

### WIDE WORLD OF FISH (Which Kind Are You?/Diversity)

#### LESSON KEY VERSE

**All flesh is not the same: Men have one kind of flesh, animals have another, birds another and fish another. – 1 Corinthians 15:39**

#### LESSON KEY WORD

**DIVERSITY\* – 1. The state or fact of being diverse; difference; unlikeness. 2. Variety; multiformity. 3. A point of difference.”**

For adults in the workplace, this word is becoming more and more common. Our society has worked hard to make people aware of the differences between cultures, backgrounds and races so that we can better understand each other. This topic is just as important to teach children so that they can understand the similarities we all share and the differences that sometimes keep us apart.

\* Definitions come from [www.dictionary.com](http://www.dictionary.com).

#### LESSON GOALS

As last week was the introduction to the series, this week is the introduction to the explorations we will go on in the coming weeks. From this point forward, we will be looking closely at different forms of sea life and the God-given attributes it has. As we better understand the sea life that God created, we will also understand that everything was created with a significant purpose; nothing is by accident.

We will also be studying some of the people we see around us everyday that also share some of the same attributes as the sea life. As we compare the two, we will better understand how these people also play an important role in God’s plan and in our world.

We will also explore that unlike fish, we often have a choice in how we will think and act, therefore, there are some fish that we should work hard to become more like and others we should try to avoid. We will explore many of these types in greater depth throughout the rest of the series.

### OPENING EXERCISES

#### INTRODUCTION

**Welcome back, explorers! I hope that you’ve had a great week and that each of you has had a chance to complete your weekly assignments. Since last week was only the first week of our explorations, we have barely scratched the surface of what we will be uncovering, but before we go any further, let’s make sure that we all know the rules of investigation...**

#### THE RULES

**We went over these last week, and I want to see if anyone can remember them. Let’s start with the first rule. Who knows what it is? (Allow responses until someone gets it correct.) And how about the second rule? Who can tell me that one? (Once again allow responses until someone guesses correctly.) And the third rule? (Again, allow the children to guess.)**

#### BIBLE REFERENCE

Here are some additional verses that will be used or referred to throughout this week’s lesson.

**Genesis 1:26 – “Then God said, ‘Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.’ ”**

**Genesis 1:28 – God blessed them and said to them, “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground.”**

**1 Corinthians 15:39 – All flesh is not the same: Men have one kind of flesh, animals have another, birds another and fish another.**

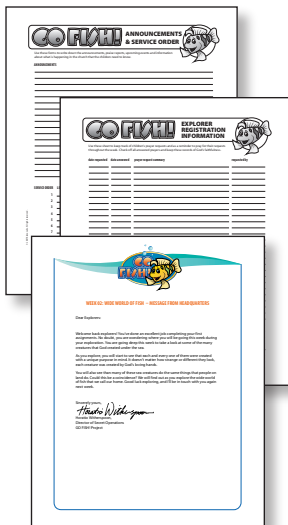


# WEEK 02

## ITEMS NEEDED

For the **Opening Exercises** each week, the only thing that you will need is:

- A photocopy of the service order/ announcements
- A selection of prize candy for one boy and one girl at the end of the service
- A copy of the Letter from HQ for Week 2 in an envelope



FILE NAMES:  
GF\_ServiceOrder\_B.pdf,  
GF\_PrayerSheet\_B.pdf and  
01\_GF\_HQ\_Letter.pdf



For the fourth and final rule, Does anyone know what the last rule is? (Allow responses.) And that last rule is easy to do if we follow the other three the whole time we are in class.

I think that we should all say that last rule together so that we don't forget it. Now, on the count of 3, let's all say it as loud as we can. 1... 2... 3... HAVE FUN!

1. Sit up straight and tall.
2. Listen to whomever is speaking.
3. Respect others always.
4. HAVE FUN!

## ANNOUNCEMENTS

There's a lot going on around here and I don't want any of you to miss anything...

Go through the announcements and let the children know about anything concerning them that is happening in the church. This is also the place that you will announce point rankings for your point system if you have it in place.

Are there any questions about any of these?

## MESSAGE FROM HEADQUARTERS

I was at Headquarters again this morning and they were talking about all of you. They think that all of you are some of the best explorers they have ever had. Now, don't let it go to your heads, though, because there is still a lot more that we have to look into before our undersea assignments are over, but I did get this letter from the Director's assistant. Let me read it to you and see what it says...

