



The Garden Project

Primary Resource
Ages 7-11

“Live as if what you do makes a difference. It does.”

7-11 Primary Resource Overview

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Visual resource available contact SAMS for details

SAMS would like to acknowledge and express thanks to Catherine Drayson for sharing with us the numerous images within this resource.



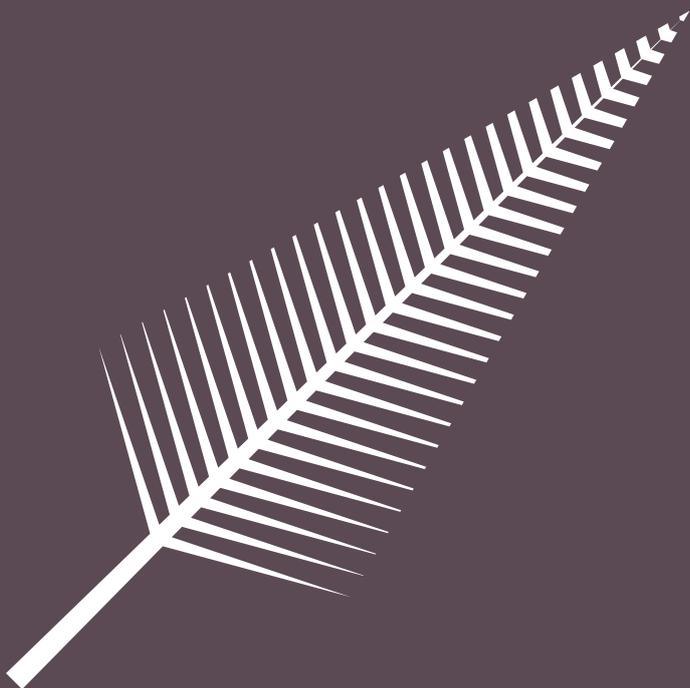
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Session Summaries



Session Summary

Session ①

Introductory Game

Beans

Memory Verse

"For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in". MATTHEW 25:35

Teaching

Show Power Point – Alec's Garden Project

Activity

Decorating a plant pot

(Note: You may want to paint the first coat on the pot before showing the Power Point, then while it is drying, the children will be occupied. After the Power Point, the children can go back and add the finishing touches to their pots with another colour.)

Wrap Up

Thank You Prayer -

Organise the children to stand in a circle. Ask them to think of something to say thank you to God for. Brain storm some ideas so that those who have difficulty thinking of something will get some help. Accept all answers. Tell the children you are going to throw a ball and the person who catches it shouts out what they have thought of. Ask the children to put their hands out ready to catch the ball if they want to take part. Make a rule that children only pass it to someone who has their hands out ready to catch it. Start off with We thank you God for..... and forand for..... Repeat so that everyone gets a turn.

Extra Activity/Home Activity

Garden Project Fact Sheet



Session Summary

Session ②

Introductory Game

Global Connections Activity

Memory Verse

Do not merely listen to the word, and so deceive yourselves. Do what it says.

JAMES 1:22

Teaching

The Sower video

See "The Sower- Notes for Leaders 7-II"

Activity

Planting seeds/plants

Wrap up

Creative Prayer – Spell out the word G A R D E N with some letter cards. Ask the children to think of something to pray for beginning with each letter. Brain storm and write down some ideas. The ideas can relate to what they have learned today or could be more general/personal E.g. G = Garden project, God's love, granny, A = Alec Deane, answered prayers, aunty, R – rain for the Chaco, reaching out to others, remembering to pray etc

Have a short prayer time and tell the children you will leave some pauses where they can join in with their own ideas either aloud or quietly.

Thank you Lord for teaching us today. We pray for ...the garden Project and for your grace and for.....

We thank you that you accept us and answer our prayers and we pray for..... We thank you that you hear all our prayers. Amen

Extra Activity/Home Activity

Sower Anagram



Session Summary

Session ③

Introductory Game

Water Consumption

Memory verse

For by grace you have been saved through faith. And this is not your own doing; it is the gift of God. EPHESIANS 2:8

Teaching

The Parable of the Mustard Seed

See "The Mustard Seed-

Notes for Leaders 7-II"

Activity

Balloon Experiment

Wrap up

Show Power Point "PEOPLE HELPED BY GARDEN PROJECT"

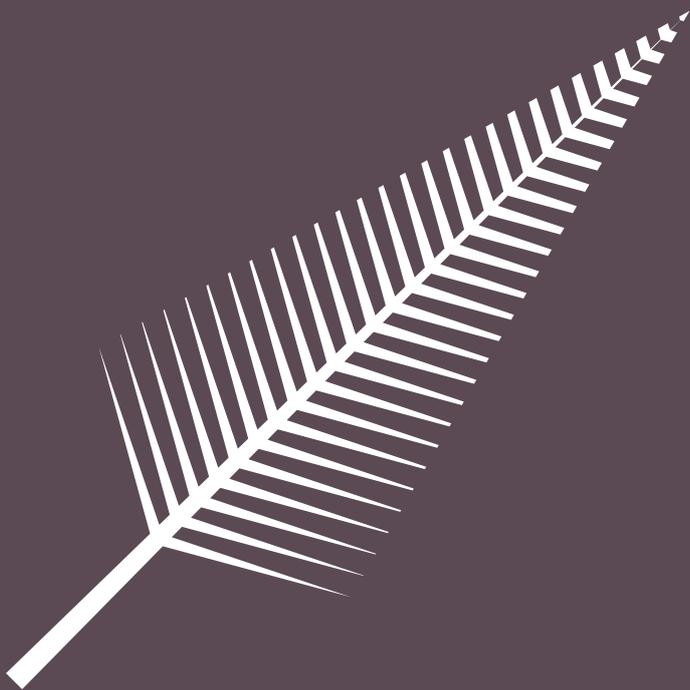
See leader's notes for the powerpoint

Extra/Home Activity

Mustard seed Word search



Games



Session One

Beans

Age Range: 4 to 11

This activity is ideal for use as a warm-up before the main part of the lesson.

