

CREATION

LESSON TEXT

Genesis 1:1–2:4

LESSON OBJECTIVES

- The students will identify each element of creation and the day on which it was created.
- The students will cite their own personal understanding of the creation account.
- The students will pray daily, thanking God for a different element of creation.

MATERIALS NEEDED

For each student:

- 1 sheet of blank paper
- pen or pencil

For the teacher:

- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- large writing surface
- marker or chalk
- extra Bibles
- scissors
- box, hat or other type of container
- foam or soft ball that will not injure

Reproducible Pages:

- Page A, 6 copies for the teacher
- Page B, 1 copy for the teacher
- Page C, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Creation Recall
 Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

Scripture Study
 Activity: A Day Off
 Story: A Dramatic Presentation

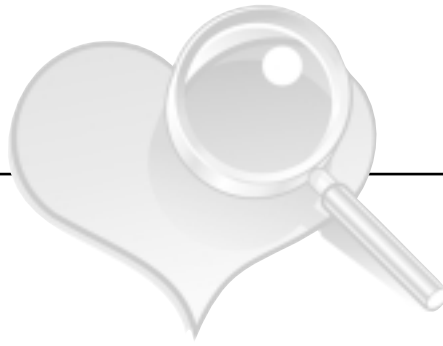
Getting It to Others

Scripture Memory: Genesis 1:1
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

In the beginning God created the heavens and the earth.

Genesis 1:1



FAITHFUL INSTRUCTION

TEACHER FOCUS

Pray about God's creation before preparing this lesson. Read Psalm 19:1-6 and Genesis 1:1–2:4. Imagine for a moment that God had not created the sun. It would always be night on earth. Since plants need sunlight to grow, there would not be any trees, grasses, flowers, etc. as we know them. Since many animals need plants to survive, perhaps there would be no animals. Our eyes need light to be able to see. If we were on this earth without light, we would not be able to see. Our lives would be very different! Perhaps God would have created very different kinds of plants and animals that didn't need light to survive, and perhaps we would have been created very different, as well. Consider how complicated the universe is and how it is perfectly structured and orderly. Are you truly grateful for what God has created, and do you praise God daily for what he has done?

TEACHER TIPS

Relate the verses in Psalm 19:1-6 to those in Genesis 1:1–2:4 and think about why *you* believe God created the heavens and the earth. Then, think of ways to show your students these evidences in order to help them to believe as well.

The Genesis account speaks of the days of creation. In this lesson we offer no definition of "day." Some hold to the belief that "day" refers to a literal, twenty-four hour day. Others believe that "day" refers to an age in much the same way that we often use the term: "In my *day* we married earlier in life." If you would like more information on possible ways to view the days of creation, read *The God Who Dared* (DPI) by Douglas Jacoby—specifically Chapter 5.

PRECLASS ACTIVITY

CREATION RECALL

The students will reconstruct the order of creation from memory.

MATERIALS USED

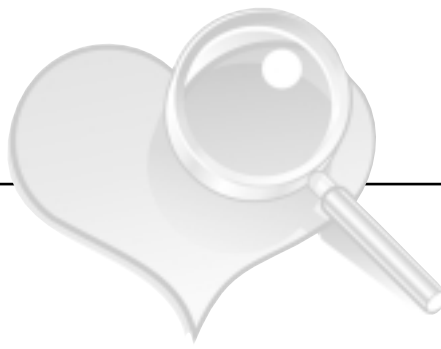
For each student:

- 1 blank sheet of paper
- pen or pencil

INSTRUCTIONS

1. As the students arrive, tell them to read and memorize the sequence of events in Genesis 1:1–2:4. Have the students try to remember as many details as possible.
2. When all the students have arrived and have had a chance to look at the creation account, ask them to close their Bibles.
3. Ask the students to write down as much as they can remember for each of the six days of creation. For example, "On the first day, God created... On the second day, God created..." They are not to refer to their Bibles or share their answers with other students.





STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses and to be especially thankful that God created such a beautiful world for us to live in.

VICTORIES

Take the time to have the students share about the challenge they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Who would like to share something they learned this week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- copy of "Good News from the Kingdom"
- globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide and the victories of our brothers and sisters on other continents can inspire us and spur us on.





GETTING INTO GOD'S WORD

SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- large writing surface
- marker or chalk
- extra Bibles

Let's take a look at the Preclass Activity you did this morning.

- *Who will share their answer for the first day of creation?*
- *Does anyone have anything to add to this?* (Record all answers on the large writing surface, using short one- or two-word answers. Continue through all six days, noting the responses given.)
- *Now let's read together the actual account of creation in Genesis 1:1–2:4.*

Assign the reading as follows:

1. Genesis 1:1-2
2. Genesis 1:3-5
3. Genesis 1:6-8
4. Genesis 1:9-13
5. Genesis 1:14-19
6. Genesis 1:20-23
7. Genesis 1:24-31
8. Genesis 2:1
9. Genesis 2:2-3
10. Genesis 2:4

Have the students line up in front of the class in the order of the number they were given. Then have them read aloud the verses they were assigned. Encourage them to read with feeling and drama (but realize that some may "ham it up," while others will not be very out of themselves).

When they finish reading, make sure the accurate sequence is on the display on the large writing surface. Make any needed corrections. The students will need this to complete the next activity. (See accurate sequence below.)

- Day 1—light (day/night/evening/morning)
- Day 2—sky
- Day 3—land, seas, vegetation
- Day 4—sun, moon, stars
- Day 5—fish, birds
- Day 6—animals, man and woman
- Day 7—God rested/ceased his labors

ACTIVITY

A DAY OFF

In order to understand the value of each item of creation, the students will imagine what the world would be like without that element.

MATERIALS USED

For the teacher:

- scissors
- box, hat or other type of container

Reproducible Pages:

- Page A, 6 copies for the teacher
- Page B, 1 copy for the teacher

PREPARATION

1. Cut a copy of Reproducible Page B (A Day Off) into separate slips of paper for each of the first six days.
2. Place the slips of paper in a box, hat or other container.

INSTRUCTIONS

1. Divide the students into six groups.
2. Give each group a copy of Reproducible Page A (Creation Recall).
3. Allow one person from each group to choose one slip of paper from those you prepared ahead of time.
4. Instruct the students to close their eyes.
5. *I want you to imagine for a moment that God's plan of creation was altered, that God left out one day. For example, imagine that God never created light. The earth would still have land and water, but plants could not exist. People's eyes wouldn't work, so maybe our system of smell or hearing would be highly advanced. Perhaps people's noses would be extra large to take in all the smells, or we would all have large ears. There would be no colors and no daytime.*
6. *As a group, you will write a story about what the world would be like today if God had taken just one day off. Choose one person (scribe) to write the response on the back of Reproducible Page A (Creation Recall).*
7. *Begin by brainstorming as a group the things that would be missing. Use the chart given to you to organize your thoughts.*



8. Give each group a few minutes to complete the chart.
9. Once the students have completed the chart, let them begin writing their responses.
10. Allow time for each group to read their response to the class.

STORY

A DRAMATIC PRESENTATION

The students will do a dramatic presentation of each day of creation.

INSTRUCTIONS

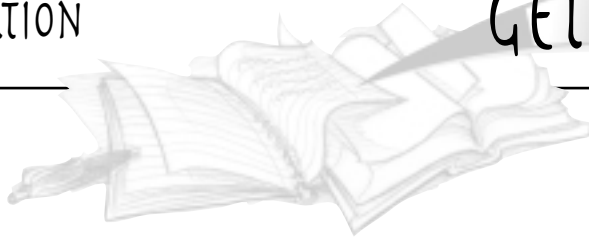
1. Tell the students to stay in their same groups.
2. Give them the assignment to come up with a dramatic presentation that depicts what happened on their day of creation.
3. Tell them to use their imaginations and be out of themselves as they brainstorm about how they can portray their assignment.