[Open and Read the Message from HQ – Week 2]

### LEADER'S NOTE:

Have fun with this segment and add as many embellishments as you'd like. Since Headquarters is a metaphor for God, the church and God's authority structure we are all under, you can insert actual experiences. When we plan events, we tell the children that we are coordinating arrangements with Headquarters (*the church office*). Other times, we share information we received through our personal prayer time (*while at HQ this morning...*). The point is to help the children understand that every day has meaning and we should be looking for a chance to make a difference by doing something for someone around us.

## PRAISE & WORSHIP

If you are using the **Super Strong God** worship DVD from Hillsong Music, we recommend that you use Worship Set 1 from worship sets containing **Rainbow, Free** and **Superstrong God**.

If you are selecting your own music, you will want to find songs that talk about the wonder of God and all that He created.

## OPENING PRAYER TIME

Allow the children to share needs as briefly as possible. Record the ones that are something beyond healing for minor boo-boos. (Although, these are good to remember and check in with the kids later in the week because they reinforce genuine concern for each child.)

Then pray for each need. You can also share the responsibility by asking either individual leaders, or some of the other children to pray for a specific need. Once all the needs are covered, pray for the service.

# OFFERING LESSON

This week's lesson helps the children to understand that each of them is unique. God knows their situation, their life and their heart and they should give out of thankfulness for all that God has done.

## LESSON – THE COLORFUL TAPESTRY OF LIFE

**I have a question to ask you. It may seem simple, but I really want you to think hard about it. Did God create each of us the same? (Allow responses.) No, of course not, so does he expect each of us to do the same thing? (Allow responses.) That's a little harder question to ask. If we say yes, then we would all have to become ministers or teachers. But if I say no, then I could say that I don't have to worship God because I am unique, so the rules don't apply to me.**

**The answer is both. We were all created with different purposes and plans, but we all have to work together to honor God with all our heart, all our soul and with everything that we do. I have something that should help you understand it all better.**

**Can anyone tell me what this is? (Show the children one of the spools of thread or yarn and allow them to respond.) Correct. And this is a very useful tool. It can be used to make clothes for us to wear, or covers for furniture. But one small piece alone doesn't do a lot on it's own. It needs to work with others if it is going to be successful. This is what can happen if it works with others that are just like it. (Show the children the piece of cloth that is only one color.)**

**Now here's the problem. Although this material is really nice, it's really kind of boring. But if we get a few other colors of thread, like these, (show other colors and types of thread) then we can create something even more interesting. Like this (show the children the tapestry piece). This is material just like the other piece with one major difference. A piece of tapestry or a pattern can only be created with different colored threads work together so that all of the pieces show.**

**Where there is one color showing, the other thread colors are just underneath supporting it. And when the colors change, the one that was showing is now underneath showing it's support.**

**This is just how God wants us to be in the church. He wants to create a beautiful tapestry that tells the world of just how good He is. That means that at times, there will be some of us that get attention. At the same time, others will be in the background supporting what is happening so the church can be strong.**

**Pastors, teachers, church leaders, and even some of the church volunteers get to do work for God and sometimes get more attention, but only because there are others that have taken their place to support God with their efforts, their prayers and their giving. Right now, we are going to show God just how important He is to us so that He shows above everything else by giving our offering. We already lifted Him our praise, and how we are going to make sure that we act like the threads in this tapestry and we lift up His work so that the world can see what He is doing in our lives.**

## MEMORY VERSE ACTIVITY

The main objective of the Memory Verse activity is to allow the children a chance to get a head start learning their weekly key verse found on their activity sheet.

### KEY VERSE

**All flesh is not the same: Men have one kind of flesh, animals have another, birds another and fish another. – 1 Corinthians 15:39**

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### ITEMS NEEDED:

- Different kinds and colors of threads and yarns.
- A colored piece of cloth
- A piece of fabric with a woven pattern, like a tapestry pillow or woven pattern



**All flesh is not the same:  
Men have one kind of flesh,  
animals have another, birds  
another and fish another.  
– 1 Corinthians 15:39**

FILE NAME:  
02\_GF\_MemVerse.png  
(This file can be placed in Word or  
into a PowerPoint presentation. A  
printed copy is also supplied with  
the lesson materials.)