- 1) The children should begin by walking around the room in any direction.
- 2) On the various commands, they should carry out the appropriate action.



COMMAND

ACTION

JUMPING BEAN	Jump around the room.
RUNNER BEAN	Run around the room (looking out for other people).
BROAD BEAN	Stretch your arms and legs out as wide as you can. Walk around the room taking as large strides as possible. Jump in a star shape.
BAKED BEAN	Lie on the floor in a star shape until the next command is given.
JELLY BEAN	Wobble like a jelly.
CHILLI BEAN	Shiver and shake.
FROZEN BEAN	Children have to stand very still.
MR. BEAN	Walk around with a puzzled/vacant expression, muttering under your breath!
BEAN SPROUTS	Stand on tiptoes and make yourself as tall and thin as possible.
BLACK-EYED BEANS	Children stand still and 'shadow box' by punching the air in front of them. (obviously not touching anyone!) Stand on the spot with one hand over one eye.
BEANY BABY	Walk around the room, crying like a baby.
FRENCH BEANS	Stand in one spot and do the can-can. OR Strike a pose and shout "Bonjour!" or "Oh la la".
BACK TO BACK BEAN	Find a partner and stand back to back until the next command.
COFFEE BEANS	All cough madly (hands over mouths of course).
KIDNEY BEANS	Stand still with arms and upper body bent forwards at waist. OR Bend over and try to touch your toes! OR Freeze and bend into a C shape and shout Chilli Con Carne!
BUTTER BEANS	Slide around on bottom (indoors). OR Make a cuboid shape.
SANTA'S BEEN	Walk about wobbling your tummy saying "Ho, Ho, Ho".
FULL OF BEANS	Dance around really energetically!
HAS BEANS	Walk around with a pretend walking stick as if old and frail. Point behind you, look behind you, or walk backwards.
BEANSTALK	Children could start crouched on the floor and grow up slowly until they are straight and tall like the beanstalk in 'Jack and the Beanstalk'. OR children run up the bean stalk when you shout GIANT they climb back down and chop the beanstalk down.
MAGIC BEAN	Children either wave their magic wand or waggle their fingers as if casting a spell. OR children return to the exact spot they started the game in (useful to get them to find identifying features of their starting point).

Session Two

Global Connections

Age Range: 7 to 11

Introduction

Gather children together and remind them briefly that last week they learned about the work of Alec Deane in Argentina, helping people grow vegetables and fruit in their gardens. Explain that this first activity is to help us understand how connected we are to other countries in the world.

Materials

A copy of the activity page for each child, pens or pencils.

How to play

Give each child an activity page. Give the group a set amount of time (5-7 mins) to talk to as many people as possible and put a name in each square. Allow leaders to help out with answers if needed. Here is some additional information

COFFEE:

Uganda, Kenya, Colombia, Costa Rica, Mexico, Brazil, Peru, Vietnam, Ethiopia

BANANAS:

Caribbean, St. Lucia, Jamaica, Grenada, Brazil, Costa Rica

COCOA:

Ghana, West Africa, Ivory Coast, Cameroon, Brazil

PINEAPPLES:

Philippines, South Africa, Hawaii, Kenya, Mexico

Plenary

Afterwards sit in a group and discuss the answers together.

We benefit from food produced in South America as well as other countries around the world. It is because large areas of land have been taken over by large scale farmers in Northern Argentina that the Wichí people have very little land left. Some of the food produced on these farms comes to our supermarkets. What about the needs of the Wichí? Can we really help to make a difference to the lives of families living so far away?

Name: _____
knows a country
where COFFEE
grows _____



Name: _____
knows a country
where BANANAS
are grown _____



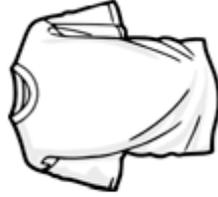
Name: _____
wears trainers/
shoes made in _____



Name: _____
can name a
country where
COCOA is grown _____



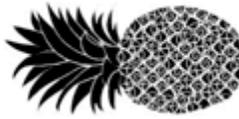
Name: _____
wears clothes
made in _____



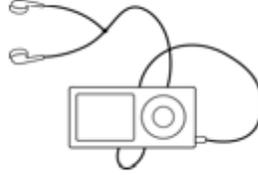
Name: _____
can name a country that they have
recently heard about
on the news _____



Name: _____
can name a country
where pineapples
are grown _____



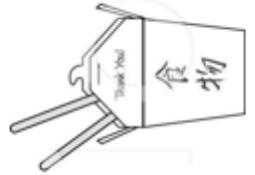
Name: _____
listens to music
from _____



Name: _____
has gone on a
trip to _____



Name: _____
likes food from _____



Name: _____
knows a famous
athlete from _____



Name: _____
has relatives or
friends living in _____



Session Three

Water Consumption

Age Range: 7 to 11

Instructions

Using 12 A4 pieces of paper or card, write one of the liquid measures on each sheet and put them in a space on the floor. Give the children a worksheet each and a pair of scissors. Ask them to cut out the pictures. Once this is done, tell the children that you want them to estimate or guess which measurement goes with each picture. You might want to remind them how much a litre is by showing them a 1 litre bottle. Allow the children to move about placing a picture beside each measurement. At the end talk about the results and let the children know how accurate they were.

