

The Creation of the World

Genesis 1:1–2:3



Aim

How did God show his power at the beginning of the world?



Truth

God showed his power by creating the world and everything in it in six days.

Application: God uses his power to give us all we need.

Response: We thank God for his beautiful world by taking care of it.

Lesson Summary: The world was shapeless and empty at first. God used six days to create everything from nothing—including the first man and woman. His world was complete and perfect; on the seventh day, he created nothing else.



MEMORY TREASURES

★ **Genesis 1:1**
★ **The First Article of the Apostles' Creed**
Hymn 234:1



Wordwise

creation—God's act of making the world and all that is in it out of nothing

perfect—without anything bad or wrong

holy—without sin

rested—stopped creating; does not refer to being tired



DIG Deeper

See Franzmann, *Bible History Commentary: Old Testament*, pages 12–28; *The People's Bible*: Jeske, *Genesis*, pages 9–31.



the Teacher Prays

Almighty God, thank you for our beautiful world. Help me teach my students to appreciate and take care of it. Help me trust that you will continue to use your power to give me all I need. Amen.

Looking Ahead at 1B

The Creation of Man and Woman
Genesis 2:4–25

Aim: How did God show his great love for Adam?

Truth: God showed his great love for Adam by creating him in a special way, giving him a beautiful home, and creating Eve as a wife for him.

Application: Just as God loved Adam, God loves each of us.

Response: We thank God for his love by obeying him.

Lesson Summary: On the sixth day of creation, God made all the land animals and his most important creations—man and woman. God formed Adam out of the ground, made him perfect and holy, gave him a beautiful home in the Garden of Eden, and created Eve to be his helper and companion.

Memory Treasures: *Genesis 1:1; **Psalm 139:14a; Hymn 234:1

A**Alternate Lesson Plan**

Sing: Ask what things make the students happy. Explain that Jesus makes us all

happy because he loves us. Then sing the first stanza of “Jesus Loves Me.”

Pray: Dear God, there are many beautiful things in your creation that make us happy. Thank you for making all things. Amen.



You'll need a glass and a spoon. Optional: chocolate drink mix or syrup, an empty milk jug

Ask a volunteer to tell what is needed to make chocolate milk, and demonstrate. Ask what is needed to make a cow that milk comes from. Help the students realize that only God has the power to make a cow.



Our Bible lesson took place before there was even one cow.

We will learn how God showed his power at the beginning of the world.

**WORSHIP**

If you teach mainly nonreaders, you may choose to use the Worship Words option suggested in the introduction to this teacher's guide.

Sing: Tell the students that you will sing a line of a song that reminds us to thank God for all the blessings he gives us. Then they are to repeat whatever you just sang. Sing the following words to the tune of “Are You Sleeping?”

Look around you. *(students echo)*

See the world? *(echo)*

God gives many blessings. *(echo)*

Give him thanks. *(echo)*

Pray: Dear God, we praise you for the many blessings only you can give us. Please be with us as we learn more about your almighty power. Amen.



Have the students clear their desks and form pairs or groups. With a serious face, ask each pair or group of students to make a flower for you to use for today's lesson, but give them no materials. Tell the students they have 10 seconds. Go! After 10 seconds, ask why no one has finished. *[People can't make something out of nothing.]*



Only God has the power to create, that is, to make something out of nothing. **Today's Bible lesson will help us learn how God showed his power at the beginning of the world.**



Either use **Copy Master 1** to make creation picture cards or place the following items in a **bag** to help tell the story: **yellow paper** (light); **black paper** (dark); **brown paper** (land); a **plant** (real or fake); **drawings** of sun, moon, and stars; a **toy bird**; a **toy animal**; and a **picture** of Adam and Eve. Show each card or item as you mention its creation in the story.

Long, **long ago** there was **no world**. There was **no earth** and **no sky**. There were **no plants or animals or people**. There was **no sun or moon or stars**. There was nothing. **Only God** was there.

But God had a **plan to make the world** and everything in it. And God did so in a special way. He made **all things out of nothing** by the **power of his word**. God **just spoke** and whatever he wanted to make was there.