# WEEK 02

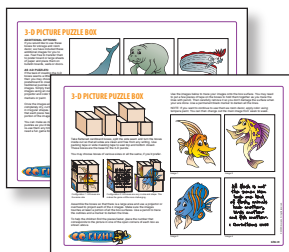
## ITEMS NEEDED:

### PREPARATION:

- 3-D Puzzle Box instructions
- 5-6 large cardboard boxes (in good condition)
- Black permanent markers
- Packing tape
- Projector or overhead

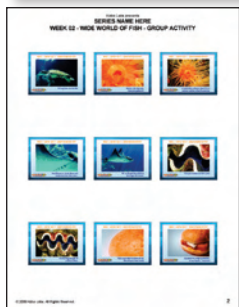
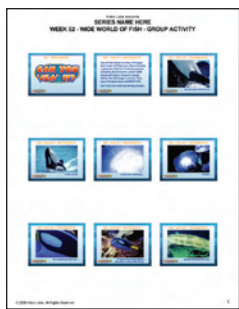
### OPTIONAL:

- Tempera paints and brushes



### GAME TIME:

- Stopwatch
- 3-D Puzzle Boxes



FILE NAME:  
02\_GF\_Sea-It\_Game.ppt  
(PowerPoint presentation)

## LESSON – 3-D MEMORY VERSE PUZZLE BOX

### LEADER'S NOTE:

This game is a really fun game, but does require a little planning and preparation, but costs very little to produce. (See instructions for creating game in this lesson.) The activity serves as both a memory verse game and as a closing activity for the lesson. The game pieces can also be used as storage, for room decor or as a game to play throughout the series at the beginning or end of your service time.

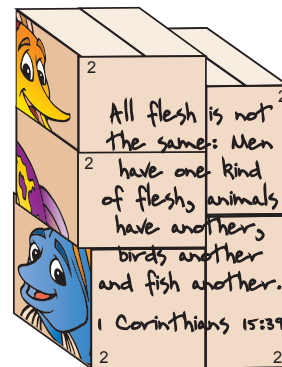
If you are concerned about the time required or do not have the resources to create the puzzle boxes, you may use poster board to create flat puzzles for this memory verse activity. A standard memory verse slide has also been included in this week's lesson if you choose a different method for this week's memory verse.

### PREPARATION

See the instructions included at the end of this lesson and on the Leader's Resource CD for creating the puzzle boxes.

### HOW TO PLAY

Use the Memory verse slide provided or write the verse on a chalkboard or dry erase board. Then read through the verse several times so the children can start memorizing it. Then bring out the puzzle boxes so that they can see the completed verse made of boxes. Explain to the children that this activity will require a team of 5 to 6 children (one for each box) and each team will take turns playing.



Select teams and have the first team stand shoulder to shoulder. Take the puzzle apart and place one of the boxes in front of each child. At the signal, the children will need to reassemble the verse side of the puzzle as quickly as possible. They will need to work together so that each person places his or her box in the correct place. Use a stopwatch or clock with a second hand to track each team's time to complete the puzzle.

Once a team has completed the puzzle, read through the verse again with the children one more time before taking the puzzle apart for the next team. The team with the fastest combined time wins the game. Play several rounds as time allows, and let the children know that there will be more time at the end of the class for a rematch.

## GROUP ACTIVITY/GAME

The key objective of this game is to help the children understand that they can't always judge with a first glance. Sometimes it takes a longer look before we can see the whole picture of what God is doing.

*NOTE: If you do not have access to a computer and projector, you may use the smaller sheets that are supplied in the back of this lesson or use the PDF supplied with the lesson to make transparencies for an overhead projector.*

### LESSON – CAN YOU 'SEA' IT?

Show the PowerPoint presentation and allow the children a chance to guess at what they think each item is. As each slide zooms out, they see more of the image and therefore it becomes clearer of what they are looking at. Then proceed with teaching the lesson.

**As you can see, it's not always so easy to figure out what is going on with only one quick glance. It sometimes takes us a little while for us to figure out the 'big picture'. In real life, it is the same way. The world is a HUGE place and just because we think we understand what we see, doesn't mean that we are right.**

**Many times it is good to take a step back and look a little closer before we make our final decisions. God is always there to help us see things more clearly if we ask to see things through His eyes.**

## EXPLORING TIME

### A QUICK REVIEW OF WHAT WE'VE LEARNED...

As we start our exploration time, let's review some of the things that we've discovered through our different activities...

