

# The World

## Lesson Objectives

- The students will order the days of creation and identify what was created on each day.
- The students will learn that Jesus was God and was with God in the beginning.
- The students will describe how they are created in God's image and how they can be like God this week.

## Lesson Text

Genesis 1-2, John 1:1-3

## Scripture Memory Verse

Through him all things were made; without him nothing was made that has been made.

*John 1:3*

## Lesson Plan

Greeting and Registration

Preclass Activity: Creation Café

Welcome and Singing

Centers:

Bible Story: Generation Next News

Craft: Wheel of Creation

Scripture Memory: You Must Remember This!

NOTE: Allow time for a snack.



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# The World

## Creation Café

The questions in this activity will stimulate students' ideas about God's creation of the world.

### Materials

*For each student:*

- Bible
- pencil

*Reproducible Pages:*

- Page A, 1 copy for each student

### Preparation

1. Complete the Creation Questions on your copy of Page A.
2. Make arrangements to adapt the Creation Café to your class area: tables, chairs, tablecloths or cloth napkins, refreshments, etc.

### Instructions

1. Hand out the Creation Questions as the students arrive.
2. Encourage them to use their Bibles and to work with a friend.
3. When the students have completed the questions, have them exchange papers to compare and correct answers.

### Creation Café

The French are famous for their love of intellectual discussions in a café. Try this fun variation to encourage the students' discussion:

1. Before the students arrive, arrange the preclass area in a café style.
2. Set up several sets of two or three chairs around small tables with tablecloths.
3. As the students arrive, welcome them to the Creation Café. If appropriate, serve some light refreshments.
4. Give them their copies of the Creation Questions from Page A, telling them to think about some very important aspects of God's creation.
5. Seat them in the small group settings. Invite them to take turns reading the questions and discussing their answers, using the Bible.

6. Circulate among the discussions to help to include timid students.

### Teacher Tips

- Ask parents to help you prepare refreshments for the Creation Café, which can serve as snack-time.
- This may take longer than a typical preclass, so plan to adjust your class schedule.



# The World

## Generation Next News

This skit is designed to help the students learn that Jesus was God and was with God at the creation of the world.

### Materials

*For the teacher:*

- 1 table
- 6 chairs
- 1 sheet
- 1 blanket or large towel
- 1 piece of rope, 6'
- 1 shoe box
- 1 toilet paper roll

*Reproducible Pages:*

- Page B, 1 copy for each student

### Preparation

1. Read the script from your copy of Page B.
2. Make the television camera by cutting a hole in the end of a shoe box and placing a toilet paper roll inside. See Figure A.

### Setting the Stage

Explain to the students that today's skit will teach them about how Jesus was with God at the creation of the world. The skit is a special newscast on GNN: Generation Next News. The characters on the GNN news team are:

- Anchorperson One
- Anchorperson Two
- Reporters: Johnny Genesis, Sky Watcha, Starree Knight
- Special Guest: Jesus
- Improvisational parts: camera, make-up, sound

Assign each student to a part in the skit. Distribute the scripts on the students' copies of Page B.

Help Jesus put on his costume: place the sheet over one shoulder and across his body. Tie it with the rope belt. Place the blanket over his shoulders like a shawl. See Figure B.

Place the chairs behind the table and the students in their places. Place the seat for Jesus to one side of the reporters. Have the camera person stand facing the reporters.

Help the students get started. Follow the script to help those who have difficulty reading.

### Sharing with Others

*It was so awesome to learn that Jesus was with God at the creation of the world! Isn't it amazing to know how powerful Jesus is? I'm so glad we have the Bible to teach us about Jesus and God and the Holy Spirit! I think it would be great if we could each think of one person that we can tell about what we learned about creation. Ask the students to name someone they will tell.*

Close with a prayer.

### Teacher Tips

- Invite a mature teen or adult with acting experience to play the part of Jesus.
- Adapt the script to your group size: if don't have six students, let some students read two parts. If you have more than six, double up on the improvisational parts, i.e two camera people, two make-up people, etc.



