

Lesson 14

Creation: Animals and Man

God created the animals and man on days five and six.

Studying God's Word

Introduction

Slide #3

Slide #4

Refer to Lesson 12 Theme Poster. We know that the Bible tells us how God created the universe.

What did he use to create everything in the heavens, the seas, and on the earth? How did God do that? God spoke everything into existence.

God spoke, and they all came to be. All he had to do was say the words. God is omnipotent.

What does that mean? God is all-powerful.

Right! We can't even imagine his mighty power.

How many days did God use to create it all? Six days.

Yes. Six days! Let's review what God spoke into existence on each of the six days. Review from Lesson 12 Theme Poster what was created on each day of creation week.

Refer to Lesson 13 Theme Poster. Then we talked a bit more about creation week. The Hebrew word yom (rhymes with home) is used in the creation account in Genesis 1. What does that Hebrew word mean? One normal 24-hour day.

That's right. Genesis 1 says there was evening and morning on each of the six days. Whenever the word yom is used that way in the Bible it means a regular 24-hour day. This is important to remember because you may hear that each day was a long span of time—even millions of years each! But that is not what God's Word says. The Bible tells us that God created in six days—NOT over millions of years.

We talked about the plants God created on day three of creation week, and we looked at some other words God used in Genesis. It was the phrase "according to its kind." What does that mean? No plant will ever turn into another plant. Apple seeds will always grow apples. Grass seeds will always grow grass.

Yes! God made it clear that plants did not evolve. They did not start out as one thing and change into all the wonderful, beautiful, different plants! God spoke, and the plants came up out of the dry ground—which he also made.

Day Five of Creation

Slide #5

Pass out the Class Notes and crayons/markers to the students.

Refer to the Lesson Theme Poster. Today we are going to go back to days five and six and read again what God created on each of those days . Then we'll draw some of them on our Class Notes.

Genesis 1:20

Slide #6

Slide #7

So, let's turn to Genesis 1:20. Will someone read that? Assign a reader. God created some more things. What were they? Sea creatures and birds, or flying creatures.

Continue drawing the creation days pictures from the Lesson 13 Class Notes answer key you started last week.

We are going to add pictures to the Class Notes again. We are on day five. Let's add the flying creatures—birds—first! These will go in the same section as day two. We can add birds in the sky and a duck on the water. Add birds and a duck to your drawing and have students copy them on their Class Notes.

By the way, you may hear the words "flying creatures" when we're talking about what God created on day five. You see, the Hebrew word for "birds" here in Genesis also means flying bats and reptiles. Add a bat to your drawing.

Show pictures of flying creatures you brought. Who can name some other examples of flying creatures? Eagles, gulls, pigeons, bats, pteranodons, etc.

Slide #8

Look again in Genesis 1:20. What else was created on day five? Living creatures in the water.

Slide #9

That's right! The Bible calls these "great sea creatures." I'll add some sea creatures to my drawing. You can add some creatures in the water, too, in the same section on day five on your Class Notes. Have students draw sea creatures on their Class Notes.

Show pictures of sea creatures you brought. Who can name some different sea creatures? Whales, sea stars, sharks, fish, etc.

Genesis 1:21

Slide #10

Now let's move on to the next verse. There are some words here that are repeated. You might recognize them from our lesson last week. Will someone read Genesis 1:21? See if you can tell me which words are repeated. Assign a reader.

Did you hear it? How were the great sea creatures and the winged birds created? What words were repeated? "According to their kinds."

Yes. God created all these animals to reproduce “according to their kinds.” We talked about that phrase last week when we talked about plants. It means that an apple seed will always produce an apple tree. A tomato seed will always produce a tomato because God created them according to their kinds.

So what do you think that means here when we’re talking about fish, birds, and other flying creatures? Allow discussion.

It means that one kind of animal will never turn into another kind of animal. God’s Word says that he made these creatures according to their kinds. They are all a certain kind of animal and will never change into another kind of animal. In other words, two sharks will always have a baby shark. And two cardinals will always have a baby cardinal. Birds will never have baby fish! And fish will never have baby birds! That is what the Bible means by reproducing “according to its kind.” It is the same for plants and animals.

