

## GOD CREATES THE WORLD

SCRIPTURE REFERENCE: GENESIS 1

*God is the powerful and majestic maker of all things*

## The STORY

Pray with children to start class.

**Teaching Points for Class Discussion:**

**God existed before all things** – Genesis introduces us to the beginning of everything we can see and know from looking around us (natural observation). Genesis also shows us that God existed before all things. He is greater than everything we see. He is the awesome Creator of all. He is the Ruler of all and the Sustainer of all things.

**In six days God created all things by His spoken Word and formed man by His own hand** – It is important to know that the mere spoken word of God was sufficient to cause creation to spring forth. In contrast, God forms man from the dust of the earth. Unlike the rest of the creation, man would be set apart. The Creator God would reveal Himself to man. The forming of the first man, Adam, and later the first woman, Eve, signals a personal relationship with God. The animals are simply spoken into existence, but man is formed by the hand of God. Man is unique in all creation.

**God makes man in His image** – This is perhaps the most significant portion of the text. Man is set apart from the rest of the creation and given dominion over the creation. The first hint of the image of God in man is revealed when God charges the man to rule over the creation. Authority is delegated from God to man. Man was given the character of God to rule.

**Everything God made was good** – The creation completed was very good. There was no death, no sin, and no imperfection in the creation.

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### WHERE IS JESUS?

*Please use the following comments connecting today's lesson to the Gospel to help inform your understanding and serve you by aiding your preparation for class. Remember, we want to do more than present disconnected Bible stories and lessons to our young children. We want them to understand how each story in the Bible plays a part in God's greater plan of redemption.*

In Colossians 1:15-16, we are told 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.

When the Holy Spirit changes our hearts, the process is called the new creation, see 2 Corinthians 5:17 and Galatians 6:15.

### ON THE ROAD TO EMMAUS

**Read the following Bible passage from the Old Testament. Use the following questions to help the children understand how this passage points to Christ in the New Testament.**

#### Bible Passage: Psalm 1

#### Connecting the passage to Christ:

At first glance you might not think that Psalm 1 points to Christ and the Gospel, but it in fact does. The Psalmist presents a man who lives a righteous life in the midst of unrighteous people. There is only one man who avoided the sins listed in the first part of the Psalm and who instead meditated day and night upon the law of God. That one person was Jesus. He ultimately is the only man who could accomplish the call of Psalm 1.

#### Questions for reflection:

- What are some of the things we learn we should do from Psalm 1? (We should not walk in the counsel of the wicked or follow sinners, but delight ourselves in and meditate on God's word.)
- Do you know anyone who has followed the instructions of this Psalm? (The only person who has ever followed these instructions is Jesus.)

### SWORD BIBLE MEMORY

#### BE A DOER OF THE WORD

*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.*

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### ACTIVITIES & OBJECT LESSONS

Use the following activities for practical application and discovery of this lesson. For the younger children, review the preschool questions and use them to help the children relate to the passage. For older children, ask them why they think this passage is in the Bible for us today. How is it supposed to affect our lives?

#### DRAW A DAY

**Supplies:**

- drawing paper
- colored pencils
- hat or bowl

Prior to the class cut up enough small slips of paper to give one to every student. Write the numbers 1-6 on the slips of paper. (If you have 12 children in your class there should be two of each number. If you have 18 there will be three of each number.) Fold the papers in half and drop them in a bowl. Each student should pull a number out of the bowl. The number they chose is the day of creation that they are to draw on a piece of paper. Allow students to trade if they wish. Give the children 10-15 minutes to draw their day of creation. Take notice of their creative drawings and have the children explain what they drew.

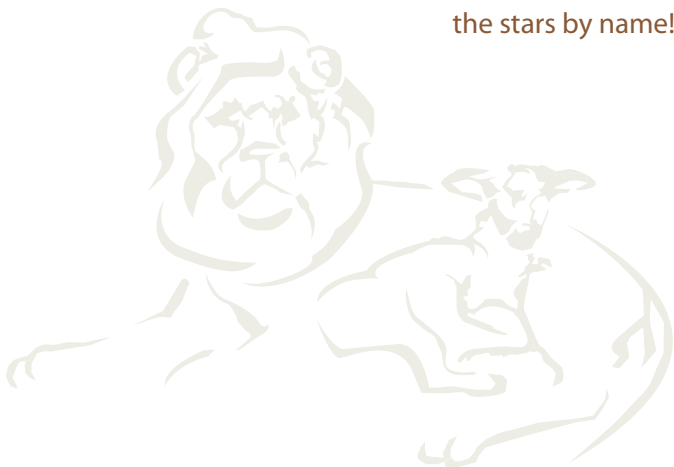
#### COUNT THE STARS

**Supplies:**

telescope view of the stars  
(a Hubble telescope photo  
could work well and  
should be available from  
your local library)

Find a place in the photograph where the stars can be individually counted. Draw a circle around 100 stars. Depending on how concentrated the photo is, your circle may be larger or smaller. Give a copy of the photo to each of the students in your class.