Give them up to ten minutes to plan, and then allow each group to present in order.

Introduce each group with dramatic flair: "And, now, ladies and gentlemen, I give to you DAY 1, etc."



CREATION



SCRIPTURE MEMORY

In the beginning God created the heavens and the earth.

Genesis 1:1

MATERIALS USED

For each student:

- pencil or pen

For the teacher:

- foam or soft ball that will not injure

Reproducible Pages:

- Page C, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page C (Memory Verse).
2. Give the students one minute to review the scripture.
3. Have the students stand in a circle, each facing the center of the circle.
4. Give the ball to a person and ask him or her to say the first word of the memory verse.
5. Then have the student pass the ball to someone who then must say the next word in the scripture. (If any students cannot say the next word, they must sit down, check their copy of the memory verse, and then write the verse on the back of their copy of Reproducible Page C.)
6. Continue with each student saying the next word in the verse, including the text reference (Genesis 1:1), at the end.
7. When students come to the end of the verse (and text reference), have them begin again at the beginning of the verse.
8. The game ends when there is only one student left or when you run out of time.

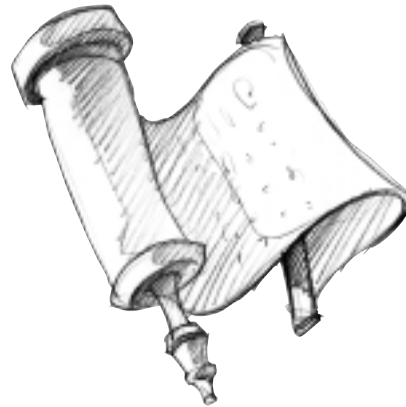
WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

Tell the students that their challenge for the week is to pray with special gratitude every day this week for the part of creation that corresponds to that day. Think about all the ways you are thankful for each specific part of creation.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Every day this week, pray with special gratitude for the part of creation that corresponds to that day. Think about all the ways you are thankful for each specific part of creation.

CREATION

LESSON TEXT

Genesis 1:1-2:3; Psalm 19

LESSON OBJECTIVES

- The students will identify each element of creation and the day on which it was created.
- The students will cite their own personal understanding of the creation account.
- The students will pray daily with special gratitude for a specific element of creation.

MATERIALS NEEDED

For each student:

- pen or pencil

For the teacher:

- extra Bibles
- markers/crayons
- scissors
- envelopes

Reproducible Pages:

- Page D, 1 copy for each student
- Page E, 1 copy for every 2 students
- Page F, 1 copy for every 2 students
- Page G, 4 copies for the teacher

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Word Search
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

Scripture Study
 Activity: Design of Nature

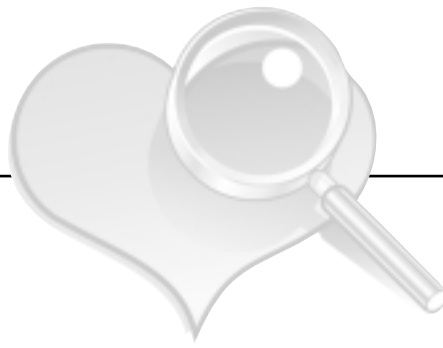
Getting It to Others

Scripture Memory: Genesis 1:1
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

In the beginning God created the heavens and the earth.

Genesis 1:1



FAITHFUL INSTRUCTION

TEACHER FOCUS

As you read Genesis 1:1–2:3, can you imagine creation unfolding before you? What would it have been like to see God bring into existence each element of creation? Each element was created to perfectly coincide with the others, while bringing its own special qualities to the earth. Think about how complicated the universe is and how it is perfectly structured and orderly. Are you truly grateful for what God has created, and do you praise God daily for what he has done?