First God made the **heavens and the earth**. The earth was **empty, dark**, and **covered by water**, so God said, **“Let there be light.”** As soon as God spoke, there was light. The time when it was **light, God called day**. The time when it was **dark, God called night**. This was the **first day**.

On the **second day**, God said, “Let there be a **sky** above the earth.” At that moment a beautiful blue sky covered the whole earth.

On the **third day**, God said, “Let the **waters come together** so that **dry land** will appear.” This is how God made the oceans, lakes, and rivers and the land on which we live. Then God **covered the land** with grass, flowers, trees, and other **plants**. Each had **seeds** that could **grow into more plants just like it**. God saw that all he had made was **good**.

On the **fourth day**, God said, “Let there be **lights** in the sky. The **sun** will shine during the day to **light and warm** the earth. The **moon and stars** will give **light at night**.”

There were no living creatures yet in God’s world. On the **fifth day**, God filled the waters with **fish and sea animals** of every kind. He also made all the **birds** that fly in the air. God blessed the birds and water creatures so that they could **have young ones just like themselves**.

On the **sixth day**, God used his power to create all of the many different kinds of **land animals**. He made the large and small animals, the tame and wild animals, and the animals that crawl on the ground. God made these creatures so they could **give birth to young animals like themselves**.

Note: You’ll need to use the story in the adjacent column.



Prepare **Copy Master 1** for projection. Turn off the classroom lights.

As you tell the story, do the following:

Day 1: Turn on the lights.

Day 2: Compose a creation picture. First draw a line for the horizon.

Day 3: Add the pictures of the pond and tree.

Day 4: Add the sun.

Day 5: Add the fish and birds.

Day 6: Add the tiger and lamb, and then Adam and Eve.



Draw and number six large squares on the **board**. As you tell the story, draw or have a child draw a simple illustration in each numbered box to represent what was created on that day.

God chose to use six 24-hour days to make the world. He could have used a shorter or longer amount of time.

Teaching
tip

A

You need a **dime**, an **empty paper sack**, a **2-foot diameter white paper circle cut into six pie-shaped pieces**.

Do Show an empty sack, and ask what materials God used to make the world. [*None.*]

Say At first the world was dark and dreary.

Ask How did God change that? [*He created light.*]

Do You or a student should attach one pie-shaped section of the circle to a wall, and color half of the section yellow and half black.

Ask What did God place above the earth? [*Sky.*]

Do Attach a second pie-shaped section; color it blue.

Say On day three, God made dry land appear. Name your favorite plant life God created. [*Responses.*]

Do Attach a third section; draw plants on it.

Say And God (*point up*) saw (*cup hands around eyes*) that it was good. (*Thumbs up.*) Name the lights God put into the sky. [*Responses.*]

Do Attach a fourth section; draw the sun, moon, and stars on it.

Say Raise your hand for each thing God created on day five: goldfish, trout, bears, eels, hawks, canaries. [*Raise for all except bears.*]

God's world was nearly finished. It was a beautiful world, but no people lived in it yet. So **God made a man and a woman**. God made them **perfect and holy**, just as he was. He put them **in charge** of everything he had created.

God looked at everything he had made and saw that it was **very good**. On the **seventh day, God stopped creating**. He **set aside that day to remember that his work was done**. God had created a beautiful world.

**discuss**

Each student will need **paper** and a **pencil**.

Ask What materials would you use to draw a picture of a dog? [*Responses.*]

What materials did God use to make the world? [*None.*]

Say We call this “creating.” God made (created) things out of nothing. The Bible says that God created light with his power.

Ask Why would God's creation need light? [*People, plants, and animals need light to live.*]

Say Pretend you are stepping out of the front door of your home.

Ask Which of these things do you see each day: the sky, goldfish, trees, ice cream, dirt, rocks? [*Responses.*]

Are you sure those things are there, even when it's dark outside and you can't see them? [*Yes.*]

What does that tell you about God? [*He loves us and gives us what we need each day.*]

Say Draw two plants God created that grow in your neighborhood. (*Allow the students to tell the names of their plants.*) You and I can see where we're going when we walk outside because the sun or the moon and stars give us light. Think about *when* God created light.

