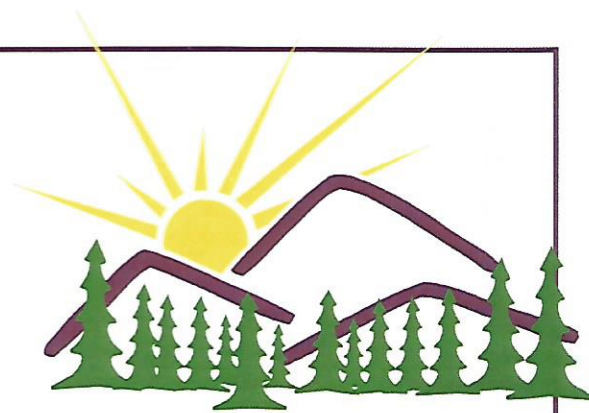


# God Creates the World

**Theme:** Faith — Recognizing God as Creator



## Sunday Morning Lesson

**Pre-Class Activity:** Write a personal note to each student about what will be studied and what you expect, expressed in an enthusiastic and loving way. Briefly discuss the note when class begins. You may also have a Days of Creation matching activity on a worksheet or with cards at the students' table or desks.

**Bible Facts:** Brush Up On Bible Facts (See page 8 of this Guide)

**Memory Verse:** Introduce the new Memory Verse. Have Memory Verse strips in the pocket chart. Read it aloud together. Ask "Who, What, When, and Why?" about the Memory Verse.

Prayer


### Lesson of the Day

*This lesson plan is unusual in that part of the lesson is covered on Sunday morning and the remainder on Wednesday night. Typically, the entire lesson is covered on Sunday morning and then illustrated and applied on Wednesday night.*

### Ideas for Telling the Story

1. In the classroom Bibles, have students find and mark Genesis 1:1. Take Bibles, and move to the Floor Map Bible Story Center for the story.
2. Use a pointer to point out on time line "The Beginning." Discuss that this is the beginning of everything and that this is also the beginning of the process "Jesus is coming — Jesus is here — Jesus is coming again."
3. Talk about the meaning of "Genesis" as "beginnings." Have students open their Bibles. Read Genesis 1:1 together. The teacher reads all of Genesis 1 with animation and enthusiasm. Let the students sense in your voice and facial expressions God's mighty power and wisdom.
4. Using the Lesson Graphics depicting the days of creation from the *All Things Made New Gift Box*, tell the story again of what God did in the beginning. Show the graphics to illustrate and reinforce what God did on each day of creation.
5. Make a banner featuring "... God saw that it was good." As you tell the story of creation, have students raise their *pinkie fingers* each time they hear this phrase and raise their *hands* when they hear it change to "very good."