# The World

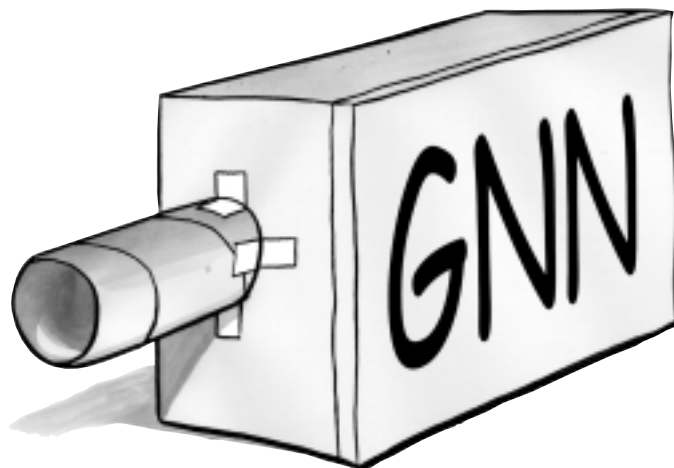


Figure A



Figure B

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# The World

## Wheel of Creation

The students will order the days of creation and list items created on each day as they make the craft.

### Materials

*For each student:*

- sturdy paper plate
- crayons, colored pencils or markers
- glue sticks
- tape
- decorative materials: stickers, gold stars, ink stamps, stencils, yellow highlighters, cotton balls, precut magazine pictures of created things
- 1 empty, pint-sized, cardboard milk carton

*For the teacher:*

- large writing surface
- scissors

*Reproducible Pages:*

- Page C, 1 copy for each student

### Preparation

1. Cut out the wheels from the copies of Page C for the students.
2. Prepare craft stands from milk cartons for each student:
  - A. Cut off the top of the carton, leaving the four sides and bottom. See Figure A.
  - B. Cut away the front side of the carton, leaving  $\frac{1}{2}$ " from the bottom. See Figure B.
  - C. Cut away the two facing sides, at a slight angle, leaving  $\frac{1}{2}$ " from the bottom. See Figure C.
3. Make your own Wheel of Creation as a model.
4. Write the following list of the days of creation on the large writing surface for the students to see.
 

Day One: Light and Darkness  
 Day Two: Sky and Clouds  
 Day Three: Land, Seas, Plants and Trees  
 Day Four: Sun, Moon and Stars  
 Day Five: Birds and Sea Creatures  
 Day Six: Animals and Man  
 Day Seven: God rested.

5. Cut out magazine pictures of created things small enough for the students to glue on the different sections of the wheel.

### Instructions

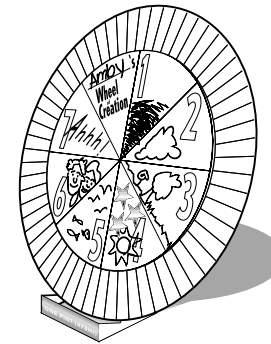
1. Introduce today's craft in the following way: *God created the world and everything he made was good. Today you will create something beautiful because God made you to be just like him.*
2. Show the students your Wheel of Creation as a model, explaining that each section represents a different day of creation.
3. Show the Days of Creation list to the students to use as a guide.
4. Distribute the paper plates and wheels from Page C to the students. Have them write their names on the space provided, and decorate each section of the wheel, leaving the number visible. See Figure D.
5. Have the students glue the wheels to the inside of the paper plates. See Figure E.
6. Distribute the stands and help the students place their wheels on them. See Figure F.

### Conclusion

Have the students share something good about their Wheels of Creation. End with a prayer thanking God for his creation.

### Teacher Tips

- Encourage the students' creativity. They do not need to copy the model, but use it as a guide.
- Help the students to represent each day accurately by using the images on their Wheels and the Days of Creation list.