Ask What about this surprises us? [*He created light before he created the sun, moon, and stars.*]

Do Read Genesis 1:1.

Say Imagine how much power it took to create *everything* here on earth and in the heavens above. What a powerful God we have! Let's say that Bible passage together. (*Do this.*) God also uses his great power every day to help you and me in many ways.

- Ask** How many of you are breathing right now?
How is that possible? [*Because of God's power; he gave us lungs.*]
How is it possible that each of us believes in Jesus as our Savior? [*Because of God's power; he put faith in our hearts.*]
How is it possible that all of us had something to eat yesterday and today? [*Because of God's power; he made plants and animals for food; God provides for all our needs.*]
- Say** Now draw two of your favorite air, water, or land creatures that God created. (*Allow time for drawing.*)
God chose to use six days to make the world and everything in it.
- Ask** What special creatures did he make on the sixth day? [*Man and woman, Adam and Eve.*]
What job did God give Adam and Eve to do that he also gives us to do today? [*To take care of the world.*]
- Say** Name some ways you can take care of the world. [*Not litter, clean up litter, care for animals and plants.*]
- Ask** How are you and I different from the first two people? [*We're not perfect and holy; we're sinners.*]
- Say** On the seventh day, God rested.
Ask That means he took a nap, right? [*No!*]
What does it mean that God rested? [*He quit creating things.*]

Do Attach the fifth section; draw fish and birds on it.

Say Name your favorite land animal that God made on day six. [*Responses.*]

Do Attach the sixth section; draw land animals on it. Then read Genesis 1:1.

Say God used his power to create (make) people with wonderful bodies.

Ask What would happen if each of us didn't have a heart or lungs? [*We would die.*]

Say God created the important things we need. He also created things that might not always seem that important—thumbs, for instance.

Do Have a volunteer pick up a dime as quickly as he or she can using the five fingers of one hand, and then have him or her do the same using no thumb.

Say God knew we'd need thumbs to pick up thin things like dimes.

Ask How do God's love and wisdom make us feel? [*Amazed, thankful.*] How can we show thanks to God for our wonderful world and amazing bodies? [*By caring for them and using them wisely.*] Who were the most important creatures God made on day six? [*Adam and Eve.*]

Do Draw Adam and Eve stick figures on the sixth section of the circle.

A

Ask Why was life on earth very wonderful for Adam and Eve?
[They were perfect and holy and lived in a perfect world.]

Say Let's count how many days God used to create his world.
(Count the six sections.)

Ask God stopped creating after day six, but what did he keep doing that he is still doing today?
[Watching over us and all that he created.]



Say We can make chocolate milk using milk from the cow that God created and chocolate from the cocoa tree that *[God created]*. We mix it in a plastic cup made from oil in the ground that *[God created]*. Everything we have goes back to God!

Ask How does God use his power to take care of us today?
[He gives us all we need.]

Say Let's thank God by taking care of our world.

Do Have the children think of something they like to eat or drink and what goes into making it. Pause to pray silently, thanking God for that item. Sing or teach "Praise to the Lord, the Almighty" (hymn 234:1).



Parent Idea: Look at the creation picture on the student lesson with your child. Talk about the parts of creation that people need for survival and the parts that God gave us for enjoyment.

CLOSE

Do Ask the students to remember when you asked them to create something out of nothing at the beginning of the lesson. They couldn't do it.

Ask How did God show his power at the beginning of the world?
[God showed his power by creating the world and everything in it in six days.]

How does God use his power to take care of us today?
[God uses his power to give us all we need.]

Say Let's thank God for our beautiful world by taking care of it.

Do *Pray:* Thank you, God, for creating _____. *(Students take turns supplying items God created.)* We pray in the name of Jesus, your Son, who died to forgive us. Amen.

**at Home**

Parent Idea: Help your child use an encyclopedia, a book about animals, or the Internet to look up at least one strange or interesting fact about a creature in the Bible story picture. Your child will be able to share his or her findings at the next class.

*** Genesis 1:1**

*** The First Article of the Apostles' Creed**
 I believe in God the Father almighty, maker of heaven and earth.

Hymn 234:1

Praise to the Lord, the Almighty,
 the King of creation!
 O my soul, praise him, for he is your health
 and salvation!
 Let all who hear
 Now to his temple draw near,
 Joining in glad adoration!

