#### Lesson 2:

#### Creation, Days 5-7

SCRIPTURE REFERENCE:

Genesis 1 and 2

MEMORY WORK:

Genesis 1:1

Days of creation

PERSONAL APPLICATION:

In the beginning, God made everything in the Universe from nothing. He did this in six days.

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| **LESSON STARTS HERE** |

INTRODUCTION:

We have been studying about how God made the world in six days and rested (i.e., stopped creating) on the seventh. Who can tell me what God made on Day 1? Day 2? Day 3? Day 4? Very Good! Let’s sing the Days of Creation song. Today, we are going to learn what God made on Day 5 and 6!

POINTS TO EMPHASIZE:

**Note:** Sunday lesson should focus on the creation of animals on Day 5 and 6, Wednesday lesson should briefly review animals then go into detail about Adam and Eve and Day 7.

1. On the 5th day of the Creation Week, God made birds, fish, and other creatures that live in the sea. He created them full-grown and able to reproduce after their own kind, which means that each one of these animals would have babies exactly like itself. Goldfish always give birth to more goldfish. Whales always give birth to baby whales. Remember: **kinds only come from the same kind**. [This is part of the Law of Biogenesis which says (1) living things always come from living things; and (2) living things produce more living things like themselves. A **law** of science has proven to be true all the time, with no exceptions—unlike a theory.]
2. We know that God created fish, and we can easily see their special design. Fish have a tail that helps it move through the water; fins to help it change directions; eyes without eyelids that allow the fish to see more easily underwater; scales (like small, thin pieces of fingernail) to help the fish glide through the water; and gills that allow the fish to breathe underwater. Fish cannot taste, but they can smell. They use their tongues to help them find food
3. When God created sea creatures on Day 5, that included all large marine reptiles and dinosaur- like marine creatures
4. Talk about how we see God’s design in the different parts of a bird, telling what each part is used for. (Try to have lots of different pictures to illustrate the differences in birds).

**Feathers:** Show the children a bird’s feather and talk about how it helps the bird to fly, how the feathers are fluffed out in the winter to keep the bird warm, and how the feathers of birds that live on the water are waterproof.

**Bills:** Talk about how different birds have different kinds of bills to help them eat.

Discuss the different kinds of food birds eat: worms, seeds, nectar from flowers, smaller animals, fish, etc.

**Feet:** Talk about how some birds, such as eagles and hawks, have claws to help them catch other animals, and some birds, like ducks and other water birds, have webbed feet to help them move through the water, etc.

**Tails**: Talk about how some birds have long tails, which help them perch, some have fancy tails, and some have short tails.

**Eyesight:** Birds’ eyesight is better than most other animals, helping them locate food, and judge distances.

**RECOMMENDED READING FOR TEACHERS:** See the articles titled “[**Wonders of**](http://www.apologeticspress.org/apcontent.aspx?category=9&amp;article=2629)[**God’s Creation**](http://www.apologeticspress.org/apcontent.aspx?category=9&amp;article=2629)” and “[**God Put Wits In Godwits**](http://www.apologeticspress.org/APContent.aspx?category=12&amp;article=662&amp;topic=328)” by Eric Lyons as well as “[**Robotic**](http://www.apologeticspress.org/APContent.aspx?category=12&amp;article=3832&amp;topic=328)[**Hummingbird Defies Evolution**](http://www.apologeticspress.org/APContent.aspx?category=12&amp;article=3832&amp;topic=328)” and “[**Following the Toucan’s Nose to a Designer**](http://www.apologeticspress.org/APContent.aspx?category=9&amp;article=2053&amp;topic=328)” by Kyle Butt and “[**Designed to Fly**](https://www.apologeticspress.org/apcontent.aspx?category=9&amp;article=2391)” and “[**Morphing Flight: Beyond Irreducible**](http://apologeticspress.org/APContent.aspx?category=12&amp;article=927)[**Complexity**](http://apologeticspress.org/APContent.aspx?category=12&amp;article=927)” by Jerry Fausz on the Apologetics Press Web site for a more in depth study on the amazing design in the animal kingdom.