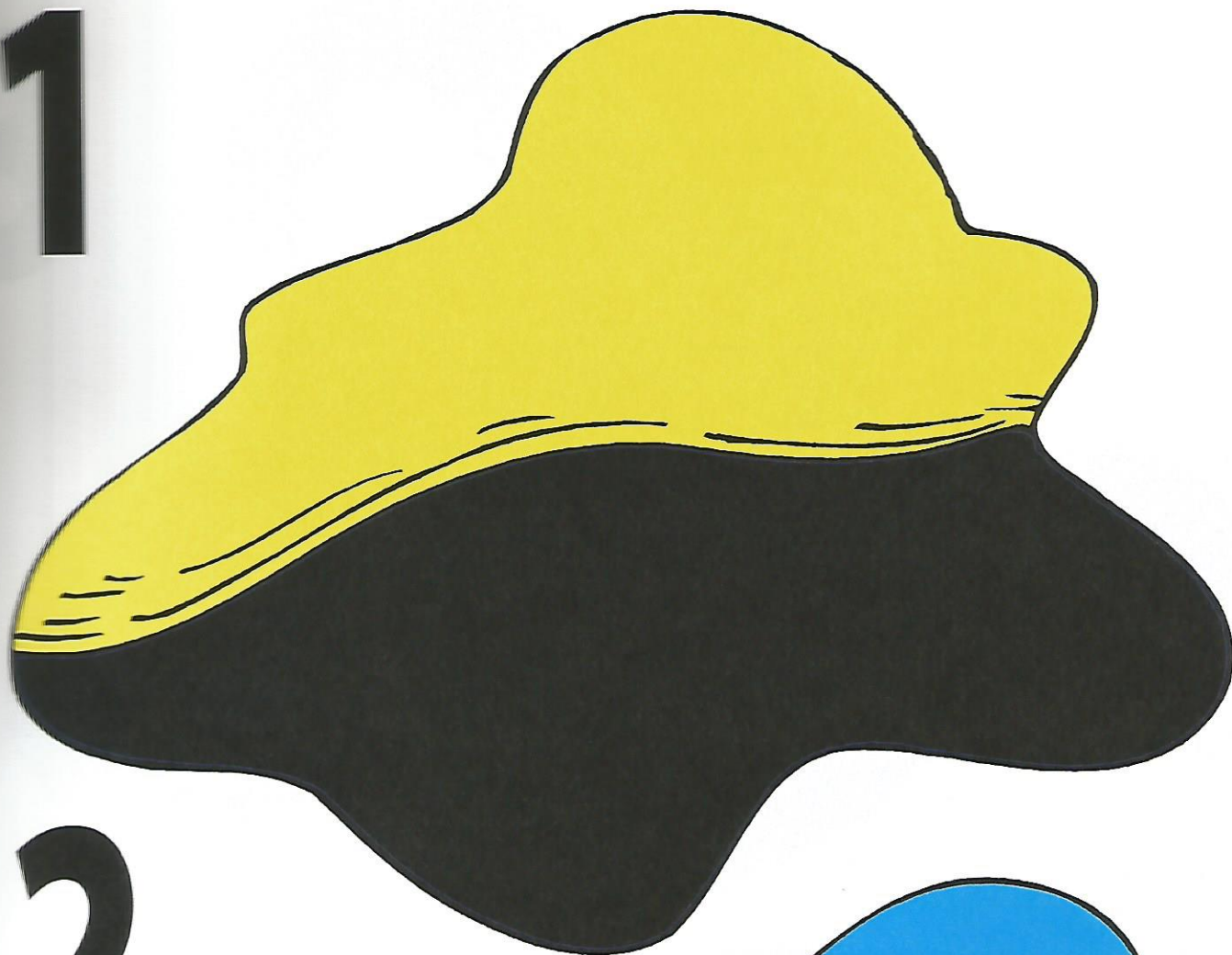
6.  Make a ring bound flip book featuring the days of creation. Graphics for the days of creation are included on pages 65-69 of the Guide. Cut out each graphic and each number separately, mount the graphics and numbers to poster board pieces, laminate and trim. Punch holes along the top edge and bind the pages with ring clips to make a flip book, as shown in the photo below. Review the days of creation. Let students tell them back to you. As a class, discuss why each day of creation was “good.”



