

# CREATION

## “The Creative God”

**Series Objective:** Students will learn:

- God is the Creator God
- God set an example for humanity in the Sabbath
- Humans were created for relationship with God
- Humans, Male and Female, are created “In the image of God.”

**Series Theme Verse:** “So God created humanity in his own image, in the image of God he created them; male and female he created them.” Genesis 1:27

**Lesson Objective:** Students will understand that God is a creative God and has created them to be creative, too.

**Lesson Passage:** Genesis 1:1-2:1

**Materials Needed:** Butcher Paper, Markers, Postcards, Bibles

**Lesson Plan:**

**The Story:**

**Talking Points:**

- Who created the heavens and the earth? (God)
- Does it say how God created the heavens and the earth? (No)
- According to 1:1, what is the most important thing about the Creation Narrative? (That God created the heavens and the earth, not how it happened)
- Is there ever a need to fight over how creation happened? (No, because we don’t know exactly how Creation happened, only that God is The Creator)
- In 1:2, the narrator tells us there are two problems with the earth, what are they? (The earth is formless. The earth is empty or void.)
- We have two problems in creation, “formless” and “empty,” who is going to solve those problems? (God)
- On Day 1, what does God create? (Day and Night by separating the light from the darkness)
- On Day 2, what does God create? (Sky and Sea by separating the waters from above from the waters from below)
- On Day 3, what does God create? (Land by gathering the waters below the sky to one place)

- In the first three days of creation, what problem with earth has God fixed? (Formless, because God has given the earth form: Day/Night, Sky, Land/Sea)
- What do you think God will fix on the next three days of Creation? (Let students guess, but do not confirm whether they are right or wrong)
- On Day 4, what does God create? (Lights in the heavens: Sun, Moon and Stars)
- On Day 5, what did God create? (Sea creatures and sky creatures)
- On Day 6, what did God create? (Land creatures, including humans)
- In the second three days of creation, what problem with the earth has God fixed? (Empty, because he has filled the earth with stuff: Sun/Moon/Stars, Sea Creatures/Air Creatures, Land Creatures)
- What is special about humans in creation on the 6<sup>th</sup> Day (Hint: 1:27)? (Created in the image of God)
- 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 6<sup>th</sup> Day of Creation, what is God’s reflective thought? (God saw that it was very good)
- Why do you think God said the 6<sup>th</sup> 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:

- Use Butcher Paper and draw the grid below:

Day	Formless	Day	Empty
1		4	
2		5	
3		6	

- Have students as pairs, groups, or individuals fill in the blank boxes in the chart by looking back at the Six Days of Creation.
- Ask students if they see any relationships between the answers in the chart.
- If students do not get there, help them see that God created in an extremely creative way:
  - Day 1 and Day 4 correspond because both relate to Light
  - Day 2 and Day 5 correspond because both relate to Sky and Sea
  - Day 3 and Day 6 correspond because both relate to Land
  - In every case, God fixed the formless nature of the earth, and then fixed the empty nature of the earth
- Now have students write down on another piece of butcher paper the things that they are good at and the things they are passionate about (Some may struggle with this, but give them time. You should write what you are good at, too)

- After giving students time to write what they are good at, have them pair up and write down something that they see their partner as being good at (Make sure this is a safe experience, this is not the place or time for joking about your partner)
- Explain to students that they have seen that God is creative, even in the way that God creates in the beginning. If humans are created in the Image of God, then we are creative beings and have been invited into the Creation process.
- Have students look at the things they are good at and passionate about and brainstorm the ways they can use their gifts and passions to be a creative part of God's Kingdom. For example, if a student is passionate about animals, they can volunteer at the Animal Shelter. If a student is good at drawing, they can create cards for people at the Nursing Home.
- Finally, have students write down the way they will explore this semester of being a part of God's Creative Process.

### **The Story and Me:**

- Have students look up Genesis 1:27 and write it on a note card.
- Tell students this is the Theme Verse for this series on Creation. We will be looking at our role and responsibility in Creation each week.
- Say the verse together and begin to memorize the verse by saying it in groups (6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup>, 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 and are to be an active part of Creation.