First, we learned that each person on Earth is unique. We all come in different sizes, shapes and colors, but as we come together and each do our part, we can tell the story of God's love and faithfulness through our lives. We create a living tapestry that shows others all about God.

Our memory verse this week also helped us to understand that there is a big difference between birds, fish and people. Each was created with a totally different kind of body (or flesh) and God created each body special for His purpose.

In our last exercise, we saw that there are many different kinds of fish that live in the sea. We also learned that we shouldn't be quick to judge what we see with one glance. Sometimes it takes a closer look to make sure we are seeing the whole picture. No matter how hard we look, there is always more to see and we need to rely on God to help us see things as He intended. But how does this all tie into this week's exploration?

### ONE WORLD, MANY CREATURES

Well, first of all, even though we are learning about fish, and the series is called "Go Fish!", we need to understand that we are not fish. We are people and were created different and separate from fish. We learned last week about the first days of creation and how God created the heavens and the earth. He separated light from dark to create day and night. He then separated the waters into clouds, oceans, seas, rivers and lakes, and then created dry ground. But he didn't stop there.

He filled the land with plants, the skies with birds and the oceans with fish and all sorts of creatures. Each designed as part of His plan and in the images that He decided. After all of this, He created Man. Why? For two reasons. First, God wanted people to live on the earth to have a relationship with Him. The second was that He wanted men and women to care for all the creatures that He had made, both on the land and under the sea. (See Gen. 1:26 & 28) This was what He asked of Adam and Eve in the Garden of Eden.

Can you imagine? Adam would have been able to talk to whales and dolphins and he would have understood what they were saying. He would have been able to swim with the fish and play with them and they wouldn't have been afraid of him. Maybe he could have even put his finger in a crab's claws and not had it snap at him. This was how God wanted it all to be. Everything was perfect.

### ONE MISTAKE RUINED IT ALL

Can I ask you a question? Did it stay that way? (Allow responses.) No, of course not. We can't do any of this now. We may play with whales and dolphins at places like SeaWorld, but we don't understand them. We can't swim and play with fish. They normally swim away, unless we have food for them. And I wouldn't even think of placing my finger in a crab's claws. I need my fingers just as they are!

So why did things change? Because Adam and Eve messed up. When they sinned, or disobeyed God, it changed the entire world. It made the animals afraid of people, and it made other very aggressive and mean. It caused the land and seas to change. In other words, it made a mess of everything.

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#### LEADER'S NOTE:

A good way for the children to retain what they have learned is through a few casual review questions. Rather than telling them what they should have learned, allow the children to explain what each lesson element was about.

By putting it into their own words, they have to think a little deeper about the lesson topics. It can also help you know if the children understood what is being taught.



The thing is that God's plan didn't change after all this happened. He still told Adam and Eve to 'subdue and conquer' the world. This means that instead of just looking after it as God originally planned, it would be a lot harder now and there would be a lot more challenges.

## NOT ALL FISH ARE BAD

Since sin entered the world, nothing that God created perfect would ever be the same again. It doesn't mean that everything was evil or bad. It simply means that they don't follow God's plan as He originally designed. He knew that some fish would stay close to the same, but others would become dangerous.

Since the world changed, the nature of all that He created changed. I would never put my hand in a tank of piranha, or try to pet a shark. That's just crazy now, even if it's not how God intended. But each of these are still God's creatures and we can still learn a lot about Him by looking more closely at each of them.

For example, I know that there are people that I should not hang around because they like to do bad things or are always looking for trouble. In some ways, I would avoid people like this because they are kind of like sharks. I also know some people that can be a little snappy with their tongues when they talk to people. That's why we call the "crabby". Just like we have to be careful handling a live crab with claws, we need to be cautious when we approach a crabby person, or we might get our feelings hurt.