These are average figures

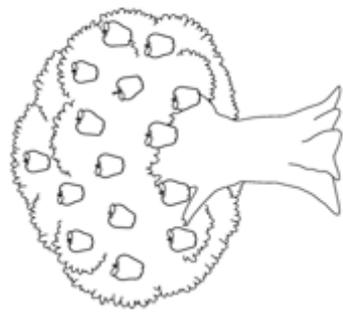
A horse drinks 25-35 litres per day
A cat drinks 150 ml per day
An oak tree drinks 230 litres per day
A sunflower drinks 50 ml per day
An adult man drinks 2 litres per day
A hen drinks 2 litres per day
An apple tree drinks 15 litres per day

A washing machine uses 70 litres per load
A dish washer uses 13 litres per load
A running tap uses 6 litres per minute
A toilet uses 7 litres per flush
A 10 min shower uses 14 litres

The average person in UK/Ireland uses 150 litres of water per day

Remind the children that in Northern Argentina, some of the communities in the Chaco area don't have water piped into their villages. They have to go with buckets and containers to collect water from rivers. If there hasn't been much rain, water becomes very scarce. When water is scarce people have to use it for drinking alone. This means there is no water for washing. People can get sick if they are not able to keep themselves clean. Alec spends a lot of his time talking to government officials and petitioning them to get water piped to the Chaco communities. Pray for Alec as he carries out this important work.

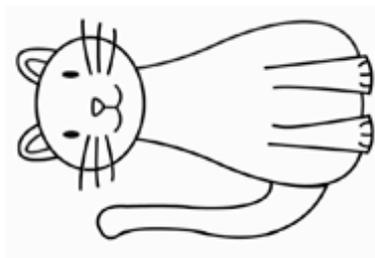
Drinks in 1 day



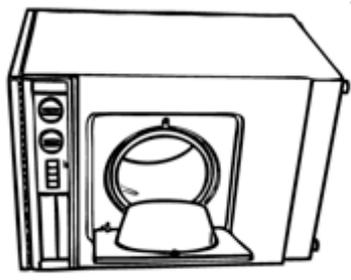
Uses in 10 minutes



Drinks in 1 day



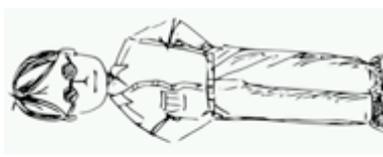
Uses during 1 load



Drinks in 1 day



Drinks in 1 day



Uses in 1 minute



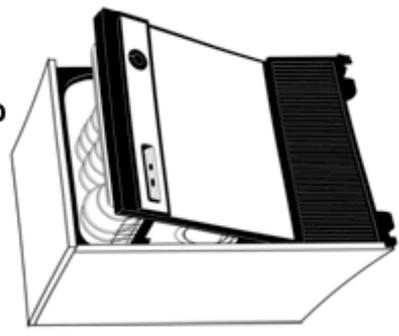
Drinks in 1 day



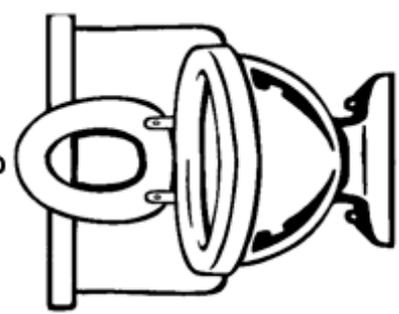
Drinks in 1 day



Uses during 1 load



Uses during one flush

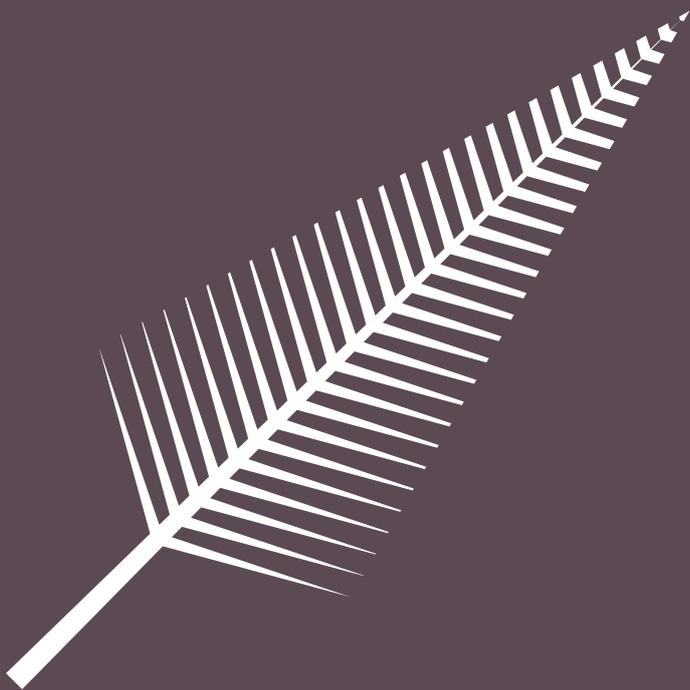


Drinks in 1 day



*“Not all of us can do great things. But we can
all do small things with great love.”*

Memory Verses



Memory Verse

The Bible says in Matthew 25:35

“For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in.”