1. On Day 6 of the Creation Week, God created man, woman, and every kind of animal and creeping thing that lived on dry land, **including dinosaurs**. He made each creature full-grown and **designed** each one to be able to adapt to its environment. Where there is a poem, we know there must be a poet. **Where there is design, there must be a designer**.
2. God made each creature so that it could reproduce (have babies). Cats always have kittens; dogs always have puppies; etc. But frogs **never** have baby monkeys, and fish **never** have puppies.
3. With younger children, continue talking about different kinds of animals and the special ways God designed each one. Illustrate with pictures, posters, and/or *Discovery* magazine articles.
4. God created the first man from the dust of the Earth and the first woman from one of the ribs of the man. He made each one instantly, and He made them full-grown. He made the man and the woman on the same day that He made the land animals. This means that man did not develop from an ape- like creature over the course of millions of years as evolution says, and man and dinosaurs lived at the same time (Exodus 20:11), unlike what evolution says.
5. God created dinosaurs on Day 6. “Dinosaur” means “terrible lizard.” Dinosaurs were most likely cold-blooded reptiles. The Bible doesn’t mention the word dinosaur, since that word had not been invented until relatively recent times, but it does describe two creatures that could have been dinosaurs:

Behemoth (Job 40:15-24)

Leviathan (Job 41:18-21)

RECOMMENDED ADDITIONAL VISUALS (note disclaimers):

##### Betty Lukens’ felt pieces

* Creation ABeka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
* Free Bible Images – Saved on flash drive. Can be presented on classroom tv. Script included in lesson file.
* See AP’s pinterest page for ideas. [www.pinterest.com/apcurriculum](http://www.pinterest.com/apcurriculum)
* Creation Cards-Exploring God’s Creation from Apologetics Press
* Large Numbers with items for each day of creation on them
* Creation sensory box. Add items for each day of creation as you teach it. Example items could include blue fabric or pieces of plastic tablecloths for water, plastic aquarium greenery, rocks, yellow ball for the sun, plastic play animals and people.

SONGS AND FINGERPLAYS:

**“Days of Creation”**

Author: Unknown/ Day 6:LeAnn Jones

Day 1, Day 1, God made light when there was none (2xs)

Day 2, Day 2 God made sky and oceans blue (2xs)

Day 3, Day 3, God made land and flowers and trees (2xs)

Day 4, Day 4,Sun, and moon and stars galore (2xs)

Day 5, Day5, God made birds and fish alive (2xs)

Day 6, Day 6, God put animals and man in the mix (2xs)

Day 7, Day7, God rested up in Heaven (2xs)

**“My God is so Big”**

Author:Ruth Harms Calkin

My God is so big!  So strong and so mighty.  
There’s nothing my God cannot do (clap-clap).

My God is so big!  So strong and so mighty.  
There’s nothing my God cannot do (clap-clap).

The mountains are his and the valleys are his  
and the trees are his handiwork too.

My God is so big!  So strong and so mighty.  
There’s nothing my God cannot do for you.

**“The Hippo Song”**

Author Unkown

In the beginning God made the seas and the forest filled with trees.  
He made the mountains up so high and at the top He placed the skies.  
His fingerprints are everywhere just to show how much He cares.  
And in the middle He had some fun!  He made a hippo that weighs a ton.

Hip, hip, hip, hippopotamus.  Hip, hip hooray God made all of us.  
Hip, hip, hip, hippopotamus.  Hip, hip hooray God made all of us.

**“”Fuzzy Caterpillar”**

Author: Unknown

A fuzzy caterpillar

climbing up the tree (walk finger up arm)

He wiggles long (stretch out finger) - he wiggles short (scrunch up finger)

He wiggles right at me (wiggle finger towards )

I put him in a box (put hands together as if about to clap and form a “box)

Don’t go away – don’t try (wag finger back and forth)

But when I opened up the box (open fingers one by one Ooooh! hands to face surprise)

It was a butterfly( thumbs crossed make butterfly)

Oh I could never make one

Not even if I tried (shake finger)

For only God in Heaven (point upwards)

Can make a butterfly (thumbs crossed make butterfly)

Little Bitty Tadpole (put hand together pointing out from body)

Swimming in a Lake (move hands as if a tadpole swimming)

He swims left, He swims right (“swim” hands to left and right)

He swims like a snake

I put him in a jar(shape left hand like a circle(the jar) and cover with flat right hand (lid))

Don’t go away, I said (wag finger)

But when I opened up that jar (unscrew lid of jar and look in hand)

A frog jumped out instead. (jump like a frog)

Oh I could never make one

Not even if I tried (shake finger)

For only God in Heaven (point upwards)

Can make a frog jump high (jump like a frog)

SUNDAY

LEARNING CENTERS AND ACTIVITIES:

Activities should focus on the creation of animals .