Slide #11

Show Lesson Illustration 1. Now I want you to look at these pictures of animals that also lived in the sea. You may not have heard of these.

You may want to color the Lesson Illustrations or find color pictures online of these animals to add more interest.

People think these creatures are extinct now. But they were great sea creatures! And they were created on day five along with the other sea creatures like whales, fish, sea stars, and squid.

Slide #12

Show Lesson Illustration 2. And here is a picture of a flying creature you may have heard of. This is a pteranodon. They are extinct now, but we know they existed. And we know they did NOT live millions of years ago because the Bible says that God made ALL sea creatures and flying creatures on day five of creation week—only 6,000 years ago.

Day Six of Creation: Land Animals

God’s Word is so exciting! The more we study it, the easier it is to find the right answers to a lot of our questions.

Genesis 1:24–25

Slide #13

Slide #14

Let’s move on to day six! Turn to Genesis 1:24–25. Will someone read those verses? Assign readers.

What did God create on day six? What did we just read? Living creatures, livestock, creeping things, beasts of the earth.

Slide #15

Let’s add land animals to our drawings now in the bottom section on the land. This was day six. I’m going to add a dog and also a dinosaur

because dinosaurs were land animals, and God created ALL land animals on day six. Add a simple dinosaur and a dog to your drawing. Have students add land animals to their Class Notes.

Slide #16

Show Lesson Illustration 3. Here are pictures of some land animals that are believed to be extinct. Some people say these animals lived millions of years ago, but we know that can't be true. NOTHING lived millions of years ago! God's Word tells us when these creatures were created.

According to the Bible, all land animals were created on day six of creation week, just thousands—NOT MILLIONS—of years ago. And that is why I added a dinosaur to the creation days picture.

Show pictures you brought. Tell me, what other kinds of land animals did God create? What are some of your favorite animals? Dogs, horses, cats, sheep, dinosaurs, deer, etc.

Slide #17

Now God repeated something in those verses we just read. When God repeats something, he means it! Listen as I read Genesis 1:24–25. I want you to count how many times you hear me say “according to their kinds or its kind” as I read. Ready? Read the verses emphasizing “according to their kinds.”

How many times did you hear those words? Five times.

Yes. God reminds us five times that he created these land animals to reproduce “according to their kinds.” And that's really important to remember because not everyone believes God's Word. Some people who believe in evolution think that all animals are related. They think that animals started out as one thing and slowly changed, or evolved, into something else.

But that's not true. God designed and created all the different animal kinds. Each kind is totally different from any other kind—and one kind can't change into another. No animal or plant can ever turn into a different kind of animal or plant.

Day Six of Creation: Man

Now we are moving on to the end of day six. This is near the end of creation week. What was the last thing God created? Man.

Genesis 1:27

Slide #18

That's right! Man is God's special creation. Turn to Genesis 1:27. Will someone read that verse for us? Assign a reader.

When the Bible says “man” does that mean God only created a man? No. Who else did he create on day six? A man and a woman—Adam and Eve.

Slide #19

Right. God created two people—a man and a woman, male and female. And we know they were Adam and Eve. I need to add Adam and Eve to

the drawing here. They will go in the same section as the animals because they were also created on day six. You can add them on your Class Notes. Have students add Adam and Eve stick figures to their Class Notes. What is different about God's creation of man? They were created in someone's image. Whose was it? The image of God.

Man was created in God's image. Man is the only creature who has that special privilege. In fact, God makes it clear that we are different from animals. God put man above the animals and the earth when he told Adam and Eve to take care of the earth and rule over it. People are very different from the animals because man is created in God's image—the animals are not.

Slide #20

Show Lesson Illustration 4. Besides what we look like on the outside, what are some ways we are different from animals? Look at this picture. What is this man thinking? Will someone read this for us? Assign a reader. And what is this monkey thinking about? A banana!

Do you see? God made people different than animals. We can think and talk. We can make things. We can think of new ideas, and we can read and write and do math. Animals are pretty much only interested in where they will get their next meal!

What about feelings and behavior? Can animals laugh or cry? Can they really love, or do they just like it when someone pets them or gives them treats? How are we different from animals when it comes to feelings and behavior? Allow discussion. Answers should include we can love each other; we can feel sorry when we've done wrong, we can laugh, we can show kindness, we can forgive, etc.