For the youngest children, simply ask them to try to count the number of stars in the circle. For the older children, not only should they count the stars, they should also come up with names for all of them. The children will grow tired of this task or they will run out of names. The point of this exercise is not to finish but for the children to realize how amazing the creation is. The Bible tells us the God knows the stars by name!



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### IN THE IMAGE OF GOD

**Supplies:**

paper and pencils for each of the children

Pair the children up and have them sit opposite of one another to draw a picture of their partner. When they are finished have them share their drawing with their partner.

Ask the class how many think their drawing matches the way they look. Pick out one of the better drawings. Ask the class what part of the drawing most resembles the image of the person it is designed to represent. Then ask them if they know how we, who were made in God's image, represent Him. You will need to let them know that it is not in the way we look but in some of the other important characteristics of our lives. Here is a sampling of some of the ways we reflect the image of God: We can create, speak, love, serve, rule, sacrifice, etc.

## PRAYER

**Pick several children to pray based on the day's scripture passages.**

## IN CLASS PROJECT

### IN THE IMAGE OF GOD

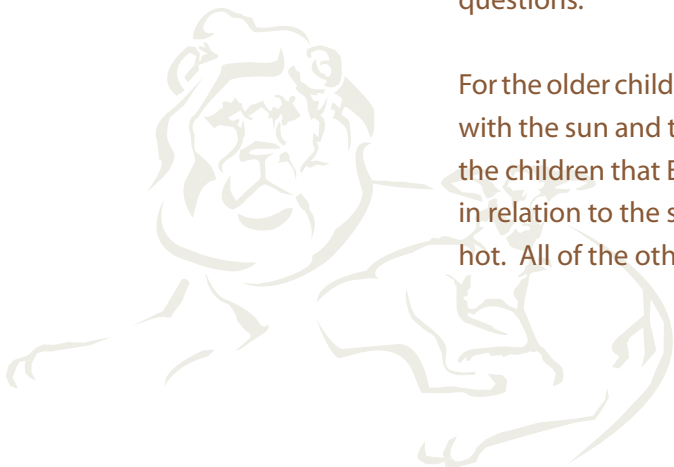
**Supplies:**

crayons, colored pencils, and paper

Borrow several Astronomy books from the library or download pictures of the planets to pass around for your children to use.

The first and second grade children can use the preschool coloring sheet and questions.

For the older children, have them draw a picture of the solar system. They could start with the sun and then add planets and stars in the sky. You may want to share with the children that Earth is the only planet that can support life. It is perfectly placed in relation to the sun to benefit from the warmth of the sun without becoming too hot. All of the other planets are either too hot or too cold.



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### FOR OLDER GRADES

**Supplies:**

video camera and monitor  
to watch the final product

Divide the class into six groups. Assign a day of creation to each of the groups. Give them 10 minutes to choreograph their day of creation. In the end, line up the class, the first day of creation on the left and each subsequent day next to them. Read through the text and have them act out their skits as you go. Videotape the skits and then play back the tape to the class when they are all through.

### A LITTLE BIT MORE

The Latin phrase "Ex Nihilo," which means "out of nothing" is used by theologians to describe the way in which God created the universe. God didn't need anything apart from himself to create the whole world.

You can emphasize this amazing truth with your class by bringing in a paper bag and pretending that you are passing out to each of the children a lump of clay. Ask them to hold out their hands and then mime taking something out of your empty bag and placing it in their hands. Explain to the class that you don't want them to get started with the project until you have had a chance to pass out the materials to everyone in the class. When you have finally distributed a bit of "nothing" to everyone, reach in the bag and pull out some "nothing" for yourself. Then pretend to fashion it into an object (as though you were working with clay). Keep up the charade by asking different folks in the class questions about what they are making. End the illustration by teaching them the phrase Ex Nihilo and what it means.