A graphic for 'Day 2' featuring the word 'Day' in a light blue box above a large black number '2' in a white box, all on a blue background with a folded paper effect.

Day 2

- Open by singing “Praise to the Lord, the Almighty” (hymn 234:1), and then pray:

You made the day; you made the night.
You made the world I see.
Thank you, God, for all the things
That you have made for me. Amen.

- Use **Activity 1** under **Lesson Activities** to review the story.
- Help the students see the hand of God behind all things, even the things people make or invent. Begin by asking a student to tell about all the things he or she did before coming to class. Make a list of items mentioned or draw pictures of them (examples: a bed, a toothbrush, pancakes, juice, clothes). Then ask questions such as:
 - Did God make all these items? [*No.*]
 - But what did God make that a wooden bed frame is made from? [*Trees.*]

– And how did he create humans so that they would be able to figure out how to make bed frames from wood? [*He made them able to think and invent.*]

– And whom did God make so that you could have pancakes for breakfast? [*Parents, caregivers.*]

Remind the children that God used his power to make all things, and he still uses his power to help us today.

- Ask students to think about what makes them special. Are they musical, athletic, caring? God created them, and that makes them special. Have children say a silent prayer, thanking God for making them.
- Choose and use the **Lesson Activities** that best meet the needs of your students.

A**Lesson Activities****1. Review****Say Which Day**

Purpose: To review what God created on each of the six days of creation.

Procedure: You'll need the bag of items used in **Learn** (add more items, if you wish) and six other bags numbered 1 to 6. Pull the items out of the bag one at a time. Have the students take turns telling what day God created each item and placing each item into the appropriate bag.

2. Application**Care Plan**

Purpose: To brainstorm things the students can do to take care of the world God has given them.

Procedure: Draw the following chart on the board, but insert only the headings. Write down the ideas the students offer as they brainstorm. Then have the class pick one item, and form a plan for actually doing it.

How to care for God's world	What we'll actually do
Don't litter	Go outside, and pick up trash.
Recycle	Decorate recycling bins to call attention to them. Make posters to encourage people to donate clean aluminum cans for recycling, with all proceeds to go to a certain mission.
Protect endangered animals	Get information about endangered animals, and create posters to make others aware of what animals are included.
Don't be wasteful	Make posters for the lunchroom about food waste. Take smaller amounts of food, and ask for more once you've finished the first amount.

3. Music**Creation Songs**

Purpose: To sing about what God created.

Procedure: Sing any of the following songs:

- Teach two or three stanzas of “God Made It All”  from **Copy Master 2**. Teach the other stanzas at another time.
- Teach “Who Made the Sky So Bright and Blue?” (*Little Ones Sing Praise*, Concordia Publishing House). It is a question-and-answer song that gives God credit for making the world.
- Teach “The Butterfly Song” (*Little Ones Sing Praise*, Concordia Publishing House). It reminds the children that God made each animal in a unique way. He made people to be his special creatures—his own dear children. You might want to add the following actions:
 - “butterfly” (*flap wings*)
 - “sing” (*one hand on throat, one out for singing*)
 - “wiggle my tail” (*wiggle hips*)
 - “giggle with glee” (*cover mouth with hands, laughing*)
 - “me” (*point to self*)
 - “heart” (*hand over heart*)
 - “smile” (*point to smile*)
 - “Jesus” (*make cross with fingers*)
 - “child” (*rock baby in arms*)
 - “elephant” (*clasp hands and swing arms as trunk*)
 - “hop right up” (*hop*)
 - “my fine looks” (*smooth hair down with hands*)
 - “wiggly worm” (*make worm-slinking motions with hand*)
 - “big smile” (*make crocodile jaws with extended arms*)
 - “fuzzy-wuzzy hair” (*mess hair with hands*)