Instructions

Display the memory verse on a large piece of paper or on a screen.

Show the children some actions to go along with the words as you read the verse aloud.

Some ideas are:

Bible: make an open book sign with hands

Matthew: Make an m sign by placing 1st 3 fingers of left hand on palm of right hand

Twenty-Five: Hold up 10 fingers twice to show 20 and 5 fingers to show 25

Thirty-Five: Hold up 10 fingers three times to show 30 and 5 fingers to show 35

Hungry: clutch stomach – look sad

Gave: cup 2 hands and push away from you to show giving

Me/I: point to self

You: point to someone else

Eat: mime eating

Thirsty: put hand to throat and look sad/put tongue out

Drink: mime drinking

Stranger: cross arms over chest and look cold and lost

Invited: smile and mime beckoning someone towards you

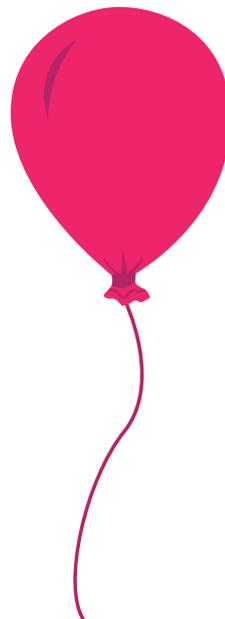
You may want to type out the memory verse on slips of paper to send home.

Memory Verse

“Do not merely listen to the word, and so deceive yourselves. Do what it says.” James 1:22

Write the words of the memory verse on inflated balloons (1-2 words on each balloon). Choose some volunteers to hold the balloons. Read the verse out once and then ask the children to get into the correct order. For ideas to remove parts of the bible verse as children memorise see below.

- Prime one of the leaders to be a balloon snatcher- come and take away the balloons 1 or 2 at a time.
- Burst the balloons (The leader could run off with the balloon and burst it at the other end of the room or just outside the door so children can hear but it isn't too frightening. If doing this give the children some warning so it isn't unexpected.)
- One or two of the balloons could be blown up in front of the children at the start and not tied. Then at the right moment, let it go and watch it whizz round the room (children really enjoy this). *Choose a volunteer carefully for holding this balloon –a leader might be better.*



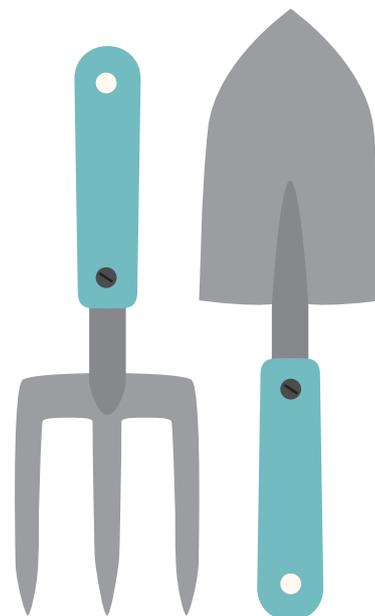
Memory Verse

“For by grace you have been saved through faith. And this is not your own doing; it is the gift of God.”

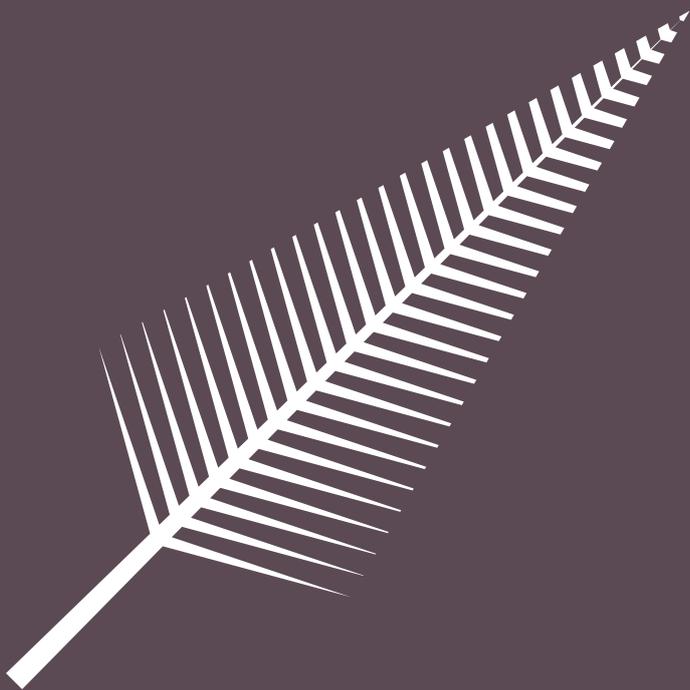
Ephesians 2:8

Write out the verse on a large roll of paper i.e. roll of wallpaper with spaces for missing words. Hide 8-10 words from the verse around the room. Pick a few volunteers from the group and give them a time limit (20 seconds) to find the words. If not all are found pick another small group and so on until all the words are found. Ask the children to listen very carefully and then read out the verse once. Then choose one volunteer at a time to stick the words into the correct spaces in the verse.

