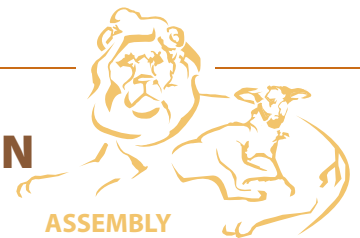


GOD CREATES THE ANIMALS AND MAN

SCRIPTURE REFERENCE: GENESIS 1-2



*Today's lesson is taken from the story of creation from Genesis 1 and 2.
Please do not feel the need to cover the entire portion of scripture in your lesson.*

LESSON IDEAS**CREATION DRAMA**

Divide the children into teams. Have some be light, stars, water, birds, animals and Adam and Eve. Have an adult male read the account of creation and as each event is described, have the children act out their parts. You can have fun practicing hand motions for the less obvious elements like the stars or water or trees. Invite suggestions from the class, "What do you think a star would do? How can we do the sun?"

Explain the word "create" - Ask the children what it means to "create." (Make something, imagine it - then do it, etc.) When the Bible tells us God "created" something, it is telling us He made it for the very first time. Each thing God created was His idea. God has also given people the ability to create. Though we cannot create life, we create other things that are not alive. See if the children can name some of the things people create. (Paintings, inventions – like the telephone and the computer, medicines and medical cures, music, plays, etc.)

When people create something, they are making something that never existed before. Take two volunteers from the children (with adult help) to the whiteboard. Tell them to choose a dry marker and draw a flower with a butterfly flying overhead. Talk about how each child made a different drawing of the very same thing. The difference shows just how creative each child is!

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FLANNEL GRAPH GARDEN

Find all of the elements of the Garden of Eden in the flannel graph kit, or plan to draw them one by one on the whiteboard. Have the children raise their hands and list one by one the items the Bible reports are in the garden from Gen. 2.

The kids can point out trees, Adam and Eve, the tree of the knowledge of good and evil, birds, animals, livestock, rivers, the Tree of Life, etc. They may mention the serpent, but he does not come into the story until Chapter 3.

As they guess, have the most artistic helper or teacher draw the items on the whiteboard until you have all of the elements with several different kinds of animals. Talk about what a wonderful place the Garden of Eden would have been. There was no sickness, no sin, and no disease before the Fall.

NAMING THE ANIMALS

Supplies:

a picture book of animals

Start by reading Genesis 2:19-20, where God gives Adam the job of naming the animals. Turn in your animal picture book to some of the familiar animals. Ask the class to give you the names, i.e.: zebra, lion, elephant, etc.

Then, turn to a few rarer animals that they may not know the names of, like, Ocelot, Sloth, Gabon Viper, Wolverine (don't settle for common names, like snake or fish or monkey).

If you stump your crowd, have them come up with a new name, just like Adam would have. After they come up with the new name, tell them the proper name for the animal.



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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.

God creates the first man and calls him Adam. Jesus is called the last Adam. Jesus the second Adam reverses the curse brought on by the sin of the first Adam. Now that Jesus, the second Adam, has come, when we read about Adam in Genesis we should remember Jesus of Nazareth.

Talk about it: What do we learn about how the Bible is one big story from this passage? (Though the Bible is composed of many different books by many different authors, it is one Story – God's Story. The Bible is God telling His story to us, using people to write it down.)

