

LESSON 1

# God Creates the World

GENESIS 1:1 – 25



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**BIBLE TRUTH**

**GOD IS THE POWERFUL AND MAJESTIC MAKER OF ALL THINGS**

LESSON SNAPSHOT

**1. OPENING ACTIVITY AND INTRODUCTION . . . . . 5 MIN**

**SUPPLIES:** Optional: whiteboard, dry erase marker

**2. BIBLE STORY . . . . . 10 MIN**

**SUPPLIES:** *The Gospel Story Bible* (story 1)

**3. BIBLE STORY DISCUSSION . . . . . 5 MIN**

**Where Is Jesus?**

**SUPPLIES:** Bible (ESV preferred); Review “Where Is Jesus?” to prepare

**4. SNACK QUESTIONS . . . . . 10 MIN**

**SUPPLIES:** Snack food/water

**5. SWORD BIBLE MEMORY . . . . . 5–10 MIN**

**6. ACTIVITIES AND OBJECT LESSONS (CHOOSE ONE OR MORE) 20–30 MIN**

**Coloring Page 1**

**SUPPLIES:** markers/crayons

**Number the Stars**

**SUPPLIES:** a small vial of sand, a large sheet of black construction paper, book or Internet printout of telescope pictures of stars (Web sites: <http://www.stsci.edu/outreach> or <http://hubblesite.org/>)

**Felt Board Solar System**

**SUPPLIES:** felt (black, dark blue, yellow, orange, red, medium blue, brown, green, gray, and white) cut out as directed; Bible

**7. CLOSING PRAYER . . . . . 5 MIN**

**TOTAL 60–75 MIN**

THE LESSON

**OPENING ACTIVITY AND INTRODUCTION . . . . . 5 MIN**

In today's lesson the children will learn that God created the earth and everything in it.

Take the children to a window in your classroom and have them look out and describe what they see. (If you have no window, then ask what they've seen on their way into the church or in their yard. The idea is simply to consider what has been made.) If you have a whiteboard, draw basic pictures of all the natural things they see like grass, clouds, trees, plants, etc. Ask the children how they got there. (See if you can direct the discussion, helping the children see that God made all these things.)

Then put your hand in your pocket and tell the class you are going to show them the material that God used in making the whole of creation. Pull your hand out of your pocket (or from behind your back). Make a fist as though you are hiding something in it. Ask the children if they can guess what you have in your hand. Tell them it is the main ingredient God used to make the world. Play this up and let them guess several different things. Then open your hand. They should be surprised and say that there is nothing in your hand. Explain to the children that God is so powerful he made everything you see out of nothing at all!

Tell the children that God used something we can hear to make everything out of nothing. Ask them if they can guess what God used that they can hear. What did God do to make the light? (See if they can guess that God made the light by commanding it to be there with his voice.)

Ask the children to tell you what they would make right there in the classroom if they could simply command something. Tell them what you would command. (Don't get overly spiritual here. The object is to help the children imagine saying something and it appearing out of nothing. You might suggest a big chocolate ice cream cone.)

Pray for the remainder of the class time before moving forward with the lesson.

**BIBLE STORY . . . . . 10 MIN**

Read story 1, "God Creates the World," from *The Gospel Story Bible*.

**BIBLE STORY DISCUSSION . . . . . 5 MIN**

After reading the story, use the following questions to involve the children in a discussion.

Who can remember what God made first? (light)

<b>DAY</b>	<b>CREATION</b>
<b>1</b>	Light and darkness (day and night)
<b>2</b>	Heavens (expanse) or sky
<b>3</b>	Oceans and dry land are separated and plants are created
<b>4</b>	Stars, sun, and moon
<b>5</b>	Fish and birds
<b>6</b>	Land animals and man

How did God create the light?

*(God just said, "Let there be light," and it happened.)*

What do we learn about God when we study the way that he made things?