Read the verse several times together.



Leader's Notes



Session Two

The Sower

Leader's Notes

Today we will be learning the Parable of the Sower. It is an interesting story that Jesus told to a multitude of people who were following Him. In it we are going to learn a lot of things about listening to and receiving God's Word. It is very important that we not only hear God's Word but also let it sink deep into our hearts.

LUKE 8:4

A parable is a story that uses an everyday experience to teach a spiritual truth. Jesus tells the crowd of people the parable of the Sower. Jesus had a huge crowd following Him, but they were following Him for all the wrong reasons. They were following Him for the benefits He could provide for them, not for His message of forgiveness and salvation. We are going to learn, as important as it is for us to follow Jesus; we need to make sure that we are following Him for the right reasons.

There are different things in this world that will try to distract us from a close relationship with Jesus. We need to be careful to keep our focus on Him.

INTRODUCE THE VIDEO AND WATCH IT TOGETHER

LUKE 8:5-8a

Visual Aid

During the explanation it is helpful to have 4 trays of soil to show the children. Hard packed soil can be made by heavily watering soil and pressing it down firmly and letting it dry out. Also use a tray full of weeds (packed in tight so there is little room), tray with mostly stones and a little bit of soil and a tray of really good top soil or compost. A leader can move among the children showing each tray as the parable is explained.

We are first introduced in our story to the Sower, and we are told that he went out to sow (or plant) his seed. We see that he sowed his seed in many different places. When farmers planted their seeds they scattered them by hand. Sometimes the seed would fall on bad soil and not grow. We see that some seed fell on the path or busy road, and some fell on rocky soil. Other seed fell among thorns. Finally, we see that some fell on good ground. The Sower and the seed remain the same throughout the story; nothing changes. The only difference in the story is the type of ground that the seed falls on.

Who is the Sower?

We are not told here in Luke, but in Matthew 13:37 Jesus said, "He who sows the good seed is the Son of Man..." From this we know He is talking about Himself. The seed is the word of God. So we know God's Word is being sown all over the world. But what kinds of soils are receiving His it?

Since Jesus is the Sower, we know that the seed is always good seed. The Word of God is always good. It is the soil, the condition of our hearts that makes the difference. We either keep the Word of God or we do not. There are many ways that God's Word is communicated: by reading the Bible, going to church, talking about Jesus with your family and friends, etc. The Bible says that His Word is powerful; it has the message of salvation and can help us to become more like Jesus. But what is most important is the condition of our hearts as we receive God's Word.

LUKE 8:12

Here we see a heart with hard soil. The seed cannot even begin to take root in such a hard soil. The devil makes it his business to try to stop the work of God in our lives. He takes the Word out of the hearts of careless hearers, in case they should believe and be saved. We cannot be saved unless we believe, and the devil does all he can to keep us from believing.

LUKE 8:13

Here we see a heart that receives God's word, but only for a short time. This person is one with a shallow or emotional heart. He keeps going only for a short time, and when the trials come along he gives up. This is the person who has never given all of their life to serving God or asked God to help him/her understand and follow God's teachings in the bible. Their heart is unproductive, too shallow and thin to support the growth of a Christian life.

LUKE 8:14

This heart has heard the word but allows the cares and worries of the world and to choke it out. This is a heart that is too full of things to leave room for God. He/she is too interested in money/clothes/possessions/friends/activities and focuses on those things rather than God. Material riches can be dangerous to our life with the Lord and our ability to hear and obey Him. The seed began to grow in this heart, but the soil was not worked properly. It was full of thorns. We need to be careful that our heart is not too full for God to fit inside of us. Remember, He deserves to be first in our hearts.

LUKE 8:15

This is an honest heart, ready to receive instruction and obey. This heart hears the word, understands it, takes it in and keeps it, just as the good soil receives and keeps the seed. The good soil is the heart that wants to hear and grow in the Lord. It wants only His way.

You could listen to all the words of Jesus but not hear them if you do not open your heart to what He is saying and obey Him. Those who really hear are the ones who really want to find the truth of Jesus. The heart that is made of good soil is the heart that tells the Lord it wants to not only listen to His word but obey it, a heart that wants to be made more like Jesus.

Session Three

The Parable of the Mustard Seed

Age Range: 7 to 11

Story Overview

Jesus said that the kingdom of God is like a little mustard seed. When this little seed is planted it grows into a huge plant, many times the size of the little seed.

For Leaders

Children can sometimes feel detached and insignificant in the church. Sometimes they are only noticed when they are “noisy”! They need to see how they fit into God’s family. They need to know that they can play a part in helping the kingdom grow. As a Sunday School Teacher maximize the Garden Project and think of ways to connect the church through the project. You will be amazed at the bridges you build.

Background Study

A familiar sight in Palestine was a six to twelve foot mustard bush filled with birds. The birds enjoyed feasting on the tiny black seeds. Mustard seeds were cultivated for both culinary and medicinal purposes. The significant lesson that Jesus draws from the mustard plant is the fact that a huge, significant plant can come from a small, insignificant beginning like a little seed. Think of all of the insignificant events that hold such huge meanings: a little out-of-the-way town of Bethlehem, an animal’s manger, an obscure carpenter, a bunch of fishermen, a few loaves and a couple of fish, a rooster crowing, a tree that’s wood would someday be a cross, a tomb with a stone rolled away.

