

CREATION

“God was In the Beginning and Spoke in Creation”

Series Objective: Students will learn:

- God was in the beginning and spoke in Creation
- God’s world is good
- God continues to create
- God created man and woman for relationship with God

Series Theme Verse: “God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day.” Genesis 1:31

Lesson Objective: Students will understand that God has always been and created the heavens and the earth using the spoken word.

Lesson Passage: Genesis 1:1-1:31

Materials Needed: Poster with the Days of Creation, Paper for songs/poems, Markers or pens, Postcards, Bibles

Lesson Plan:

The Story:

Talking Points:

- Who created the heavens and the earth? (God)
- In verse 1, when does it say God was born? (It doesn’t)
- What does it say about God’s birth? (Nothing)
- Why does it not say anything about God’s birth? (Because God was “in the beginning,” God was not born, God has just always been.)
- Take some time to help kids understand that even though we understand our lives to have a beginning and an end, that is not the case with God. No one created God, God has always been there.
- Does it say how God created the heavens and the earth? (Yes)
- How did God create the heavens and the earth? (With God’s words, “God said, ‘Let there be light.’”)
- On Day 1, what does God create? (Day and Night by separating the light from the darkness)
- How does God create Day and Night? (God said, “Let there be light.”)
- On Day 2, what does God create? (Sky and Sea by separating the waters from above from the waters from below)

- How does God create Sky and Sea? (God said, “Let there be an expanse between the waters.”)
- On Day 3, what does God create? (Land by gathering the waters below the sky to one place)
- How does God create Land? (God said, “Let the water under the sky be gathered to one place.”)
- On Day 4, what does God create? (Lights in the heavens: Sun, Moon and Stars)
- How does God create Lights? (God said, “Let there be lights in the expanse of the sky.”)
- On Day 5, what did God create? (Sea creatures and sky creatures)
- How does God create Sea and Sky Creatures? (God said, “Let the water teem with living creatures, and let birds fly above the earth across the expanse of the sky.”)
- On Day 6, what did God create? (Land creatures, including humans)
- How does God create Land creatures? (God said, “Let the land produce living creatures according to their kind.”)
- What is special about humans in creation on the 6th Day (Hint: 1:26)? (God says “let us **‘make’** man”)
- Why do you think God says “make” instead of “let there be” when it comes to humans? (God takes a more hands on approach with creating humans. Read 2:7 and 2:21-22 to the students. Help them see that God created all of creation through spoken word, but humans were created by God through a very intimate and relational process)
- At the end of Days 1-5 of Creation, what is God’s reflective thought? (God saw that it was good)
- At the end of the 6th Day of Creation, what is God’s reflective thought? (God saw that it was very good)
- Why do you think God said the 6th Day was “Very Good” when Days 1-5 were only “Good”? (God created humanity and created them in the image of God, but also because 2:1 says Creation was completed)

The Story Retold:

- Have students group, or divide students into in pairs or groups of three.
- Ask each group to choose their favorite day of creation (For ease of remembrance, have a poster on the wall that says what was created on each day of creation).
- Tell students that God used words to speak creation into existence and we have the creative power of language as humans, too.
- Have each group create a song or poem about their favorite day of creation (Give students ideas that inspire their creativity: they can create an acrostic poem, they can create a rap, they can create a short Haiku, but as a group they need to create something that describes their favorite day of creation and tells why it is their favorite).

- An example might be a Haiku about Day 5:
 - Soaring through the sky
Birds of all colors and shapes
God's beauty in flight
- After they have created their song or poem, have the groups present together. As teachers, you might be a part of a group, or do your own poem/song to show kids that this is a safe place and we are not here to make fun of anyone, but to celebrate God's creation and power.

The Story and Me:

- Have students look up Genesis 1:31 and write it on a note card.
- Tell students this is the Theme Verse for this series on Creation. We will be looking at God's creative process each week.
- Say the verse together and begin to memorize the verse by saying it in groups (4th/5th, girls/boys, etc.) in a competition form seeing which group can memorize the verse quickest.
- Have students take their card home and put by their bed.
- Ask them to read the card every morning and every evening and remember that they are a part of God's Creation.