TEACHER TIPS

Do you see the power and majesty that exist in creation? Are you grateful daily for this place that God has created for us to live in and for everything he has given to enrich and bring beauty to our lives? Your goal is to help your students see the glory of the creation and to be personally thankful in a deep, heartfelt way. Be sure to constantly point out the incredible elements of God's creation and to show your preteens the gratitude you have for these in your own life.

PRECLASS ACTIVITY

WORD SEARCH

The students will complete a word search that focuses on the elements of creation.

MATERIALS USED

For each student:

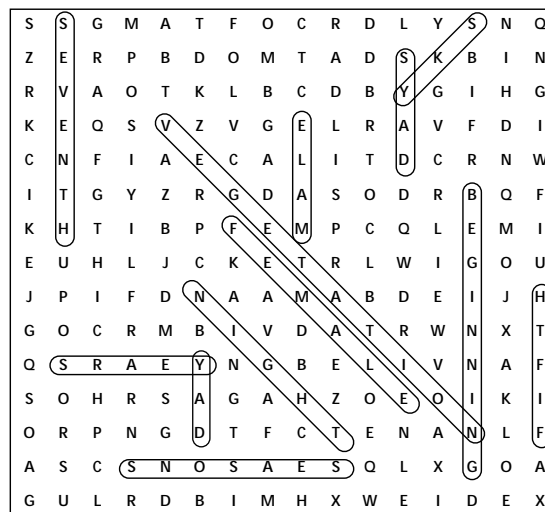
- pen or pencil

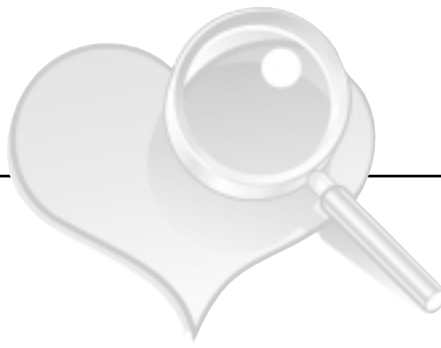
Reproducible Pages:

- Page D, 1 copy for each student

INSTRUCTIONS

1. Hand out a copy of Reproducible Page D (Word Search) and a pen or pencil to each of the students as they enter the class.
2. Allow students to get help from you if they cannot find a word. (See key below.)





STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one of the students thanking God for creating the world and specifically for creating us!
- Have one student recite the memory verse for this lesson: Genesis 1:1.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so that as many as possible can share.





SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles

In the last class the students read from Genesis 1:1–2:3. Ask for volunteers to tell the class what was created on each day of creation. (See chart below.)

Day 1—light (day/night/evening/morning)

Day 2—sky

Day 3—land, seas, vegetation

Day 4—sun, moon, stars

Day 5—fish, birds

Day 6—animals, man and woman

Day 7—God rested/ceased his labors

Read aloud Psalm 19 to the class.

Tell the students: *The publishing house that produced this curriculum (DPI in Boston) has two departments who worked together to get it ready for us: the editorial department and the design department.*

- Which part was the editorial department responsible for? (the words)
- Which part was the design department responsible for? (the illustrations)

- What part of God's message is from his "design department"? (the world / his artistic creation)
- When we read Psalm 19 and think of God's message to us, what part of his message is from his "editorial department"? (the Bible / his word)
- Point out verses in the psalm that let us know that his creation is a message to us about God and his power. (vv1-6)
- Point out the verses in the psalm that let us know that his word (the Bible for us) is a message to us about God and his power. (vv7-11)
- Which department is more important? (neither, God uses both to communicate his message)
- Do you think there are people who just look at God's designs (love to be in nature) and think that they are close to him? Why? (Many people practically worship nature. They say, "When I am out in nature, I feel close to God. I don't need to go to church.")
- What is wrong with saying that we don't need to go to church since we feel so close to God in nature? (In God's word it makes it clear to us how to obey him and how to be close to him. Part of the way we do this is by being a member of his church and by being committed to the others in the church.)





ACTIVITY

DESIGN OF NATURE

The students will read about different examples of God's creative design in nature. Then they will illustrate these designs and share their illustrations with the rest of the class.