## OUR LIFE UNDER THE SEA AND ON EARTH

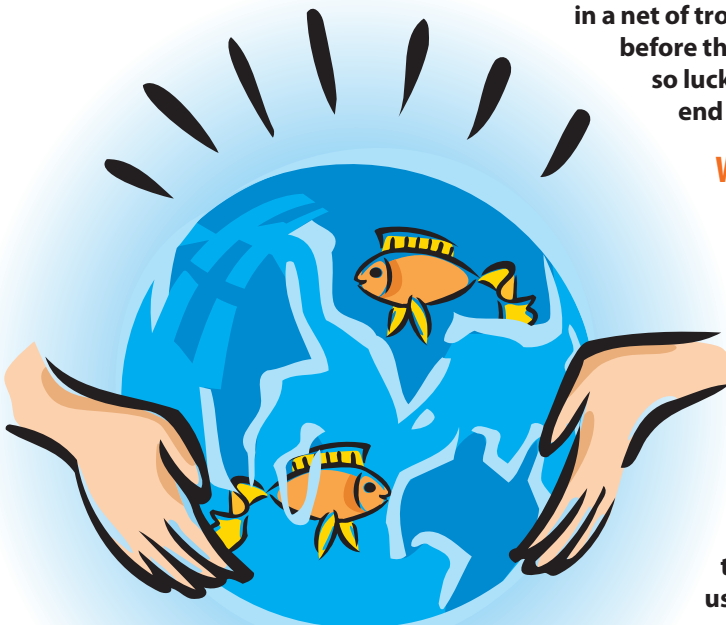
If we were to go under the ocean, we would be amazed at some very awesome sights. There would be bright colors everywhere and all sorts of different things to see and experience. But not everything we see is good, so we need to be careful and make sure we are always paying attention.

It is the same thing with our life on earth. As we walk down the street, there are wonderful things to see, hear and experience. Many of them are great to try, but we still need to be careful. There are some people out there that do not have good intentions in their heart. These are people that we need to be cautious of.

There are others that are not paying attention or are lost and don't know what they are doing. They will follow other people without knowing why. Sometimes, they follow the right crowd, but other times, they end up caught in a net of troubles. If they are lucky, they will find a way out before they get hurt, but like fish in a net, not everyone is so lucky... remember the fish sandwich? I don't want to end up as someone's lunch, do you?

## WHICH FISH ARE YOU?

The thing that makes us different from fish is that unlike all of God's other creatures, people have a choice as to how they will act. It is this choice that give us the power to become something greater. But do we always do the right thing? *(Allow responses.)* No, but we can make the choice to keep trying until we get it right. We just need to keep trying and never give up. God is always there to pick us up and help us see things differently. We just look a little closer at Him and at what He is trying to teach us when we make a mistake. This will make us the smartest fish of them all!



## CLOSING PRAYER TIME

One way that we can be a really “smart fish” is by letting God take our mistakes and help us to make things right. The first step in making it right is by going to God in prayer. The Bible tells us that He can take away our hurts, He will forgive us of anything that we did wrong and He will give us the wisdom and strength to move forward. This makes us stronger.

Before we can do this, we need to make sure that we have Jesus in our heart. He is the one that died for our sins so that we could be reconnected to God’s perfect plan. Let’s pray now.

First pray for those children that have never asked Jesus into their hearts or may have doubts about their salvation. You may use the prayer supplied in the “Leading Children To Christ” or your own prayer.

Now that we know that Jesus is inside each of our hearts, let’s ask God to open our eyes to the world around us. We want to see things as He sees them. He created the world to be a wonderful place. He also placed some amazing people all around us that can teach us so much and help us to grow. We need to ask God to help us follow His lead as we continue exploring this wonderful world around us.

## CLOSING ACTIVITIES/GAMES

### LEADER’S NOTE:

For closing activities, you may choose any of these new games that we have provided, or you may choose others from the previous lesson. These games and activities are designed to help reinforce this week’s message, and can be used as a continued teaching tool. Feel free to choose the best selections that work for your individual group and will have the biggest impact on the teaching time.

### 3-D PUZZLE BOX REMATCH

If you took the time this week to create the 3-D puzzle boxes, then you have already played a round or two as a memory verse game. In this rematch, the children will get a chance to assemble the boxes to create the images on the remaining 3 sides.

#### AS A REMATCH

We have supplied a PowerPoint presentation and provided printed pages of the images for this segment. In the first round of the rematch, the children will work as they did with the memory verse to assemble the images as quickly as possible. Use a stopwatch to track each team’s progress and award points to the team with the fastest combined score.