Sometimes it seems that the little part we play in God’s plan is insignificant. The parable of the mustard seed is a lesson to us that huge things can happen as the result of a very small thing. There were only a few followers of Jesus in the beginning but the number of people who followed Jesus grew and grew. That is because those first few told a few. Then they told a few. Then those told some more ...

Introducing the Story

Show a couple of large seeds/stones e.g. avocado and peach stones. Then show the children a mustard seed. You can usually buy these in the spice section of supermarkets or online. Compare the different types of seeds. Discuss the type of plant that will grow from each seed. Continue to point out that huge plants can grow from these very small seeds.



You might also be able to show some acorns/sycamore keys etc that grow into huge trees. If there is a tree near the building where your class is, go and find some seeds. Take every opportunity to break the mould of always sitting in the same place and doing the predictable. Make this Bible story as visual and interesting as possible. When you have listened to the class feedback about the seeds bring them right into the parable of the mustard seed. "Jesus once told a parable about a very small type of seed. Let's listen to the story . . ."

The Story:

Show the video. You may want to narrate it as you go along for the children.

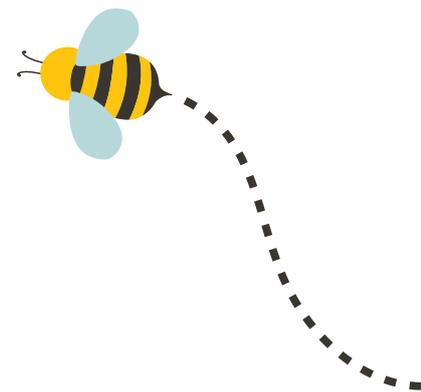
Talk about how God can use all of us to make a difference for Him. It doesn't matter if we are young or small; with God's help we can do great things for Him. Sometimes we can feel insignificant and not important. But God will give us His strength if we trust in Him. In the parable, Jesus wanted to teach the people something new. He wanted them to know that everything we do in Jesus name is important. The big things are important and the little things are important. Sometimes we do a little thing and it ends up making a BIG difference.

Alec is making a difference in the lives of the Wichí people. He saw that people needed help and he wanted to help them. He could have said "what can I do? I am only one person, but he didn't. He used his skills and developed the garden project. Let's look now at some people Alec has helped.

What can you do for God's Kingdom?

"I tell you the truth, if you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there' and it will move. Nothing will be impossible for you."

Matthew 17:20



Session Three

People Helped Leader's Notes

Slide 2

Elias' Story

Alec writes:

Elías is a church leader. I offered support and he accepted it. The first thing we did was connect him to the main pipe so that he would have water at his house. He is full of thanks for the water connection as he had to go to his neighbour for his water before. He says that it was a very hot day when he was building the thorn fence around his plot. There he was sweating and his neighbour passes by with his hatchet on his shoulder off to work in the forest. He stops and sees Elías fencing his plot with branches and chuckles "why are you wasting your time trying to grow in this hard soil? You are foolish..." He carries on his way to work and Elías stays silent. After twenty days the same neighbour passes again with his hatchet on his shoulder and he sees the maize up to Elías's knee. All well irrigated, lovely and healthy. He stops again and is silent. Then he says, "I have to apologise Elías, I never thought you could do this on this land! Next year I want to do the same."

Slide 3

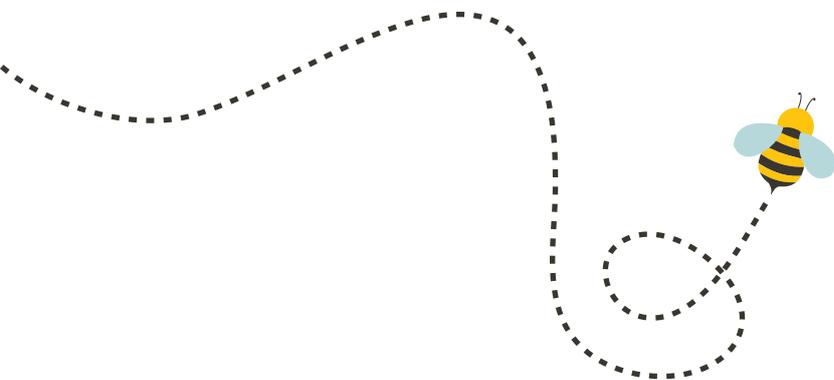
Macio's Story

Alec writes:

Macio Rojas is now 23 years old. He has always been deaf and due to that can't speak. The reason for this is malnutrition at birth. He is a faithful Christian who although deaf, has eyes that can perceive. He is always alert and lets you know if there is danger. I received a small donation and decided that Macio would have that money to build a fence of thorny branches so that he could sow his maize. Once he had made the fence, we connected him with the main water line. This gave him access to a good volume of water which permitted him to sow the maize. The first patch sowed was successful and he harvested it. Macio has caught the vision and is ready to go again. It is a delight to see him grow in confidence and develop new skills and have a definite sense of purpose for his life.

Slide 5

Balducho lives in one of the Chaco communities called Mission Chaqueña. With Alec's help he has produced a large tomato crop and can sell some to make money for his family.



Slide 6

This is Elba Chilango from Carboncito (another one of the Chaco communities) and her daughter Albina. Elba joined in with Alec's Garden Project and has had great success with her crops.

Alec has competitions to help encourage families to put a lot of effort into their gardening. The more effort put in, the better the results and the more food for the family. Some families can sell some of their surplus food to make some money.