3rd and 4th Grades

# The World

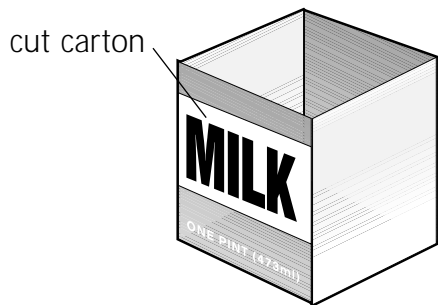


Figure A

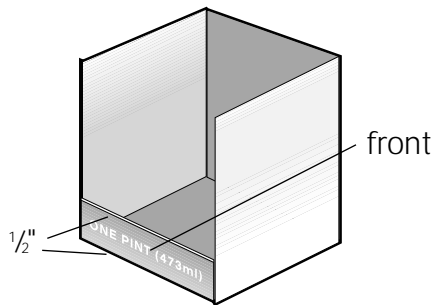


Figure B

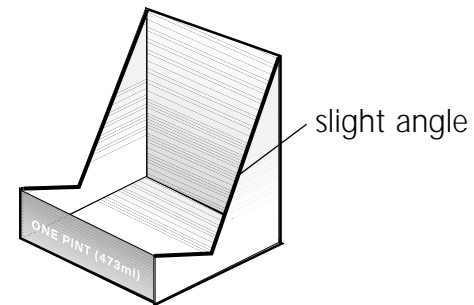


Figure C

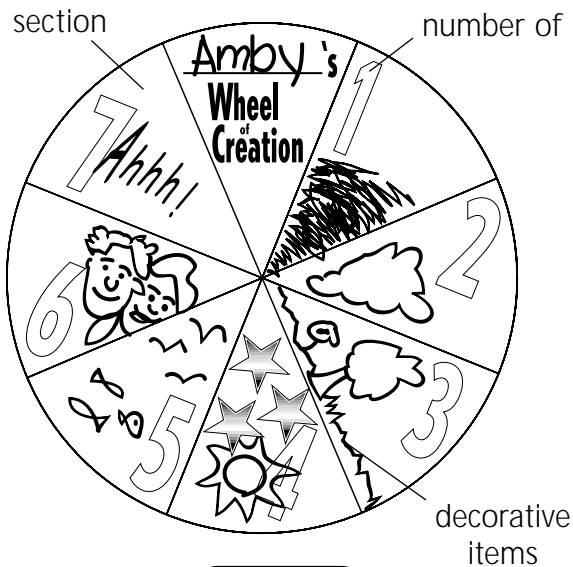


Figure D

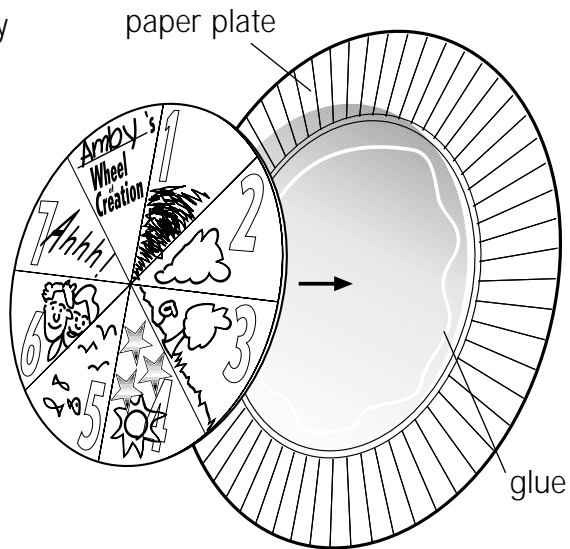


Figure E

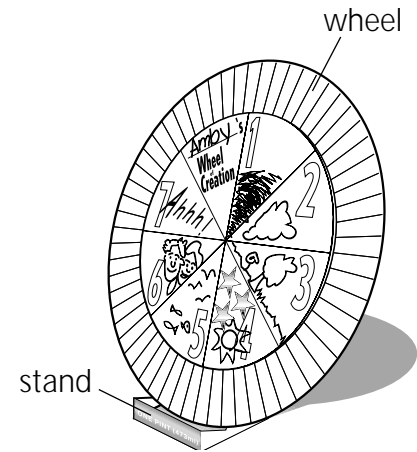


Figure F

# The World

## You Must Remember This!

The students will learn and memorize John 1:3 through this fun activity.

### Scripture Memory Verse

Through him all things were made; without him nothing was made that has been made.

*John 1:3*

### Materials

*For the teacher:*

- 1 set of 16 index cards, 4" x 6"
- thin felt-tip marker(s)

### Preparation

1. Memorize John 1:3 prior to class.
2. Write each word of John 1:3 on a separate index card. See illustration on opposite side of this card.