**Things to Get or Do  
for Sunday Morning**

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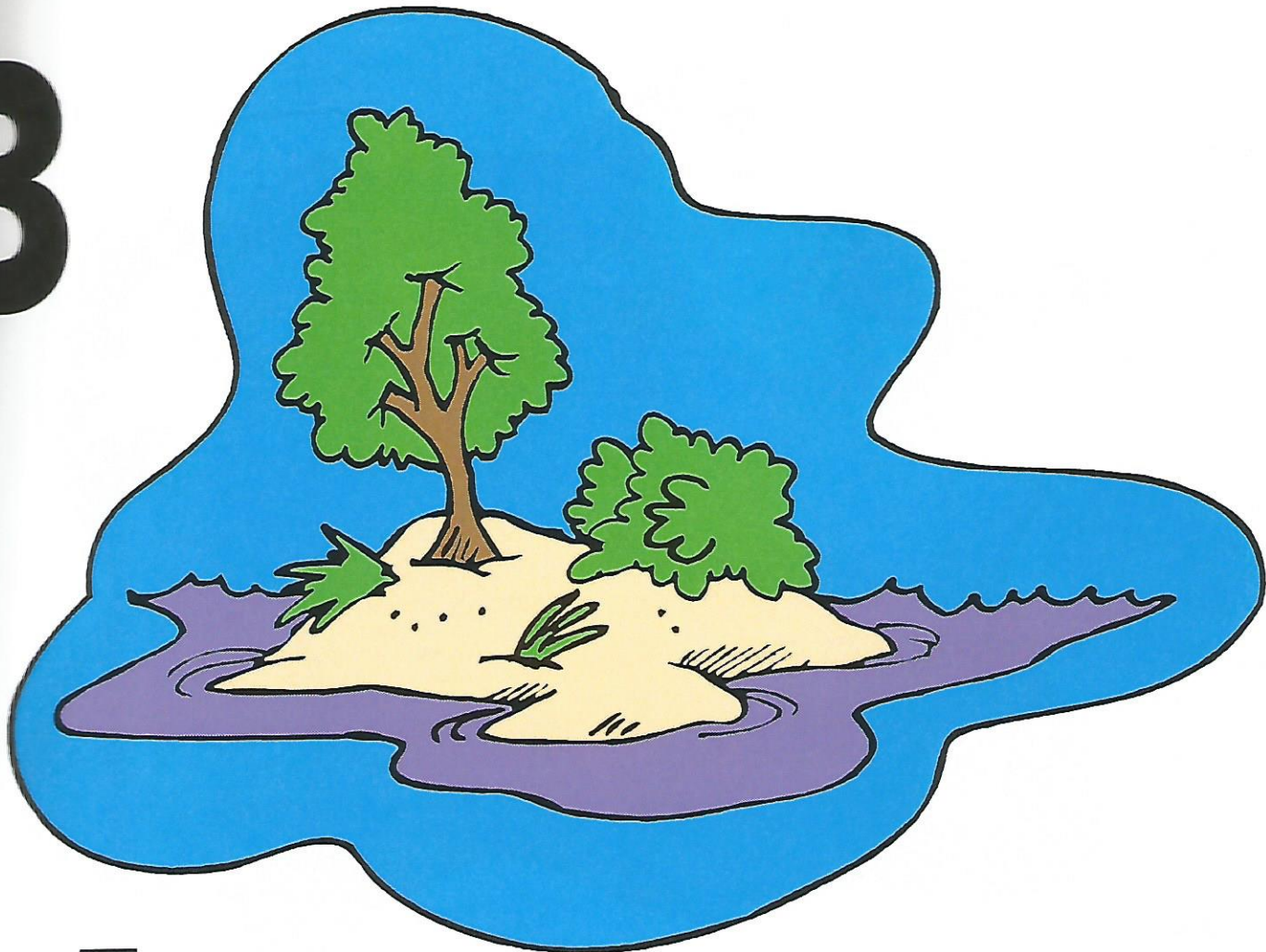
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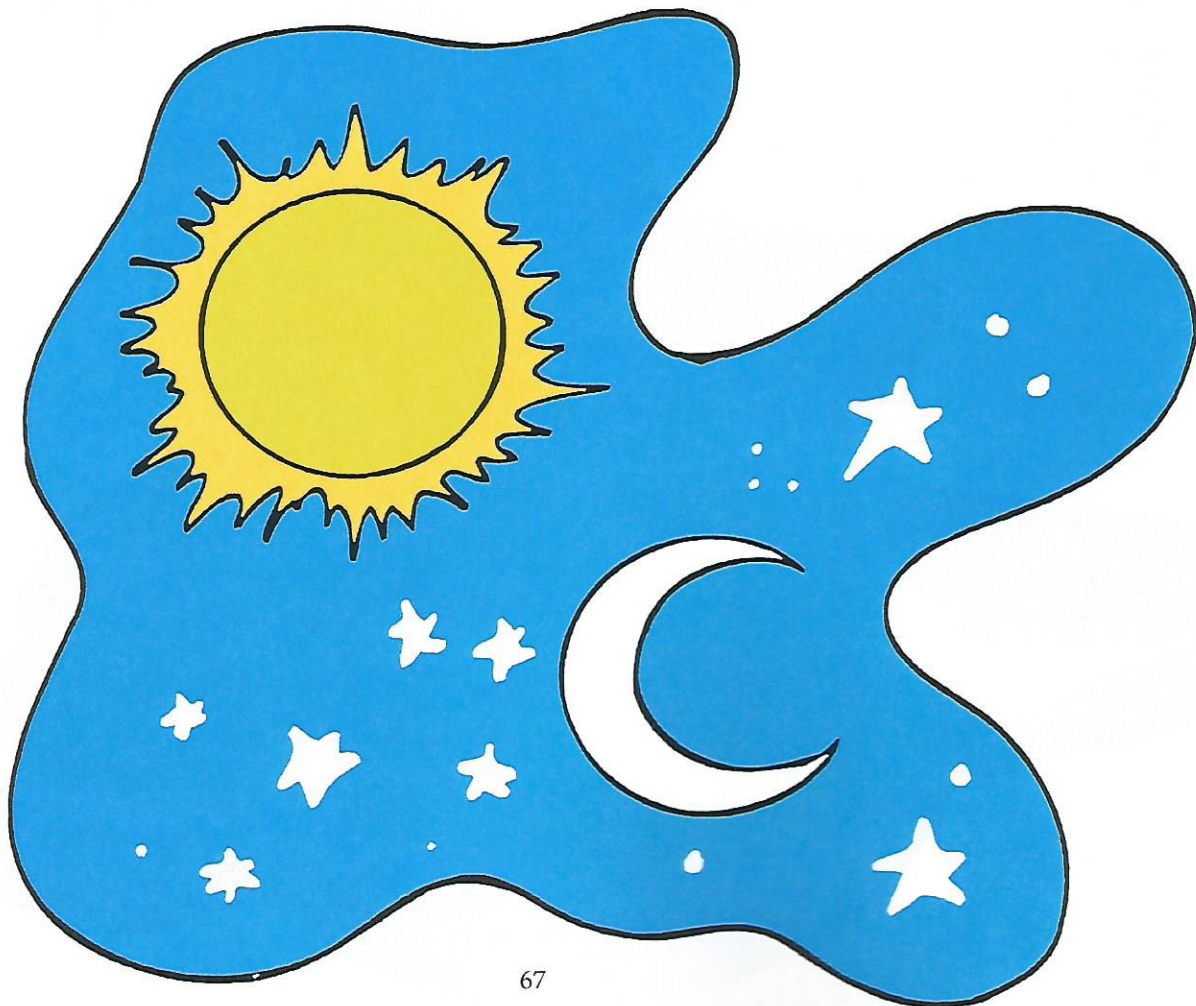
