

## Here We Come!

Have the children help set up for class by “finding” things as you ask for them. Respond with something like, “Thank you. I’m glad you could find the (candle).”

## Sense-ations

Use a large picture book or a collection of pictures. Children can locate what you ask for in the pictures. Cover as many of the senses as possible.

- Find something furry.
- Find something soft.
- Find something that flies.
- Find something that crawls.
- Find something bright.
- Find something wet.
- Find something that smells good.
- Find something that tastes good.

## Scripture Words and Worship

When we need something, we can go and find it. We must know what we are looking for and how to recognize it when we get there. Finding God is a little harder, especially for visual people. But the more we learn about God the more we can recognize and identify things that come from God. Use examples the children can relate to in order to examine part of the vast creation that is God’s.

# Find God in the Wilderness

You can find God everywhere

## Scripture Words

I am the God of the whole earth.—3 Nephi 5:14 adapted

God made everything.—Genesis 1:2 adapted

## Up and at 'Em

Pretend to be birds, animals, or fish, complete with motions and sounds.

### Animals Get Up in the Morning

Traditional

Also: Horses - "Neigh, neigh"  
 Sheep - "Baa, baa"  
 Pigs - "Oink, oink"

Cats - "Meow, meow"  
 Dogs - "Bow-wow, bow-wow"  
 Ducks - "Quack, quack"

## Live and Learn

All people start life the same way, coming into the world as babies. They are cared for and grow. They learn to talk and walk, eat and sleep, cry and laugh. But sooner or later, almost all children will ask, "Where did I come from?" As far back as we can go in the Bible, a story has been told of beginnings. And the most important part of "In the beginning" is the fact that God was there. Use concrete images to help the children experience some of the creation story. Lights can be

turned off, then on for "Let there be light."

Stuffed animals can represent the animal creation. Children can run their hands through a tub of potting soil and then through a pan of water (not the other way around) when hearing about how God made the land and sea. Dolls can represent people. Make it an enjoyable experience and a time of celebration for all that God has done. By adding actions the following poem can become the story.

God made the trees so tall.  
God made the bugs that crawl.  
God made the birds that sing.  
Thank you, God, for everything.

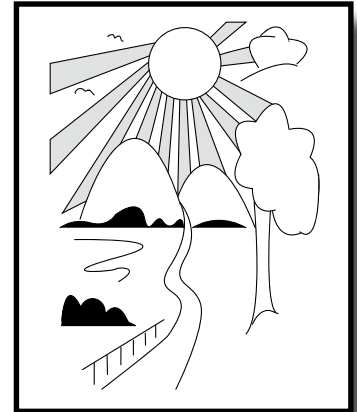
God made the fish that swim.  
God made people, her and him.  
God made the bees that sting.  
Thank you, God, for everything.

God made the flowers and plants.  
God made the crawling ants.  
God made the fall and spring.  
Thank you, God, for everything.

## Story Talking

Give each child a copy of a scene in nature. One can be found in the pattern section, page 47. As they add color, ask questions such as, "Can you find a tree? a mountain? the sun?" Add bird, animal, and flower stickers.

As the children work, talk about their favorite things God made.



## Moving Music

- "When Animals Get Up in the Morning"
- "Hands on Shoulders"
- "Jesus Loves Even Me"

## There We Go

"Finding God in the trees" is too abstract a concept for children this age. But they can respond to "Find something God made. God made the trees. Thank you, God for making the trees." Use the picture they made for this activity and ask the children to play the game with family.

### Hands on Shoulders

Unknown Unknown

Hands on shoul - ders, hands on knees, Hands be - hind you  
Hands 'way up high in the air, At your sides, then  
if you please. Touch your shoul - ders, touch your nose,  
touch your hair. Hands 'way up high as be - fore,  
Touch your hair and touch your toes.  
Clap your hands. one. two. three. four.

### Jesus Loves Even Me

Philip P. Bliss

I am so glad that Je - sus loves me,  
Je - sus loves me, Je - sus loves me. I am so glad that  
Je - sus loves me, Je - sus loves e - ven me.

