(ren) who is visually impaired, still encourage the child(ren) to play with the sight sensory items and allow them to feel the item and see whatever they are able to see. They may also do the crafts differently by gluing pom poms or other tactile objects instead of painting or coloring craft projects.

\*If you have deaf or hard of hearing children, first attempt to find an interpreter. You can contact local schools, colleges, or the local Department for the Deaf and Hard of Hearing. These children can also experience sounds by allowing them to feel the music and sounds by placing their hands on the speakers.



Also, whenever possible, make visuals available or demonstrate an activity rather than simply verbally explaining.

\*If you have children who struggle with fine motor skills, you may need to adapt some of the craft and art activities. Allow the children to do as much as they are able to do on their own. It may mean that an adult has to put glue in place and the child can place beads. The child may simply have to point to where they want certain decorations on the art projects.

\*Not all children are going to want to do every activity while some will want to complete every activity. Encourage children to try at least some of the activities, but do not force them to do anything they do not want to do. Sometimes if you do it with them, they may be willing to try them, too. For example if you try the new foods, they may join you in trying the new foods.

\*If you have children who need accommodations, assign an adult or youth helper to work with each child that needs a helper.

\*Allow each child to explore at their speed and do as many activities as they would like in the time you have allowed for this sensory activity time.

\*If you have children with food allergies, keep this in mind when you have activities involving the sense of taste.

