

CREATION

“Two Accounts of Creation”

Series Objective: Students will learn:

- There are Two Accounts of Creation
- Creation and Evolution
- God has Given Humans Authority Over Creation
- God is Trinity and Humans are in God’s Image

Series Theme Verse: “For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things were created through him and for him.” Colossians 1:16

Lesson Objective: The Book of Genesis, describes not one, but two distinct accounts of how God created the earth, its inhabitants and humankind. Students will understand the differences in the two accounts and why they are important and compatible.

Lesson Passage: Genesis 1:1-2:25

Materials Needed: Bibles, Copy of Creation Picture for each student, dry erase board, dry erase markers, notecards, students will need their FBC journals.

Lesson Plan:

The Story:

Talking Points:

- Ask students what they think of when you say there are two accounts of a burglary. (Maybe the story is told from two different perspectives: the burglar and the victim)
- Tell students that in Genesis 1 and 2, there are two stories of creations and two different perspectives.
- Tell students that Genesis 1 gives us the first creation account and in this account, we get a Cosmic or “wide screen” view of creation.
- Did God create the world out of nothing? (We do not know exactly what God created the world out of. The world was created by God, but the text does not say the world was created out of nothing.)
- What does verse 2 say about the creation of the earth? (The earth was formless and void, and darkness was over the surface of the deep.)
- Explain to students that God brought goodness and order to this world depicted as “formless,” “void,” “darkness,” and “deep” – each representing

the chaos that the world was in and the order that only God can bring to creation.

- How did God bring order to the chaos? (During the six days of creation, God adhered to a strict pattern to create order: the first three days parallel the second three days.)
- Use a white board to illustrate the parallel pattern as students answer the following questions.
 - On day 1, He creates light to create day and night (Genesis 1:5). This is mirrored on day 4, when God creates the sun, moon and stars (Genesis 1:14).
 - On day 2, God creates the waters and sky (Genesis 1:6-7) whereas on day 5, He creates fish and birds (Genesis 1:20-22).
 - On day 3, God creates in two stages, first dry land then vegetation (Genesis 1:11-12) whereas on day 6, He creates land animals first, then mankind (Genesis 1:24-30)).
- Explain to students that in the first creation account, we learn about creation in a broad view, seeing the general way that God created.
- Tell students that in Genesis 2, we have the second account of creation, it is a more personal or focused view of creation.
- Have students scan Genesis 2 and list the detailed elements of the second account of creation. (Names for humans, tells how man was formed, tells how female was formed, tells that man named animals, tells about the Garden of Eden, tells humans were naked, there are numerous others)
- Help students see that Genesis 1 looks at creation from a broad perspective dealing with things like sun, moon, animal kind, humankind, but Genesis 2 looks at the detailed creation of humans and their role in creation.
- Why did God create humans?
 - It wasn't because God needed us: "The God who made the world and everything in it ... is not served by human hands, *as if he needed anything*" (Acts 17:24-25). God didn't make us because God was lonely. Long before we were here, God already had "company" with his Son and the Holy Spirit.
 - God didn't make us because God needed God's ego fed. It's not like God made us to satisfy some craving to be worshiped. God is totally secure in who God is—without us. Despite not needing us, God chose to create us anyway, out of God's great love: "I have loved you with an everlasting love" (Jeremiah 31:3). Yes, God loved us *before God even created us*. It's impossible to get our heads around that idea, but it's true; that's what "everlasting" love means. God is love (1 John 4:8), and because of that love God made us so we can enjoy all that God is and all that God 's done.
 - Perhaps the most important thing God created us for is relationship with God, humans, and creation. Genesis 2 points us to the creation of humanity for relationship.
- Give students time to ask questions about the two accounts of creation. Make sure they understand that there are not two separate creation events, but one creation event told from two different perspectives, like the two accounts of the burglary from earlier.

The Story Retold:

- Give students a copy of the painting of the Creation Story.
- Have them look at the painting and begin to list all the parts of the story they see (i.e. Adam, Eve, The Tree of Life, The Rainbow, The Planets, Birds, etc.).
- List their answers on a white board or butcher paper.
- After you have a large list (20 or so), give each student a notecard and have them write the most important aspect of the painting to them on the card.
- Have each student tell you which aspect was most important to them, and why (i.e. Creation of the sea animals because they are such magnificent creatures).
- Once everyone has told their favorite aspect of the story, explain to students that they all looked at the same picture, but each had a different emphasis, or favorite part.
- Just as they told about one picture from many different perspectives, so the author of Genesis gives two accounts of the same creation, but from different perspectives.

The Story and Me:

- Have students look up Colossians 1:16
- Tell students that is the Theme Verse for this series on Creation.
- Have the students write the memory verse in their journal.
- Take turns trying to repeat the verse after they write it in their journal
- Write the memory verse on the dry erase board. Erase a word, each time asking the students to fill in the empty spaces. Then start to erase 2-3 words each time throughout the month to make it more challenging.

The Creation

Painter Unknown