Elba and Albina won last year's prize for the best maize plot.

Slide 7

Orlando Espinoza has taken part in Alec's garden project and has produced a good tomato crop. Here we see Orlando's plot irrigated by his hand pump.

He has done this alone pumping all day. We would like to hook the hand pump to a little solar pump. The cost of this is around 900USD. We are looking for donors as it would show the way for many places where there is only hand pump wells.

Slide 8

Recently, Alec was able to provide the money to fit a solar powered water pump for Orlando.

Alec writes:

It was a lovely sight seeing water being pumped with solar panels.

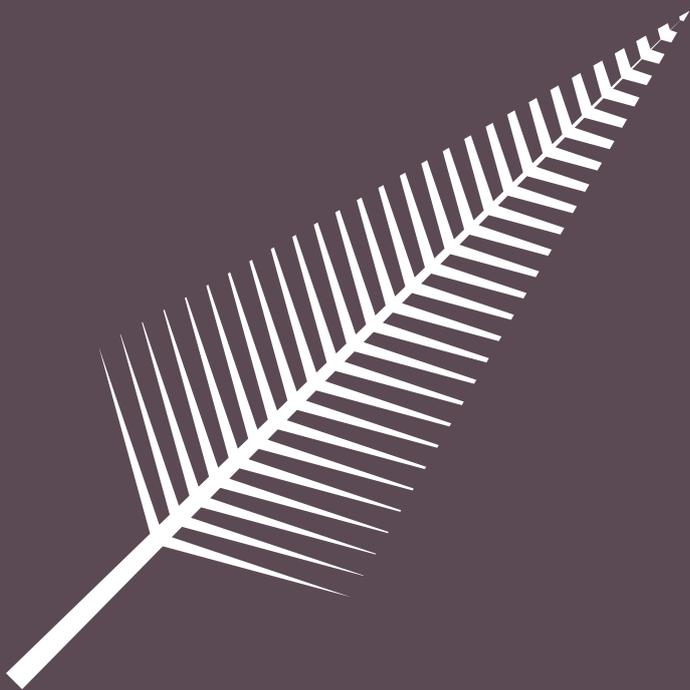
A school from the south of Argentina donated the panels.

We hope that Orlando can now irrigate his plot without having to pump all by hand.



“God does not ask about our ability or our inability, but about our availability.”

Activities



Session One

Plant Pot Decoration



How long will it take?

The painting takes little time (10 to 15 minutes). Plan something to occupy the children during the drying time (the first coat shouldn't take long - probably the time it will take to clean the brush. The decoration will take longer and depend on the paint you use).

What you will need?

New terracotta plant pot of any size
Emulsion paint in a range of colours - at least two
Wide and thin paint brushes

Step-by-step guide

1. Cover your work surface with old newspaper, and ensure your children are wearing old clothes or a painting apron.
2. Now they're ready to paint their pot with a base coat of emulsion. They don't need to paint the base, and only need to paint inside down to the bottom of the rim. Then they can stand it on an old coffee jar lid to dry. Wash their brush and let this dry too.
3. When they've decided how they are going to decorate the pot, they can paint it on with the thin brush. They can paint spots or stripes, flowers, a face, or even some ladybirds! Tell them to let their imagination go wild.
4. If they are using more than one colour for their decoration, they need to let the paint dry between each colour.

Tips and advice

Always try to use water-based emulsion paint for this project, as it's very easy to clear up, and it dries quickly.

Your children will probably be tempted to paint everything at once. Avoid this. Wet paints will run together and make a mess!

Talk about the design with your children before they start and then let them get on with it. Just ensure they have the right amount of paint on their brush - neither too much nor too little.

Session Two

Planting Seeds



Use the decorated plant pots from last week, to plant something of your choice. It may be bulbs or a small flowering plant, or it may be some vegetable seeds/plugs. Online Garden Catalogue Companies would be best for providing small plug plants.

The children can then take their pot home and look after their plant. How will they do this? Discuss what a seed/seedling needs.

Remind the children that Alec also provides people with water to make the seeds grow. In the Chaco, there isn't enough rain, so the seeds would not germinate or if they did the young plants would soon wither and die. We have to give plants just the right amount of water to make them grow. Alec gives people hoses with little holes in them so just enough water trickles out. Water is precious in the Chaco, so they don't want to waste any.



Session Three

Balloon Experiment

This experiment can illustrate the point that though we think we are small and insignificant, through God's strength we can do BIG things.

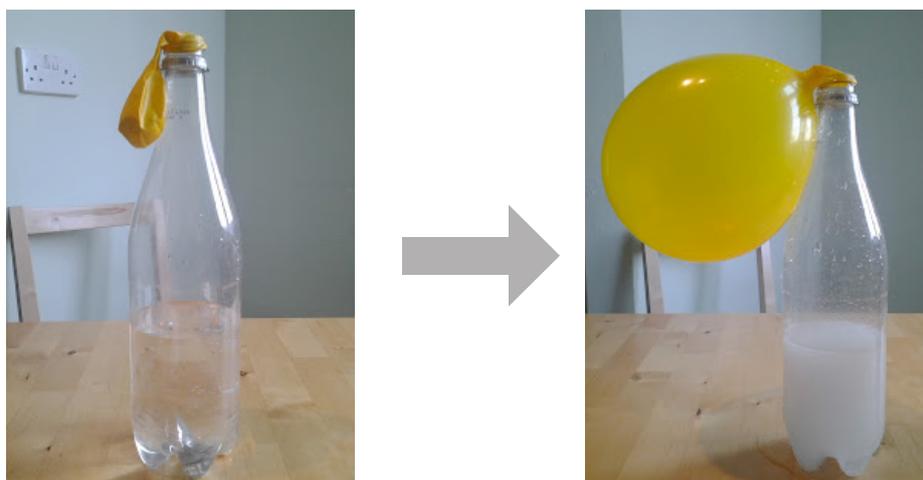
Before the children arrive, take a balloon and fill it with about a teaspoon of bicarbonate of soda. It's quite easy to make the balloon seem as though it is empty as long as the children don't get close enough to touch it! Fix it to the neck of a bottle containing some vinegar. Talk about how it would seem impossible for me to inflate the balloon using just what is in the bottle. You might think I was silly to even think it...