* Decorate Day 5 of Creation Book using crayons, stickers, or pictures from magazines. Words in book go along to the Creation Day song. Keep papers until book is completed then laminate, assemble, and send home as a memory work aid.
* “[What did God make, and what did man make?](http://www.apcurriculum.com/dcirfol/1-1-2-2What%20Did%20God%20Make%20Activity.pdf)” Cards for game are in lesson 1 file
* Sort the days of creation.This game can be played using bags, papers, or a pocket chart labeled with the days of creation. Have pictures, die cuts, or objects representing all that God made. Give these objects or pictures to each child and ask him/her to place pictures or objects in the bag to indicate on which day that object or creature was made.
* Guess the Animal Game – “It” is given a picture of animal. The student must act like the animal to get the other students to guess what he is without saying the name of the animal.
* Match Mommies and Babies - This game goes along with the idea that all animals reproduce after their own kind (a pig won’t have a baby cow). Hide pictures of baby and mommy animals around the room. Have children find the pictures and bring them to the table or carpet. Then match the mommy pictures to the correct baby pictures.
* The Story of Creation Wheel – Oriental Trading IN-48/6613

### WEDNESDAY NIGHT

INTRODUCTION:

We have been studying about how God made the world and everything in it. Let’s review the days of Creation. (Sing creation song.) We are going to talk about how God made people so special and different from everything else He made. It is so amazing that in the whole world there is no one just like you! You are very special!

POINTS TO EMPHASIZE:

* + 1. Do you remember what God created on day six? He made all the land animals, everything that creeps on the Earth, and the first man and woman. He made the first man and woman full grown in one day. They did not change from apes into humans over millions of years. There is no scientific proof of this—only men’s ideas.
    2. The first man was named Adam. By the time God had created Adam, God had made all other forms of life on Earth, except humans. Adam was the first that God created of mankind, and so his name means, “man.”
    3. God made the first woman from one of Adam’s ribs. Her name was Eve. “Eve” means “life,” and according to Genesis 3:20, Adam named her Eve because she became “the mother of all living”. Why would that be a good name for the first woman?
    4. How are we different from animals? According to the Bible (e.g., Matthew 6:26), humans are more valuable to God than animals. We are special. But how?
    5. We are different because we are made “in the image of God” (Genesis 1:26-27). We don’t look just like God (like we look like our parents) because God does not have a body. God is spirit. If we are made in His image then, we have a part of us that is spirit, too, and that part is called a soul. Our souls are what make us different from all other living creatures on Earth.
    6. God is spirit (John 4:24). He has always been and will always be; He has always existed and will always exist; He is eternal. The part of us that is spirit—our souls—is immortal. That means that even when our physical bodies die, our souls will live on forever and ever. When animals die, their bodies decay and no part of them lives forever. Animals do not have souls. But God created man special in every way—the most special way being that our souls can go to Heaven to live with Him.
    7. We are also unlike animals because we can make choices about right and wrong. God has promised that if we obey Him and make right choices and always try to do our best, our souls will spend eternity with Him in Heaven. God has not promised anything like that to animals, because animals are not like Him; animals do not have souls.
    8. Think about the ways that animals act. They take what they want, often killing other animals to get it. They can be trained to do things, but they can never learn to make their own choices about right and wrong. Many people in our world today are acting like animals because they believe what evolutionists are telling them—that they came from animals and therefore, are animals.
    9. Younger Children: The teacher should emphasize how amazing our bodies are and briefly describe how the major organs work together. The majority of the class time should be spent talking about the five senses, doing activities where the children must use their senses (i.e., listening to different sounds; smelling, tasting, seeing, and feeling things; play “I Spy” or similar games that requires children to use their eyes).
    10. God created everything complete and perfect in only six days, and “He saw that it was very good.” On day six of Creation, remember that God created the first man and the first woman, full-grown, complete and perfect. Those first two people, Adam and Eve, were not the result of any accidental changes from one creature into another (evolution). Their bodies and minds were perfectly designed by the Perfect Designer: God.
    11. Each part of your body, both inside and out, has a special job to do. All of the parts work together more beautifully than any machine ever made or designed by humans. There are parts that help us move, parts that help us fight off disease, parts that help us care for ourselves, and parts that work without us ever having to think about it. You never have to tell your heart to beat, or your stomach to digest food, or your lungs to breathe!
    12. It is very important that we take care of our bodies because the Great Designer wants us to stay healthy so we can do what God wants us to do effectively. It is important that we exercise and eat the right kinds of food. There are things we need to stay away from to keep our bodies healthy, too. We should stay away from smoking, drugs, alcohol, etc. Discuss why we should stay away from these things and how they can harm our bodies.