### Instructions

1. Place the cards in the correct order of the verse on a table or floor for all the students to see.
2. Read the verse aloud with the students three times.
3. Let them take turns reading the verse aloud.
4. Give the students ninety seconds to memorize the verse.
5. After ninety seconds, pick up the cards and shuffle them. Place them face down in a row.
6. Choose one student to be the "timer."
7. Have the students turn the cards over and put the words in the correct order of the verse.
8. Note their finish times and check for mistakes.
9. Repeat this activity until there are no mistakes.

### Conclusion

Ask the students how it makes them feel to know that Jesus was with God and the Holy Spirit at creation. Close with a prayer praising God for Jesus and creation.

### Teacher Tips

- Write neatly and clearly on the index cards. Be careful to include all the correct punctuation marks and capitalization.

# The World

Through

him

all

things

were

made;

without

him

nothing

was

made

that

has

been

made.

John 1:3

Do not cut this card—for illustration purposes only.



3rd and 4th Grades



## Lesson Objectives

- The students will order the days of creation and identify what was created on each day.
- The students will learn that Jesus was God and was with God in the beginning.
- The students will describe how they are created in God's image and how they can be like God this week.

## Lesson Text

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*John 1:3*

## Lesson Plan

Greeting and Registration

Preclass Activity: Made to Order

Welcome and Singing

Centers:

Life Application: In His Image

Game: Creation Categories

Bible Skills: Books of History

NOTE: Allow time for a snack.

### Made to Order

God's creation had a special order and design. Each day he added something new and exciting. God made everything for us to enjoy! How well do you know the order of God's creation?

- Instructions**
1. Look at the "Created Things" column.
  2. Write the day on which each thing was created.
  3. Write something else that was created on that day.
  4. Write the Bible verse in Genesis 1 that tells about that thing.
  5. Compare and discuss your answers with a partner or group.

Created Things	Day #	Something Else	Bible Verse
Light	1	darkness	Genesis 1: 3
Trees	_____	_____	Genesis 1: _____
Dry land	_____	_____	Genesis 1: _____
Animals	_____	_____	Genesis 1: _____
Stars	_____	_____	Genesis 1: _____
Seas	_____	_____	Genesis 1: _____
Fish	_____	_____	Genesis 1: _____

PRECLASS

## Made to Order

The students will work together to order and identify what was created on each day of creation. Students will use the Bible to research their answers. Answers may vary.

### Materials

*For each student:*

- Bible
- pencil

*For the teacher:*

- large writing surface

*Reproducible Pages:*

- Page D, 1 copy for each student

### Preparation

1. Complete the Made to Order activity on your copy of Page D prior to class.
2. Write the following list of the days of

creation on the large writing surface for students to see.

Day One: Light and Darkness

Day Two: Sky and Clouds

Day Three: Land, Seas, Plants and Trees

Day Four: Sun, Moon and Stars

Day Five: Birds, Fish and Sea Creatures

Day Six: Animals and Man

Day Seven: God rested.

### Instructions

1. As the students arrive, show them the list of the days of creation.
2. Distribute copies of Page D and pencils to the students.
3. Encourage them to work together. Make sure that each pair or group of students

has a Bible.

4. Read the directions on Page D to the students.
5. Circulate among the students to help them find the appropriate passages.
6. Encourage them to compare and discuss their answers.
7. The students can check their answers with the list of creation days.

### Teacher Tips

- Be careful to pair any students who did not hear the Bible Story earlier in the week with those who did.



**3rd and 4th Grades**

## In His Image

Using a "Word Web," the students will brainstorm about how they can be like God and then apply the ideas to their lives.

### Materials

For each student:

- pencils or colored pencils

For the teacher:

- large writing surface

Reproducible Pages:

- Page E, 1 copy for each student

### Preparation

1. Practice doing the Word Web with friends or family.
2. Complete your copy of Page E prior to class.

### Life Application

Write the word GOD in the middle of the large writing surface and remind students of this week's Bible lesson about creation. For example, say: *God made so many different kinds of amazing things: from stars to starfish! God is a remarkable creator. Do you remember the very last thing that God made? He made people. First, he made Adam, the first man. Then he made Eve. And the Bible says that God made man in his image. That means that God made people to be like him. We're going to make a Word Web to show the many ways that we were made to be like God.*

Give the first few answers yourself. For example: *God is loving. God made us to be loving.* Write the word "Loving" on the board. *God is forgiving. God made us to be forgiving.* Write the word "Forgiving" on the board.