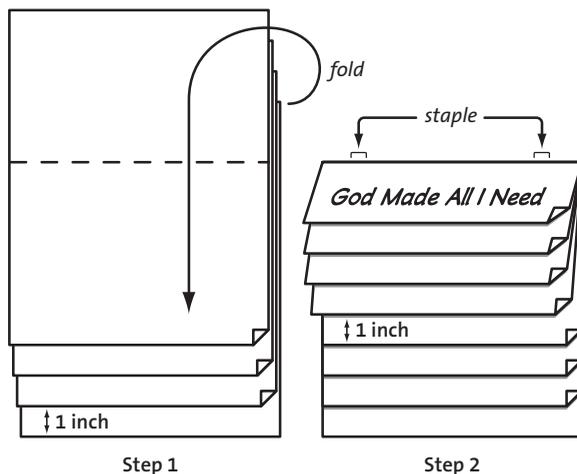
4. Art

Flap Book

Purpose: To make a flap book to help remember what God made on each day of creation.

Procedure: Prepare a blank flap book for each student using the following directions:

- Stack four 8½" x 11" sheets of paper so they are staggered about 1 inch apart at the bottom edges. See Step 1.
- Holding the sheets together, fold the tops of the sheets down toward the bottoms of the sheets to form eight cascading flaps of about the same size (1 inch). See Step 2.
- Staple twice along the fold, and print "God Made All I Need" on the top flap.



Hand out the prepared books, and help the students label flaps 2-7 with Day 1, Day 2, and so on up to Day 6. Have the students draw pictures of the things God created on each day's page. On the eighth flap, have each student write his or her name. Then on that last page, have students also draw self-portraits and some of the things God created especially for them.

5. Review and Apply

Nonreader

Purpose: To draw pictures of God's creation and some of the blessings he gives us today.

Procedure: Duplicate **Copy Master 3**. Read and explain the directions as needed. Have the students share their "riding in a car" pictures.

Optional: Make a large version of the windshield activity to put on a wall or bulletin board. Students could draw pictures, cut out pictures of objects, or create items from paper to fill in the windshield.

Reader

Purpose: To list the things God created each day; to draw some of the blessings he gives us today.

Procedure: Duplicate **Copy Master 4**. See the suggestions for Copy Master 3.

God's Word in the Lesson: 1. light; 2. sky; 3. plants, dry land; 4. sun, moon, stars; 5. birds, fish; 6. land animals, people

God's Word in My Life: Drawings will vary.

Challenge

Purpose: To draw pictures of God's creation that begin with letters of the alphabet that the children choose; to thank God for his creation.

Procedure: Duplicate **Copy Master 5**. (*Optional:* Begin by showing pictures of animals, flowers, and other things God made. Ask the students to tell what letter each starts with.) Have the students draw creation pictures that begin with the letters they choose. Give help as needed.

When the students are finished, have them cut apart the picture boxes. Attach all the letter boxes to a wall or bulletin board to form the letters of "THANKS." Help the children compose a class prayer, thanking God for creating such a beautiful world.

A**6. Other Ideas****Memory Treasure Activity**

Purpose: To introduce the First Article of the Apostles' Creed and discuss how we are to take care of the world God made.

Procedure: Introduce the First Article: "I believe in God the Father almighty, maker of heaven and earth." Then make a two-column chart labeled "Maker" and "Caretaker." Ask the class to name things God made. List them in the "Maker" column. Ask how we are to take care of each of these items, and list the students' answers in the "Caretaker" column. Then have the students draw pictures that show how to take care of two of the items listed.

Extinct Animals

Purpose: To make the children aware of some extinct animals and to encourage them to take care of God's creatures.

Procedure: You'll need a picture of a dinosaur. (*Suggestion:* Go to the Internet to find pictures and names of other extinct animals, especially recently extinct ones.) Show the dinosaur picture, and ask the students what it is. Who of you have this animal as a pet? Have you seen this animal at the zoo? Why not? Ask how dinosaurs came to live on earth. [*God made them on the fifth or sixth day.*] Explain that the Bible doesn't tell us how the dinosaurs died, but we do know that other animals have also died off, some recently. Provide pictures of some extinct animals and information about them. Some students may know the names of some extinct animals. To be sure the students understand the meaning of *extinct*, ask them for examples of animals that are not extinct. Close by emphasizing the importance of taking care of all of God's creatures. Remind the students that God has promised that people will never become extinct.