**RECOMMENDED READING FOR TEACHERS:** See the “[**Design of the Human**](http://www.apologeticspress.org/APContent.aspx?category=12&amp;topic=249)[**Body**](http://www.apologeticspress.org/APContent.aspx?category=12&amp;topic=249)” topic under the “Existence of God” category on the Apologetics Press Web site for further study.

LEARNING CENTERS AND ACTIVITIES:

Activities should focus on the second part of the lesson – Creation of people on Day 6 and Day 7

* Days 6 and 7 of Creation Book. Use colors, stickers, and magazine pictures to decorate pages 6 and 7 of creation book. Keep book in classroom until completed.Laminate and give to students on Sunday.
* Playdoh people – Let each child make a person out of playdoh. The person should look like basic stick figures (head, body, arms, and legs, etc.). Emphasize how God made Adam from the ground. He formed him then breathed life into him.
* All About Me Book – Lots of templates for these can be found online.
* Have each child lie down on a large sheet of bulletin board paper or butcher paper; trace his body onto the paper. Let the children draw their facial features and clothes onto the outlines You may want to write “God made \_\_\_\_\_\_\_ (child’s name) special” on each child’s cutout. These would make neat classroom decorations.
* 5 Senses Book. Cut pictures from magazines about the senses.For example, glue a picture of eyes or movable eyes on one page and write the caption, “God gave me eyes to see.”
* [The Human Body](http://www.apcurriculum.com/dcirfol/1-1-2-7The%20Human%20Body%20Poster.pdf) poster (provided in activity sheets)
* Days of Creation File Folder Memory Game (provided in lesson file)
* Lots of coloring sheets available

### Review Questions

### **Day 5 of Creation**

### 1. What did God make on day five?

### Fish and birds

### 2. What are some of the special design features that fish have?

### A tail that helps them move in the water; fins to help change directions; eyes with no eyelids to allow them to see more easily underwater; gills to help them breathe; some can can change colors to adapt to their surroundings; some can adapt to either salt water or fresh water.)

### 3. What are some special features that birds have?

### Feathers that help them fly, and keep them warm; Bills: to help them eat; Feet: some birds have claws and some birds have webbed feet; Tails: some birds have long tails to help them perch, some have fancy tails, and some have short tails Eyesight: birds have very good eyes that help them to find food and to judge distances when they fly

### **Day 6 of Creation**

### 1. What were the largest land animals God made on Day 6?

### Dinosaurs

### 2. What does the word “dinosaur” mean?

### terrible lizard”

### 3. How do we know that humans and dinosaurs lived at the same time?

### God made them both on the same day.

### **Were There “Prehistoric” Men? Adam, the First Man**

### 1. Who was the first man?

### Adam

### 2. When was Adam created?

### Day six

### 3. Who was the first woman?

### Eve

### 4. When was Eve created and how?

### On day six from one of Adam’s ribs

### 5. In what way did God make Adam that differed from the animals?

### In His own image

### 6. How are we unlike the animals God created on day six?

### We can make choices about right and wrong. Animals cannot do this.

### **Exploring the Wonders of the Human Body**

### 1. If you see a piece of artwork, who must have made it? (An artist) If you see a poem, who must have written it? (A poet) If you see a design, who must have planned it? (A designer)

### 2. If there is design in the Universe, Who must have planned it?

### God

### 3. Who designed your body?

### God

### 4. How many senses does your body have?

### Five

### 5. What are they?

### hearing, seeing, touching, tasting, and smelling

### Additional Notes / Activities Performed & Curriculum Feed Back

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