Invite students to think of ways they can be like God. Write their responses on the board. Answers should include: caring, giving, being creative, listening, speaking, hearing, dreaming, feeling happy, feeling sad, feeling glad, etc. Draw a line from the students' responses to GOD to show the connection. This is what makes the "web" effect!

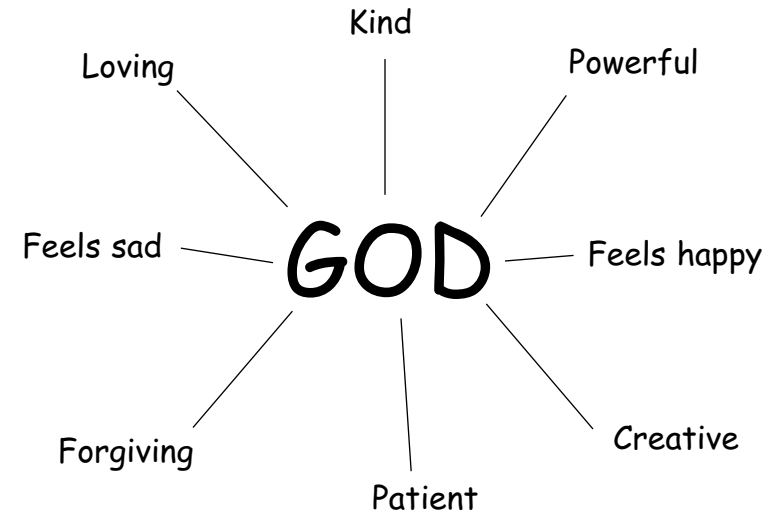
Distribute copies of Page E and read the instructions aloud to the students. Circulate among students as they complete the page.

### Conclusion

Give each student thirty seconds at the end to share their ideas with the group. End with a prayer. Have children thank God for making them to be like him.

### Teacher Tips

- During the Word Web activity, be careful to redirect inappropriate answers in a positive way. For example, if child says that God is "mean," you can say: *Sometimes God has to do things that are hard for us, like when your parents have to discipline you if you disobey. Let's write the word "discipline" on the board.*





## Creation Categories

The students will think about creation according to different categories and reinforce their knowledge of the order of creation.

### Materials

*For the teacher:*

- 2 pieces of white lined paper
- 2 pencils
- Game Questions on opposite side of this card
- large writing surface



### Preparation

1. Practice reading the questions aloud.
2. Prepare the large writing surface for keeping score.



### Instructions

1. Divide the group into two teams. Choose a student from each team to record the answers.
2. Explain the rules of the game as follows: *The object of the game is to think of as many original answers as possible, which means answers that are different from everyone else's. Points are given for both original and correct answers. Each question has many answers. Your team has one minute to come up with as many as possible. Your team gets points for original and correct answers. Both teams can earn two bonus points if you answer the challenge question correctly.*
3. Read a question and begin timing students for one minute. Questions can be given in any order.
4. Recorders write the answers for their teams on pieces of paper.
5. When time is up, have the recorders read their team's responses. Check answers for original and correct responses. Two of the same answers get no points. See the sample.
6. Record the teams' scores, giving one point for each original and correct answer.
7. Ask the challenge question to both teams for a two-point bonus.



Sample:

God created the sky. List as many heavenly objects—things in the sky—as you can.

Answers from Team One:

~~stars, moon, sun, Mars, Jupiter, martians~~

Answers from Team Two:

~~stars, sun, moon, space ships, asteroids, Milky Way, galaxy~~

Unique and correct answers for Team One:

Mars, Jupiter = Two points

Unique and correct answers for Team Two:

asteroids, Milky Way, galaxy = Three points

Challenge Question:

On what day was the sky created? Day Two = Two points

### Conclusion

Encourage the students to think about God's creativity as they observe different aspects of creation this week. End with the students each thanking God in prayer for one thing that he created.

### Teacher Tips

- Know which students can handle recording for each team. Have an adult help with spelling.
- Make sure that your Bible is open during this game and that you are prepared to give the final say on disputable answers.