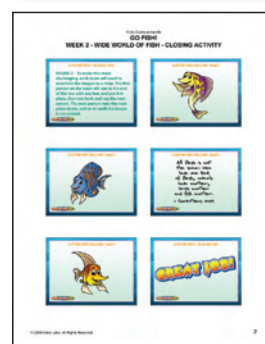
#### AS A RELAY

For Round 2, you will need to create a long aisle or open area where the children can carry the boxes from one place to another without obstacles. Place all of the pieces on the floor in random order and have the first team competing stand in a single file line. At the signal, the first person in line needs to take any box and carry it down the open area to the other side and place the box in position. He or she should then return to their team and tag the next person in line who will do the same thing. This continues until the last person has placed his or her box in position and the image is complete. The clock stops once the image is done and the last person has returned to the team.

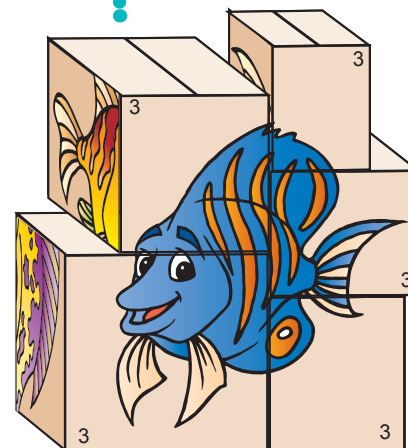
*NOTE: You will want to designate a leader or a judge to determine if the puzzle is completed correctly. The judge will need to make sure that the boxes are properly aligned and that the image is clearly visible and in the proper order.*

### ITEMS NEEDED:

- 3-D Puzzle Boxes
- PowerPoint for the closing activities or printed pages from the binder showing the ‘rematch’ graphics
- Open aisle or floor space for the relay



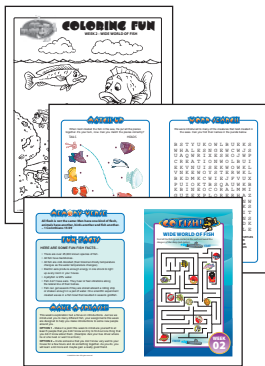
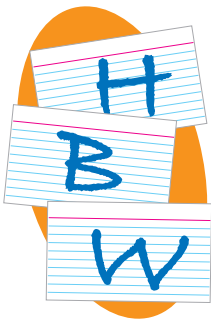
FILE NAME:  
02\_GF\_Closing\_Game.ppt  
(PowerPoint presentation)



# WEEK 02

## ITEMS NEEDED:

- A numbered vocabulary list
- Colored markers
- White paper, or large index cards
- 10-12 Envelopes (one for each word for each team) large enough to hold the index cards or papers without folding



Activity Sheets for Week 2 can be found on the Leader's Resource CD.

## WORD SCRAMBLE

Here is a fun team competition that takes very little preparation time. All you need is a list of words, some envelopes, some blank paper and a little creativity. Start out by creating a numbered word list from the vocabulary words used in this week's lesson.

Here are some words to get you started:

- |              |                |            |              |
|--------------|----------------|------------|--------------|
| 1. diversity | 4. sea turtles | 7. whales  | 10. coral    |
| 2. creation  | 5. jellyfish   | 8. sharks  | 11. colorful |
| 3. oceans    | 6. unique      | 9. anemone | 12. genesis  |

## PREPARATION

Take some blank paper and cut it in half or use large index cards. Starting with the first word on your list, write down one letter of the word on each piece of paper. Make each letter as large as possible to fill the page. Once you have completed all of the letters in the word, shuffle the letters so that they are not in order and place them inside an envelope. You will need to create 2 sets of each word (one set for each team).

On the front of the envelope, write a small number that corresponds to the number on the word list. This way you can track which envelope should spell which word. You can have as many words as you'd like for the game, since once the game starts, the words will go quickly.

## HOW TO PLAY

Write down all the words from the vocabulary list in no particular order and add a few other words that are not part of the game on a board. These words will help the children figure out which words are in their envelope without making it obvious.

Divide into 2 teams. Have the first team select an envelope. Give the other team the same number from their set of envelopes so that both teams compete against each other with the same word. At the signal, each team is to open the envelopes and try to figure out what word the letters make. They will need to spell the word out by placing the words in order as quickly as possible. The first team to complete the word first wins the round. Play as many rounds as you'd like as time allows. The team that wins the most rounds wins the game.

## WORD RELAY

Take a complete set of cards containing the entire alphabet and spread them on the floor face up (or face down for more of a challenge). Each team will take turns spelling the same word from the word list by gathering one letter at a time.