MATERIALS USED

For the teacher:

- markers/crayons

Reproducible Pages:

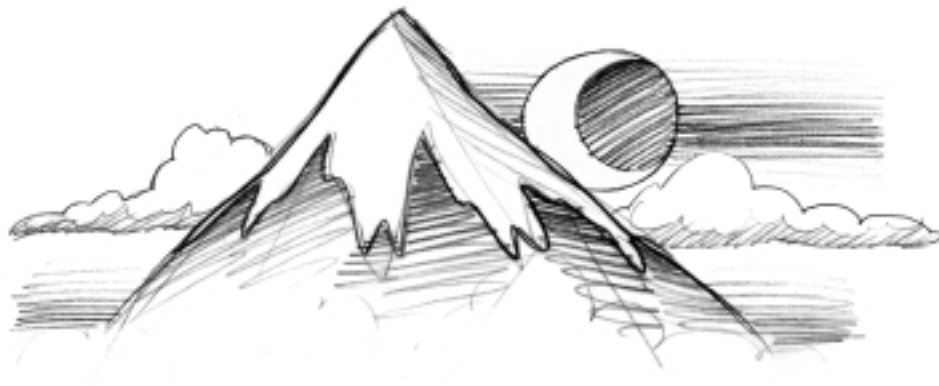
- Page E, 1 copy for every 2 students
- Page F, 1 copy for every 2 students

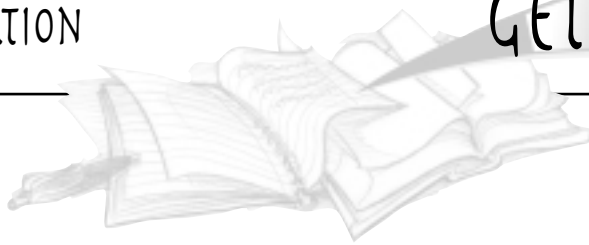
PREPARATION

Cut the copies of Reproducible Pages E and F (Design of Nature) in half, making copies of the four design examples to give to the students in the four different groups.

INSTRUCTIONS

1. Divide the class into four equal groups.
2. Tell the students that they will focus upon God's design department by doing an activity that will help them to realize how very creative God is in his designing of nature.
3. Give each group their copies of one of the half-Reproducible Pages E or F (Design of Nature—example #1, #2, #3 or #4).
4. Tell the groups:
 - *I am giving each group a description of something in God's design department (nature).*
 - *Someone in your group is to read the description aloud to the others.*
 - *Then talk with each other about how amazing God's designs in creation are.*
 - *On the backs of each of your sheets of paper, draw an illustration of your group's design of nature.*
 - *Choose one person from your group to report to the rest of the class what your design example is. Then everyone in your group will share their illustrations with the class.*
5. End the activity by reminding the students that our God is the creator, and his designs in nature tell us the message of his presence and his power.





SCRIPTURE MEMORY

In the beginning God created the heavens and the earth.

Genesis 1:1

MATERIALS USED

For the teacher:

- scissors
- envelopes

Reproducible Pages:

- Page G, 4 copies for the teacher

PREPARATION

1. Cut four copies of Reproducible Page G (Scripture Scramble) into puzzle pieces (blocks) for each team.
2. Place each set of puzzle pieces in an envelope.

INSTRUCTIONS

1. Instruct the students to stay in their four teams from the previous activity.
2. Give each team an envelope.
3. Tell them that they must unscramble each word in their minds and then place each word in its proper position to form the memory verse.
4. Give a clear signal to begin the race to assemble the scripture correctly.
5. The first team that correctly completes the scripture wins. Have a representative from that team read the scripture aloud.

