

## God Made the Wild Animals

**Text:** Genesis 1:1-2:4; Job 38:39-41; and Psalm 104:21, 27-28

**Aim:** To teach that God made all the wild animals.



### Preparation

**Read Genesis 1:1-2:4; Job 38:39-41; and Psalm 104:21, 27-28. Answer the following questions:**

- How did God make the land animals? (Genesis 1:24)
- Who looks after these animals? (Genesis 1:30; Job 38:39-41; Psalm 104:21)
- What does this tell us about God?

Think about the way that God created this world and how he cares for every living creature.

Pray for each of the children you teach and ask God to help them see how amazing God is to both create and care for all that he has made.



### Visual Aids

**Before your lesson, gather the following visual aids:**

- Pictures of various wild animals that the children might recognise e.g. lion, monkey, wolf, elephant. (It would be good to include pictures of the babies of the animals you have chosen.)



### Lesson

Show the children the pictures of the wild animals. Comment that God made the wild animals.

Before the lesson, record or practice making the sounds of various wild animals.

As you play/make the sound of the animal, ask the children to guess which animal it is from the pictures that you have available.

For each animal ask, “Who made the ...? Who looks after the ...?”

Remind the children that we must thank God for making all the animals.

## Activity

Choose either Activity A or Activity B.

**Activity A** - Make a lion mask. Cut away the inner circle of a paper plate and paint the outer ring yellow (one per child).

On the front of the ring write ‘God made wild animals. Genesis 1’.

Cut strips of yellow and orange paper and curl them by pulling them across the sharp edge of a pair of scissors. Also cut a pair of ears for each child.

Help the children to glue the ears and mane around the back edge of the ring. Ask them to hold the plate up to their face and roar like a lion.

You could also attach shirring elastic to the mask so that it can be worn.



**Activity B** - Make an elephant pencil holder.

Before the lesson, clean out and remove the labels from used tins – one for each child. Ensure that the tins are safe for the children to use with no sharp edges.

Print page Activity B from the Media section of his webpage onto paper (one copy for every two children). Each child requires one set of ears, a trunk and the text strip.

Fold the ears along the line to cut both out at the same time. Cut along the fold line to separate each pair.

The children colour the ears and trunk grey/blue then concertina fold the trunk.

Help the children to glue:

- grey/blue paper around the tin. This can be folded in over along the top edge.
- the text strip along the bottom back edge of the tin.
- the elephant's ears, trunk and googly eyes onto the tin.



## Game Idea

**Option 1: Animal Mime.** Show the children pictures of various wild animals and ask them to walk like that animal e.g. giraffe [walk tall]; lion [prowl and roar]; elephant [use your arm as a trunk and walk, swaying your trunk from side to side]; koala [sleep]; kangaroo [hop].

**Option 2: Animal Hide and Seek.** Show the children pictures of various wild animals and their babies (you could use pictures from the lesson).

Hide the pictures of the babies around the room. At your signal, the children must find the baby pictures and place them on their matching parent animal picture.

## Prayer

*Thank you, God, for making the wild animals. Amen.*

You could also encourage the children to pray. They must think of a wild animal they like and pray, "Thank you God for ...."

## Reinforcement

Print the Reinforcement Slip page from the Media section of this webpage and give one slip to each child to take home. This will encourage parents to reinforce today's lesson. Alternatively, you could copy the text below and edit as appropriate for your context. This can then be printed or emailed to parents.

**Today your child learned that God made wild animals.**

To reinforce this lesson this week:

1. Look at some pictures of different wild animals with your child. Can they name the different animals? Ask “Who made this animal? Who looks after it?”
2. Pretend to be different wild animals (use actions and sounds), and ask your child to guess which one you are. Ask “Who made the...?”

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