## Creation Category Questions

- God created trees. List as many different kinds as you can.  
Challenge: Were the trees created before or after the birds? (before)
- God created insects. List as many different kinds as you can.  
Challenge: On what day were insects created? (five)
- God created the livestock and wild animals. List as many different kinds as you can.  
Challenge: Who named all the animals? (Adam)
- God created birds. List as many different kinds as you can.  
Challenge: Name something else God created on the day he made birds. (fish)
- God created fish. List as many different kinds as you can.  
Challenge: Were fish created before or after plants? (after)
- God created the dry land. List as many different land formations as you can.  
(mountains, valleys, hills, plains, forests, deserts, etc.)  
Challenge: On what day did dry land appear? (three)

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S**Books of History**

The students will continue to learn the order of the books of the Old Testament. Today's lesson focuses on the twelve books of History, Joshua through Esther.

**Materials**

*For the teacher:*

- 12 index cards, 4" x 6"
- 1 glue stick

*Reproducible Pages*

- Page F, 1 copy for the teacher

**Preparation**

1. Cut out the words from your copy of Page F.
2. Glue each word to an index card.
3. Write "History" on the opposite sides of all the index cards.
4. Have the cards from Unit I Lesson 1 Bible Skills available for review.

**Instructions**

1. Place the index cards in order from Joshua to Esther.
2. Read the list aloud to the students three times.
3. Invite the students to say the book names with you three more times: slow, fast and faster.
4. Randomly select students to say them individually until they all have done it.
5. Shuffle the cards. Have the students work as a group to arrange the index cards in the correct order. After the group has done this, let individual students try.
6. Take one index card out and replace it with a blank. Tell students to identify the missing book. Do this with up to four blanks.
7. Add the Books of Law from Unit 1 Lesson 1 and repeat steps four and five.
8. Split the group in two and let them take turns reviewing each set.

**Conclusion**

Tell the students that the Bible is an awesome book! It has history and so much more! Close with a prayer thanking God for his active role in history.

**Teacher Tips**

- You may want to help the students by putting these Bible Books to a familiar tune, or by making a "rap."

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**Core/Preclass**

1 copy for each student

**CREATION QUESTIONS**

From Genesis 1 and 2

Instructions: Circle the letter of each correct answer.

1. When does the Bible say that the heavens and the earth were created?
  - A. about 5 billion years ago
  - B. in the beginning
  - C. when dinosaurs ruled the world
2. According to Genesis 1:1, who created the heavens and the earth?
  - A. a big bang
  - B. Moses
  - C. God
3. Who said "Let there be light"?
  - A. Adam
  - B. Thomas Edison
  - C. God
4. What did God create on the second day?
  - A. the number "2"
  - B. light
  - C. sky
5. What did God call the dry ground?
  - A. ocean
  - B. highway
  - C. land
6. God created seas on the third day. What else did he create on the third day?
  - A. fish
  - B. birds
  - C. land, plants and trees
7. Which of God's creations governed the day?
  - A. man
  - B. morning
  - C. the greater light (the sun)
8. What did God make to mark the seasons, days and years?
  - A. calendars
  - B. clocks
  - C. lights in the sky
9. On the fifth day God created \_\_\_\_\_.
  - A. plants
  - B. fish and birds
  - C. the moon
10. God created the animals according to their kinds. This means:
  - A. they would be very friendly
  - B. all animals would have puppies
  - C. all animals would have babies just like themselves
11. On which day did God create man?
  - A. the first day
  - B. the seventh day
  - C. the sixth day
12. God created man in his image. This means that God wanted man to be \_\_\_\_\_.
  - A. a statue that looked like God
  - B. a vision that looked like God
  - C. just like God, with feelings and thoughts and a soul that will live forever
13. What did God give man for food in the garden?
  - A. candy
  - B. hamburgers
  - C. seed-bearing plants
14. God saw all that he had made and it was \_\_\_\_\_.
  - A. interesting
  - B. not yet finished
  - C. good
15. On the seventh day God \_\_\_\_\_.
  - A. created food
  - B. went to church
  - C. rested

## Core/Bible Story

1 copy for each student

*Anchorpersons One and Two are facing the camera. The other reporters are seated to their right and left.*

ANCHORPERSON ONE: Welcome to GNN, Generation Next News. I'm \_\_\_\_\_, and my co-host is \_\_\_\_\_. We are very excited to bring you this "once in a lifetime" interview.