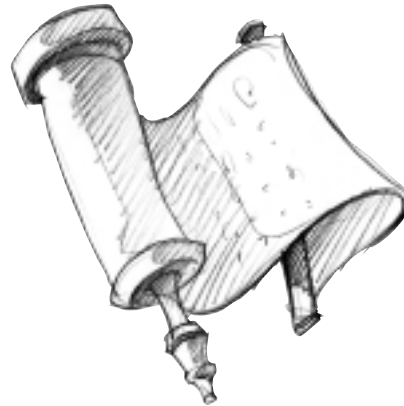
WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat while you remind them of the challenge for the week.

Remind the students that their challenge for the week is to pray with special gratitude every day this week for the part of creation that corresponds to that day. Think about all the ways you are thankful for each specific part of creation.

CONCLUSION

End the lesson with a prayer.



WEEKLY CHALLENGE

Every day this week, pray with special gratitude for the part of creation that corresponds to that day. Think about all the ways you are thankful for each specific part of creation.



CREATION RECALL

Day left out was... _____

What was created that day?	Therefore we would not have...	The results of not having these would be...

A DAY OFF

Day 1: Genesis 1:3-5

Day 2: Genesis 1: 6-8

Day 3: Genesis 1: 9-13

Day 4: Genesis 1: 14-19

Day 5: Genesis 1: 20-23

Day 6: Genesis 1: 24-26

SCRIPTURE MEMORY VERSE

In the beginning God created the heavens and the earth.

GENESIS 1:1

WEEKLY CHALLENGE

Every day this week, pray with special gratitude for the part of creation that corresponds to that day. Think about all the ways you are thankful for each specific part of creation.

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WORD SEARCH

Directions: Using your Bibles, answer the questions below, filling in the blanks with the correct answer. Complete the word search below, using the answers you listed.

1. On the third day, what did God create? _____
2. Birds and sea creatures were created on what day? _____
3. What did God create in his own image? _____ and _____
4. On the fourth day, God created lights in the expanse of the sky. They were to serve as signs to mark what? _____, _____ and _____
5. The earth was described as formless and empty in the _____
6. Which day did God bless and make holy (number)? _____
7. On the second day, God created the expanse. What was the expanse called? _____
8. When God created light, what did he separate? _____ and _____

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

DESIGN OF NATURE

Example #1 of God's Design in Nature

OYSTER

Oysters are a kind of mollusk or shellfish found in saltwater. Mollusks are creatures that God designed to have their skeletons on the outside of their bodies! This body armor is made of the same material as black-board chalk, but it is very strong. It is continually renewed, just like your skin, and provides great protection from predators. The insides of the oysters are very soft and easily irritated by the sharp-edged sand that is naturally found in their habitat. God did not design oysters with hands to clean the sand out of their shells. Instead, he gave the oyster a special way of making the sand less irritating. The oyster makes a smooth coat for the grain of sand, covering it with the same material it uses to make its own shell. God designed the oyster to take something irritating and turn it into something beautiful: a pearl.

DESIGN OF NATURE

Example #2 of God's Design in Nature

POLAR BEAR

The polar bear has up to 4 inches of blubber to help it keep afloat. Its skin is black. Its white fur provides camouflage and deflects the warmth of the sun to the skin. It has small ears to help reduce heat loss. Its feet are furry to give traction on the ice and webbed to enable it to swim well (can swim more than 43 miles in a day).

DESIGN OF NATURE

Example #3 of God's Design in Nature

SOOTY TERN

This bird is unique because it remains in the air for 3 to 10 years! Believe it or not, it never comes in for a landing until it is ready to breed young. That means that it eats, drinks and even sleeps in the air. Can you imagine that?

DESIGN OF NATURE

Example #4 of God's Design in Nature

HERCULES BEETLE

This particular beetle is 7 inches long. The male has long horns. The amazing thing about this beetle is that it can lift a 5-pound weight. That is the equivalent of a person lifting a fully loaded dump truck!

SCRIPTURE SCRAMBLE (GENESIS 1:1)

het _____

dan _____

tercdea _____

doG _____

tehar _____

teh _____

inbgnengi _____

ahensev _____

ni _____

eth _____