At the signal, a team member will run, pick up one of the letters from the word and then run back and tag the next person in line. Continue in relay fashion until the word is complete. Use a clock with a second hand or a stop watch to keep track of each team's time per word. The team with the fastest time wins a point and the highest scoring team wins the game.

## ADDITIONAL RESOURCES:

The old adage "a picture is worth a thousand words" may be true, but sometimes the right picture is expensive. Here are some photo resources that we have found over the years that offer free photos that can be very helpful when creating lesson material.

These images are great for PowerPoint presentations and overheads or if you need a picture or two to help illustrate your message or object lesson.

Here are links to just a few of our favorites:

### Free Stock Photography

[www.adigitaldreamer.com/gallery](http://www.adigitaldreamer.com/gallery)

### Pixel Perfect Digital Photography

[www.pixelperfectdigital.com/free\\_stock\\_photos](http://www.pixelperfectdigital.com/free_stock_photos)

### Wikimedia Commons

[commons.wikimedia.org/wiki/Main\\_Page](http://commons.wikimedia.org/wiki/Main_Page)

### FreeDigitalPhotos.net

[www.freedigitalphotos.net/](http://www.freedigitalphotos.net/)



# LEADER'S ANSWER KEY

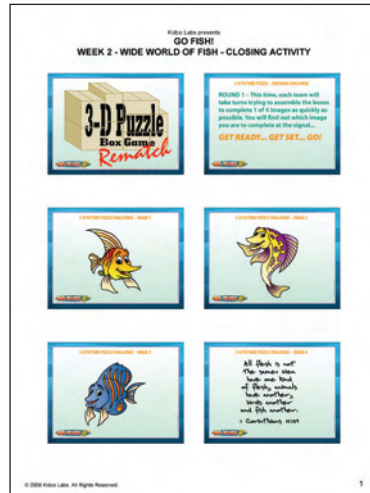
**WEEK  
02**

## 3-D PUZZLE BOX GAME - MEMORY VERSE GAME & CLOSING ACTIVITY

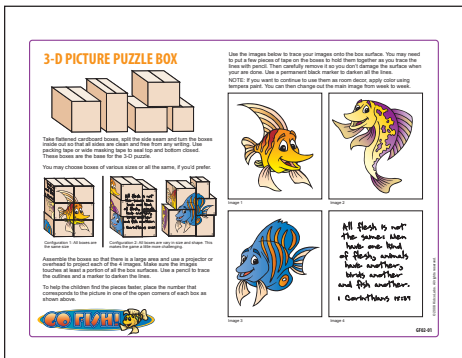
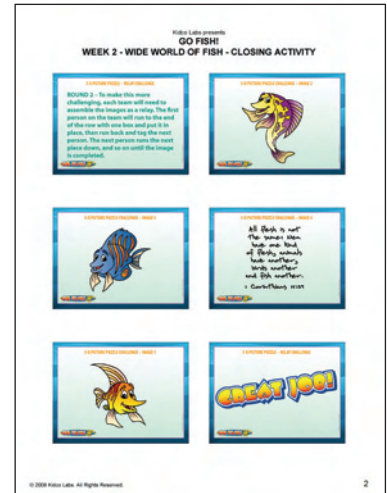
Full-size copies of the instructions and artwork are located in this section of the lesson binder and in the Lesson 2 folder on the Leader's Resource CD.



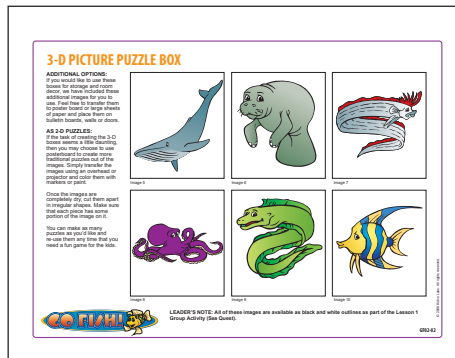
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FILE NAME: 02\_GF\_Closing\_Game.ppt & 02\_GF\_Closing\_Game.pdf



FILE NAME: 02\_GF\_3DPuzzleBox.ppt & 02\_GF\_3DPuzzleBox.pdf

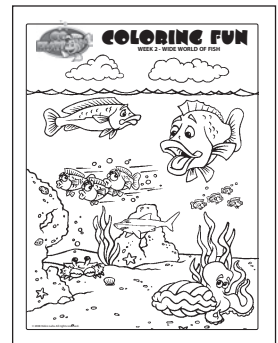


## CAN YOU 'SEA' IT?

Full-size copies of the PowerPoint Slide handout (shown below) and the presentation are located in this section of the lesson binder and on the Leader's Resource CD.