ANCHORPERSON TWO: That's right. Let's welcome our very special guest, Jesus Christ.

*At this point, music may play while Jesus enters and sits in the chair.*

ANCHORPERSON ONE (*amazed*): Jesus, thank you so much for coming tonight.

JESUS (*smiling*): I am always happy to be with you.

ANCHORPERSON ONE: Jesus, tonight we want to talk to you about the creation of the world. Our reporters have some amazing information to share with us!

JESUS: (*smiles*)

ANCHORPERSON TWO: Johnny Genesis has been doing a special report on creation. Johnny, what have you found?

JOHNNY: On the first day of creation the earth was dark, formless, and empty. The spirit of God was over the waters, and God said, "Let there be light" and there was light! God called the light "day" and the darkness "night." I can't imagine how God did it. But, I know someone who can. And he's sitting right here!

EVERYONE: *All eyes look to Jesus.*

JOHNNY: The Bible says that Jesus was with God in the beginning. All things were made by him and through him. You heard it first on GNN!

ANCHORPERSON ONE: Thank you Johnny for that amazing report. Jesus, is it true? Were you there when the world was created?

JESUS: My father and I are always together. Yes, it's true.

ANCHORPERSON TWO: Sky Watcha, tell us about days two and three.

SKY WATCHA: On the second day, God created the sky. On the third day, he created the seas and the dry land with all kinds of plants. Certain plants were given seeds. What a great idea! Back to you.

## Generation Next News

Student Script

ANCHORPERSON TWO: We now go to our reporter Starree Knight for a look at day four.

STARREE: On the fourth day God separated the day from night. He marked time into days, seasons and years. He made two great lights—the sun and the moon. The sun is the greater light for the day. The moon is the lesser light for the night. He also made thousands of other lights in the night sky called stars. (*smile*) This is Starree Knight, for GNN. Back to you.

ANCHORPERSON ONE: Jesus, could you please tell us more about how you were with God in the beginning?

JESUS (*slowly and thoughtfully*): In the beginning was the Word, and the Word was with God and the Word was God. He was with God in the beginning. Then the Word became flesh. I am the Word of God. I was with God in the beginning. My father and I are one.

ANCHORPERSON TWO: This is fantastic! Let's go back to Johnny Genesis for a look at days five and six.

JOHNNY: On the fifth day, God filled the water with fish and sea creatures, and the skies with flying creatures called birds. God told them to be fruitful and to increase in number. On the sixth day God filled the land with all kinds of living things! God said it was good, but he was not finished. God said, "Let us make man in our image." God made man and woman and blessed them and told them to be fruitful. God let man rule over all plants, trees, and beasts. And God said that "it was very good."