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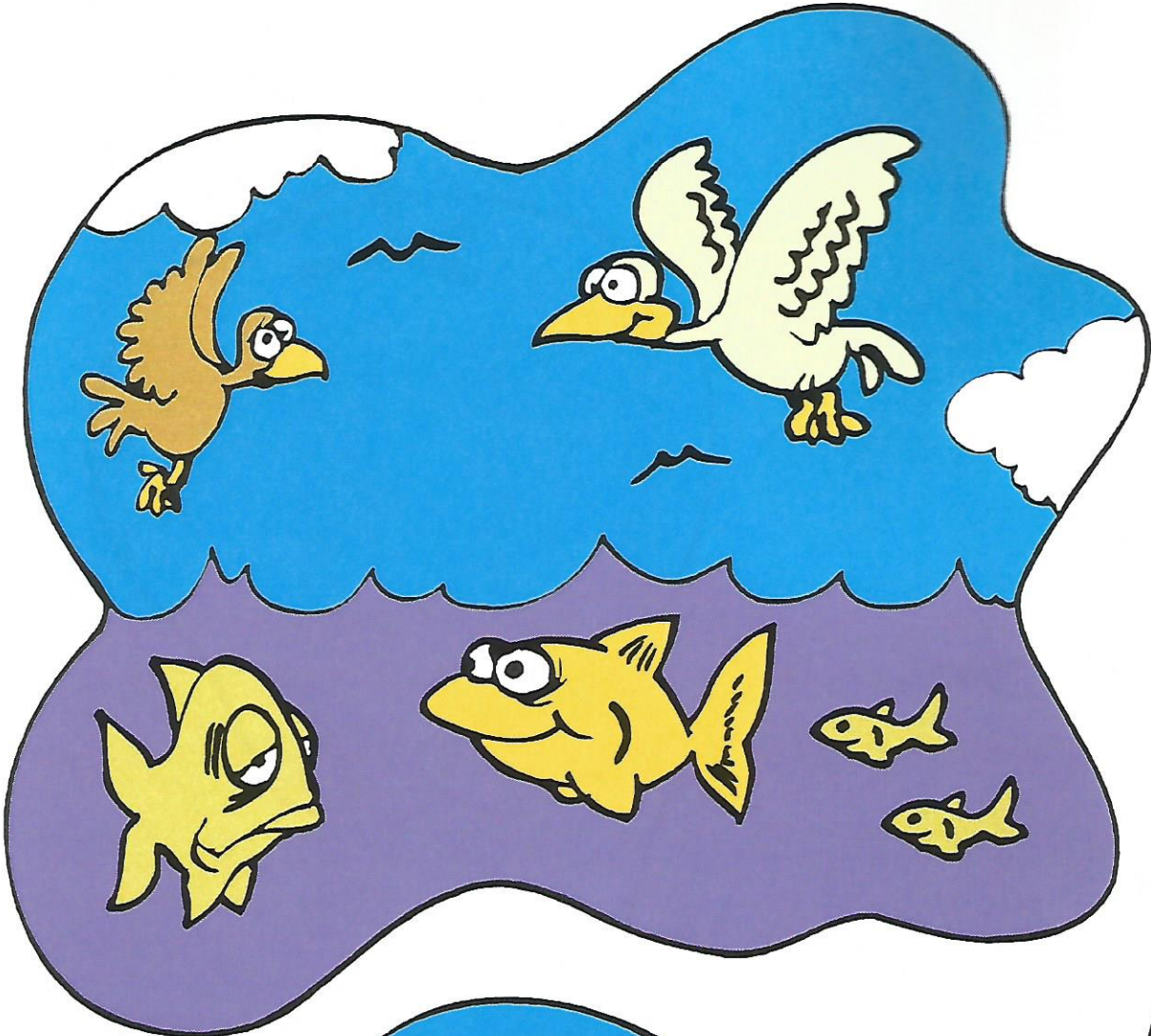
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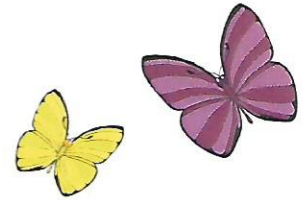