*(We learn that God is full of power and that the things he created are good, which speaks of his goodness.)*

**Where Is Jesus? \_\_\_\_\_**

We want to do more than present disconnected Bible stories to our young children; we want them to understand how each story in the Bible plays a part in God's plan of redemption. Therefore, one of your major teaching goals should be to connect today's lesson to the gospel. As you prepare this lesson, the following commentary will assist you in achieving this goal.

Passage: Colossians 1:15–17

In Colossians 1:15–16, we read that Jesus is the firstborn over all creation and that all things were created by him and for him. The creation was made by the Lord, for the Lord.

In the very next verse, Colossians 1:17, we learn something very important. After Paul tells us that Jesus created all things in the beginning, he says Jesus is doing something else, even right now. Jesus is holding all things together. The stars continue to shine and plants continue to grow because Jesus holds everything together.

**SNACK QUESTIONS . . . . . 10 MIN**

While the children are eating the snack, engage them by asking:

**What is light?**

*(Light can be seen but not tasted or touched. Light can be blocked but not captured in a box. Light moves so fast you can't see it move; it is just there.)*

The point of this question is to help the children appreciate the wonders of God, which should become evident with the difficulty of explaining something we can see but not hold. Help the children be amazed at what God invented.

**Let's try and name as many plants as we can. God has created so many different kinds.**

The children might start by giving generic names like flowers and trees. Steer them toward specific names like oak, apple, sunflower, poison ivy, etc. See how many different names they can come up with and help them marvel at how creative God is in making all the different kinds of plants.

**SWORD BIBLE MEMORY . . . . . 5-10 MIN**

Take time during the class to review the SWORD Bible Memory verses with the class. Provide the opportunity for each child to recite the verses to an adult worker.

**ACTIVITIES AND OBJECT LESSONS. . . . . 20-30 MIN**

**Coloring Activity**

**SUPPLIES:**

While the children are coloring, engage them by asking the following questions:

**What do we call all the planets and the sun together?**

*(the solar system)*

**How did God design the solar system to work?**

*(Explain how the planets each spin and also revolve around the sun and how the moon revolves around the earth.)*

What keeps all the planets floating in space without crashing into one another?

*(Read Colossians 1:17 and encourage the children to memorize it: “He is before all things, and in him all things hold together.”)*

## Number the Stars

### SUPPLIES:

Take the small vial of sand and have a few of the children take a pinch of the sand and sprinkle it on the paper. Read Hebrews 11:12: “From one man, and him as good as dead, were born descendants as many as the stars of heaven and as many as the innumerable grains of sand by the seashore.”

Explain that God tells us that the sands of the seashore are similar to the stars in the sky in that they are so numerous that they cannot even be counted. Tell them we cannot see all the stars with our eyes. We now know with the invention of telescopes that there are countless stars just like the sands of the seashore. Show the children the pictures of stars as seen from a telescope and have them compare the photos with the sand on the black paper.

## Felt Board Solar System

### SUPPLIES:

### TO PREPARE:

Make up the elements of creation for a felt board presentation as follows. (This will work best if the elements are very rudimentary and simply serve as suggestive for the solar system.)

### DAY ONE:

Large piece of black flannel for the background to represent nothing. Dark blue blob to represent the earth when it was a “great deep,” formless and void. Make up shapes to represent the other planets for “the heavens.” Large yellow beams of light.

### DAY TWO:

A large light blue circle to represent the atmosphere and a smaller medium blue circle to represent the earth.

**DAY THREE:**

Brown in the shape of the continents to represent land. A few green trees to be added on top of the land.

**DAY FOUR:**

A large yellow ball for the sun, a small gray circle for the moon, and a dozen white stars. (You can use a paper punch and just make little circles out of white.)

Read the actual account (Genesis 1:1–19) as the narration for this exercise. As you come to each element of creation, pause in the story and invite a child to place the element on the felt board. Be sure each child has a turn. The condition of the finished image is not significant—the progression of creation is the point.

**PRAY** ..... **5 MIN**

Take time at the end of class to thank God for what you learned today. Include parts of your Bible lesson in your prayer as a way for the children to remember today's lesson.