FILE NAME: 02\_GF\_Sea-It\_Game.ppt & 02\_GF\_Sea-It\_Game.pdf



FILE NAME: 02\_GF\_ActSht\_JR.pdf

The coloring sheet above can be used as an activity for children as they gather, or for younger children in place of the weekly activity sheets.

## ACTIVITY SHEET ANSWER KEY

Below is the completed activity sheet for this week. Use the answers below to assist children with their activities and verify the correct answers for the puzzles and games. You will need to ask the children about the "Make A Splash" assignment to see what they chose to do.

### MEMORY VERSE

All flesh is not the same: Men have one kind of flesh, animals have another, birds another and fish another.  
- 1 Corinthians 15:39

### FUN FACTS

HERE ARE SOME FUN FISH FACTS...

- There are over 25,000 known species of fish.
- All fish have backbones.
- All fish are cold-blooded (their blood and body temperature changes as the water temperature changes).
- Electric eels produce enough energy in one shock to light up every room in your house.
- A jellyfish is 95% water.
- Fish don't have ears. They hear or feel vibrations along the lateral line of their bodies.
- Fish can get seasick if they are stored aboard a rolling ship or shaken enough in a pail of water. One scientific experiment created waves in a fish bowl that resulted in seasick goldfish.

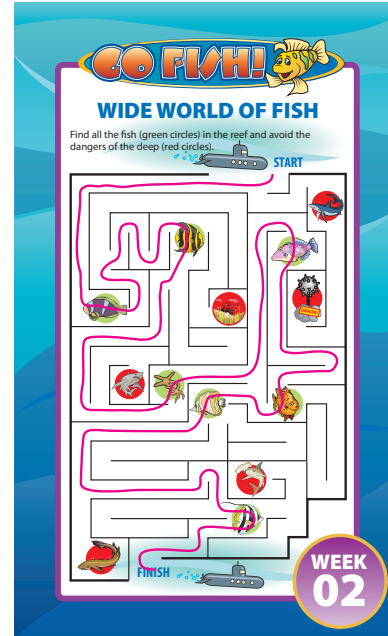
### MAKE A SPLASH!

This week's exploration had a focus on introductions. Just as we introduced you to many different fish, your assignments this week are designed to help you make introductions to some new people around you.

**OPTION 1** - Make it a point this week to introduce yourself to at least 5 people that you didn't know and try to find out one thing that you didn't know about them. (Example: Ask your bus driver where he or she lived or went to school.)

**OPTION 2** - Invite someone that you don't know very well to your house for a few hours and do something together. As you do, you will learn a lot more and maybe gain a really good friend.

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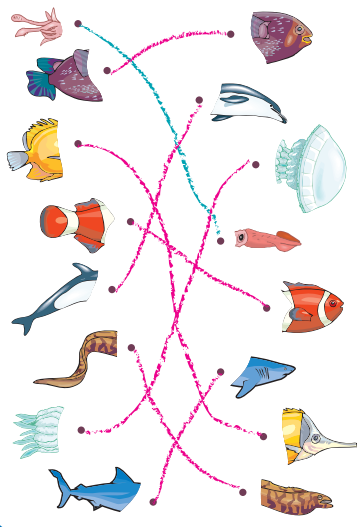


### MATCH-UP

When God created the fish in the sea, He put all the pieces together. It's your turn, now. Can you match the pieces correctly?

TAILS

HEADS



### WORD SEARCH

We were introduced to many of the creatures that God created in the seas. Can you find their names in the puzzle below.

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

ANEMONE DIVERSITY MANKIND SEA TURTLES  
 COLORFUL EXPLORER OCEANS SHARK  
 CORAL GENESIS OCTOPUS UNIQUE  
 CREATION JELLYFISH OYSTER WHALES

Hint: If you get stuck on a word, look for the first letter then go across or down from there. There are no diagonal or backwards words in this puzzle.

FILE NAME: 02\_GF\_ActSht.pdf

NOTE: This is a 2-page PDF that should be printed on 2 sides of the same sheet and folded in half.