We can speak to each other. We can love each other. We can laugh and cry. We know right from wrong. Animals don't know these things. They are not like people.

What about the idea of evolution? Many people say that humans came from ape-like creatures millions of years ago. This is just not true.

Can an ape or any animal do any of these things we just talked about? No! What if you took a trip and got on an airplane and found out that there were two monkeys who were going to be the pilots. Would you really want to ride in that plane? No!

No, of course not! People are very different from animals in many ways. But there is one VERY IMPORTANT way we are different from them. Can any of you think of what that might be? I'll give you a hint: Can a monkey know Jesus? We can know Jesus. People can have a relationship with the Creator—the holy God.

God created man in his image. We can have a relationship with him! God has provided a way for us to live with him in heaven forever.

Do you know what God did so that we might live with him in heaven? Allow discussion.

The Bible tells us that God the Father sent his Son, Jesus Christ. Jesus died on the cross to take the punishment for sin, and then he rose again from the dead. And all who turn away from their sins and trust in Jesus will be saved.

This is the most amazing gift God has given to any of us. And he did not give it to anything else in his creation—not the plants, oceans, planets, stars, monkeys—nothing else. Only man—created in his image—can be forgiven of his sins and saved for all eternity. Only people can have the hope of spending forever in heaven with God.

Application

Slide #21

Refer to the Lesson Theme Poster. Today we read about days five and six of creation week from the Bible. We saw how God created the creatures that fill the sky and waters on day five. On day six, God created land animals and mankind. God created people to be very different from the animals. We are a unique, special creation—made in God’s image.

During the next week, watch for ways that TV or movies or books talk about evolution. Evolution is the idea that man evolved from ape-like creatures and animals are all related, coming from a single life form millions of years ago. Each time you notice a reference to millions or billions of years or humans coming from apes, say to yourself, “That is evolution. That’s not what the Bible teaches. The Bible teaches that God made humans in his image. Man is a special creation—very different from the animals. God has provided a way for man to be forgiven of his sins through Jesus Christ.”

Lesson Review

We all learn best with review and repetition! We encourage you to play a lesson review game.

Board Game

Teams will answer questions and make their way to the finish on the Game Board.

Materials

- Review Questions
- Game Board (provided in the Teacher Kit)
- Dice, numbered cards, or spinner
- Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

Review Questions
Medium-sized cardboard box
Scissors or knife
Four beanbags
Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

Review Questions
One drawing area for each team (paper, white board, etc.)

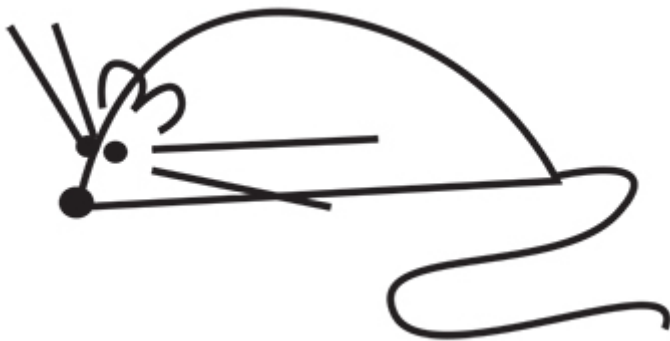
Pencils or white board markers
One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

Review Questions
Masking tape
Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

Review Questions
Swimming noodles or rolled up newspapers
Rolled up socks
Masking tape
Ten sheets of paper
Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left

off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Oh No

Not every roll of the dice will be good for the team. Answer the question, roll the dice, and be prepared to say, "Oh no!"

Materials

Review Questions
Two dice

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Each team will take turns answering review questions. When a team answers correctly, have them roll the dice to determine their points. If a team does not answer correctly, give the answer and repeat the question later. Keep track of team scores.

Numbers aren't always a winner! If students roll:

2 or 3 that team gives 5 points away to the other team
4 or 5 that team takes 5 points from the other team
6–10 face value
11 subtract 10 points from the team score
12 double the team score

(Note: no team can have less than 0 points.)

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

Review Questions
Small paper strips
Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

Review Questions

A deck of numbered cards, or numbers and "wild" written on index cards

One beanbag

Masking tape

Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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