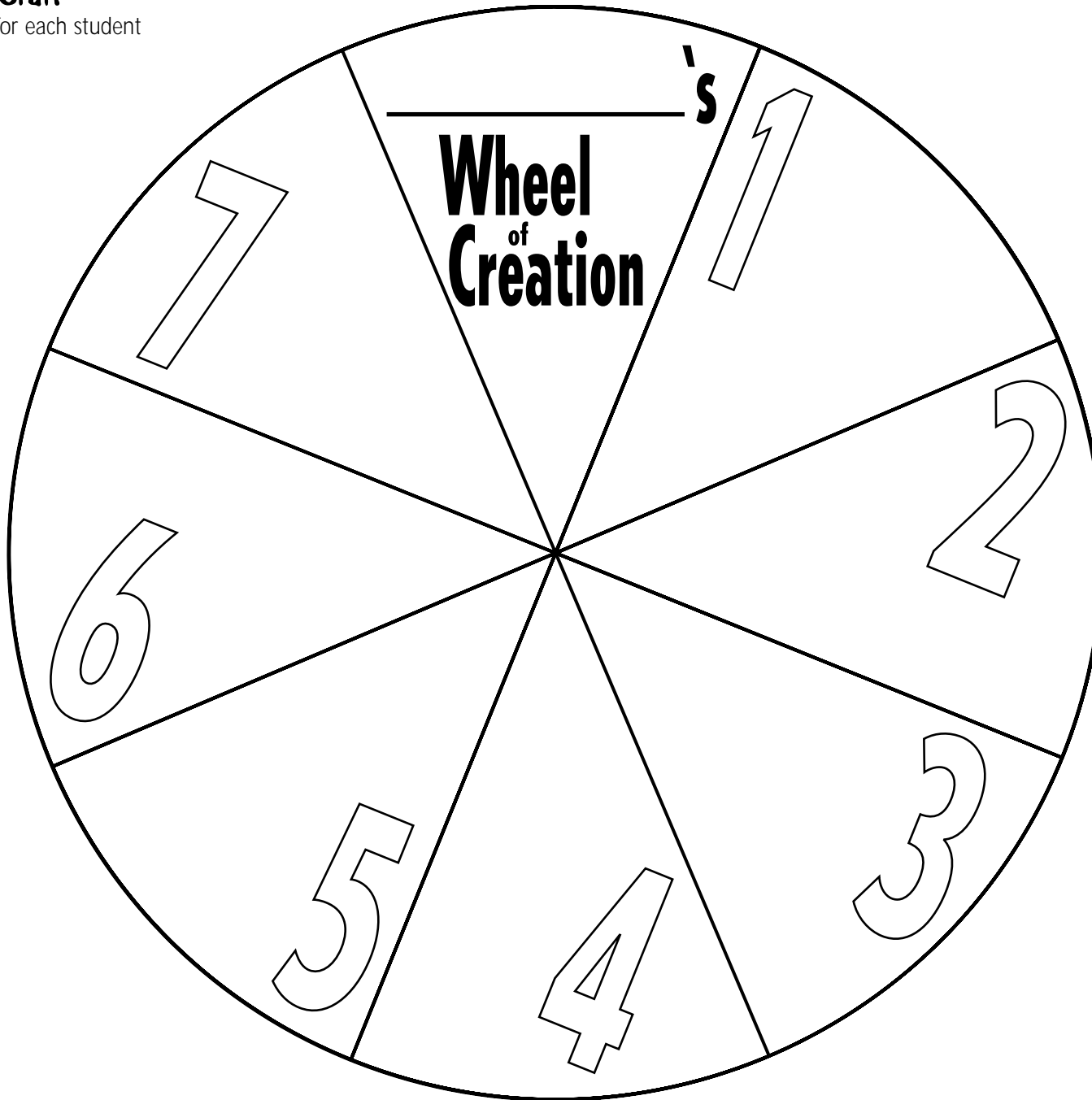
ANCHORPERSON ONE: Jesus would you close our program tonight by telling us about day seven.

JESUS: Creation was complete and it was very good. On the seventh day God rested and called that day the "Sabbath."

ANCHORPERSON TWO: (*looking at Jesus*) Thank you, Jesus, for being with us tonight. (*looking at the camera*) And thanks for watching GNN: Generation Next News.



Core/Craft  
1 copy for each student



3rd and 4th Grades

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God's creation had a special order and design. Each day he added something new and exciting. God made everything for us to enjoy! How well do you know the order of God's creation?

**Instructions:**

1. Look at the "Created Things" column.
2. Write the day on which each thing was created.
3. Write something else that was created on that day.
4. Write the Bible verse in Genesis 1 that tells about that thing.
5. Compare and discuss your answers with a partner or group.

## Created Things

Light  
Trees  
Dry land  
Animals  
Stars  
Seas  
Fish

## Day #

1  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Something Else

darkness  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Bible Verse

Genesis 1: 3  
Genesis 1: \_\_\_\_\_  
Genesis 1: \_\_\_\_\_  
Genesis 1: \_\_\_\_\_  
Genesis 1: \_\_\_\_\_  
Genesis 1: \_\_\_\_\_  
Genesis 1: \_\_\_\_\_

# In His Image

**Instructions:**

1. Choose one word that describes God from the word web.
2. Write it in the column "God is..."
3. Think of ways that you can be like God that start with the same letters. See the example below.

God is...	I am made in his image, so I will be...
K	<u>k</u> ind at school and
I	I will be kind to my friends in my
N	<u>n</u> eighborhood, and to my
D	<u>d</u> ad, mom, brother and sister.

God is...	I am made in his image, so I will be...

JOSHUA	JUDGES	RUTH	1 SAMUEL
2 SAMUEL	1 KINGS	2 KINGS	1 CHRONICLES
2 CHRONICLES	EZRA	NEHEMIAH	ESTHER