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## Wednesday Night Lesson

**Pre-Class Activity:** Follow the sample on page 79 of this Guide to make a worksheet for the new Memory Verse. For younger students have paper and crayons or markers and have them draw a picture of the new Memory Verse.

**Bible Facts:** Brush Up On Bible Facts (See page 8 of this Guide)

**Memory Verse:** Read the Memory Verse together. Ask students what they remember of “Who, What, When, and Why?” about the Memory Verse.

### Prayer

### Starter

We all imagine ourselves waving a magic wand or saying special words, such as abracadabra, and making something appear. Maybe you want a new book, a video game, or new shoes. We often wish we could create whatever we want, but we don’t have this power. People can *make* things, but do we have the power to *create*?

We can build a house out of wood, nails, bricks, and mortar. But where did these items come from? Wood, for example, came from a tree, but where did the tree come from? It came from a seed in the ground, but where did the seed and ground come from? Keep asking, “But where did that come from?” and you’ll see we can take things around us and put them together, but we cannot create.

Creating means making something from nothing. Only God can create. This is what God did to make the world. When nothing of the world existed, God said, “Let there be light,” and there was light. God simply spoke, and the whole world was created. The Bible says that what we see was made from nothing (Hebrews 11:3), and we believe it! Isn’t it great to have a living God who has so much power? He made all things new!

### Lesson of the Day

*This lesson plan is unusual in that part of the lesson is covered on Sunday morning and the remainder on Wednesday night. Typically, the entire lesson is covered on Sunday morning and then illustrated and applied on Wednesday night.*

### Ideas for Illustrating and Reinforcing the First Half of the Story


1. Use the Days of Creation Flip Book and have students tell you what is next before you flip the page.
2. *Objective: Illustrate the difference between creating from nothing and making something from materials that already exist*

☀ Discuss the difference between “create” and “make.” First, instruct students to make a tower. Don’t give them any materials or instructions. Just say, “Build a tower.” But they can’t do it. Next, provide a box of blocks and instruct students to build a tower, but without touching the blocks.

Again, they can't do it. Finally, provide blocks and allow students to build a tower. Discuss that to "make" something we must have materials that God provides, and then we must work to put the materials to use in building. In contrast, God created from nothing by speaking everything into existence (see Hebrews 11:3). You may also discuss how we decide to make something but sometimes we have to start over, and even then it's often not exactly what we wanted. God's creation was perfect – "behold, it is very good" (Genesis 1:31).

3. From the *All Things Made New Gift Box*, take out items in pairs: a clock and a rock; an artificial plant and a real plant; a doll and, to make the pair, have one of the children stand up. Have the students tell which ones were created by God. Talk about what takes the most power and wisdom to do.

### Ideas for Telling the Second Half of the Story

1. Using the Lesson Graphics from the *All Things Made New Gift Box*, tell the story of Adam and Eve's BIG mistake in the Garden of Eden. At appropriate times during the lesson story, read together Genesis 2:16-17; Genesis 3:1-4; Genesis 3:11-13; Genesis 3:23-24. Discuss sin as doing things our way instead of God's way. Have a rubber snake for someone to hold as he or she plays the serpent. Act out the scene of sin. Have students identify when sin occurred and why it was sin.
2. *Objective: Demonstrate how we are attracted to what is forbidden*  
 Cut pieces of fruit out of different colored construction paper — apples from red, oranges from orange, bananas from yellow. Patterns are included on page 71 of this Guide, OR you may choose to use plastic fruit. Make one piece of fruit more appealing with glitter, but tell them this one is forbidden. Let each student choose a piece of fruit. Talk about how the glittered piece of fruit is the one everyone wants. We are attracted to what is forbidden because we think we'll miss something by not having it. Discuss that this is the way temptation and sin work. The teacher takes the forbidden piece. Let the children send you "out of the garden."

#### Things to Get or Do for Wednesday Night

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