But...

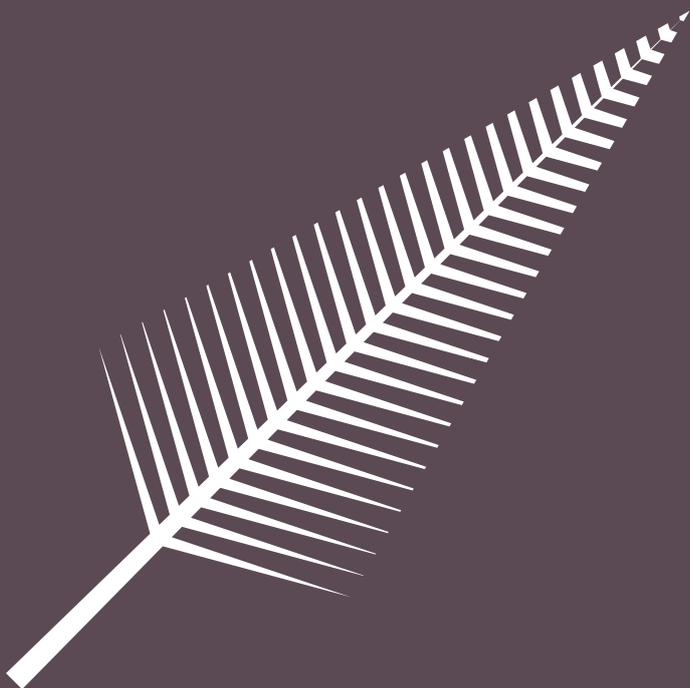
At this point lift up the balloon and let the bicarbonate of soda be released into the bottle and explain that, even though no one else could see it, I knew there was something inside the balloon that could do the job. Watch the balloon inflate! Then talk about how God gave everyone special gifts and talents and sometimes no one else knows except you and God that they are there. When you use those special gifts, God can help you to do things that others might think you would never be able to!

Extension

If you have time it would be great to allow the children to have a go at this experiment themselves in groups of two or three.



Extra Activities / Home Activities



Unscramble the letters to find the words in our

Sower and the Seed Anagram



Word List:

explain, farmer, garden, growing, lesson,
planting, rocks, seeds, thorns, weeds

elnoss _____

hnorst _____

aeilnpx _____

aefmrr _____

adegnr _____

agilnpt _____

deess _____

deesw _____

ckors _____

gginorw _____

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Parable Play

Instructions: Find the hidden words listed in the box to the right.

A	S	D	F	G	H	J	K	M
L	Z	X	B	I	R	D	S	A
Q	J	E	U	S	W	E	R	T
T	Y	U	I	O	H	F	P	T
P	A	R	B	L	E	I	A	H
E	S	D	G	H	A	E	J	E
R	K	L	Z	X	V	L	L	W
C	C	V	S	E	E	D	A	N
H	M	Q	E	R	N	T	R	Y
U	I	G	O	P	A	S	D	F
S	M	A	L	L	G	T	R	E
H	J	R	K	L	A	S	D	F
H	J	D	A	S	D	F	G	H
K	L	E	K	I	N	G	D	O
Z	X	N	C	V	B	N	M	Q
E	R	T	Y	P	L	A	N	T

Name _____

JESUS	PARABLE	KINGDOM
HEAVEN	FIELD	SMALL
LARGE	MUSTARD	SEED
PLANT	GARDEN	TREE
BIRDS	PERCH	MATTHEW

Instructions: Use some of the words in the box above to fill in the blanks below:

_____ told them another

_____ : "The _____ of

_____ is like a _____

_____, which a man took and planted

in his _____. Though it is the

smallest of all your seeds, yet when it

grows, it is the largest of garden plants

and becomes a _____, so that the birds

of the air come and _____ in its

branches." Matthew 13:31-32

The Wichí Prayer

Dear God,

For the Wichí young people my age who are part of the Garden Project,
Lord help them today.

For Wichí families without gardens,
Lord create new opportunities for them.

For Wichí gardeners who labour in the heat,
Lord be close to them today.

For the forests devastated by bulldozers
Lord help us to value your creation.

We give you thanks for people such as Alec Deane,
Lord, bless him this day.

We pray that you will guide Alec in the many decisions he has to make,
Lord, guide him today.

Thank you for helping us to understand a little more about the wider world,
Lord, help us to bring change for good in your world.

“Do not merely listen to the word, and so deceive yourselves. Do what it says.” James 1v22



Thanks for being part of the Garden Project



“Live as if what you do makes a difference. It does.”